

COURSE SYLLABUS

Spring, 2015

**EDD 1003 Psychological, Sociological, and Cultural
Aspects of Human Development
(3 Doctoral Credits)**

M 5:00 PM- 6:50 PM

*Long Island University-Post
College of Education, Information & Technology*



Johannes Vermeer, Woman holding a balance c. 1662- 1665

(http://www.essentialvermeer.com/catalogue/woman_holding_a_balance.html)

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COURSE DESCRIPTION

The purpose of this survey course is to involve students in tracing the path leading to our current understanding of the ways in which psychological, social, and cultural factors intersect and serve as the basis for human development.

LEARNING OUTCOMES

Learning outcomes are what you are able to do as a result of the activities, readings, instruction, etc. that will occur during this course. These also connect to the overall expectations the EdD program has for you. Assignments and activities related to these outcomes are described in this syllabus. In general, student learning outcomes for this course will be demonstrated through individual and group projects, class discussions, research papers, online postings, and course professionalism. The student learning outcomes for this course are the following:

The student will:

- Demonstrate an understanding of theorists and theories in human development supporting teaching and learning through class discussions, group presentations, online postings, and research projects
- Demonstrate an understanding of social, cultural, psychological, and neuropsychological perspectives on human development using an integrative, interdisciplinary approach through class discussions, group presentations, online postings, and research projects
- Demonstrate an understanding of the course of lifespan development by examining behaviors across infant, child, adolescent, and adult populations through class discussions, group presentations, online postings, and research projects
- Demonstrate an understanding of the developmental and distributed nature of learning including topics in physical, emotional, social, and intellectual growth and identify ongoing debates on these topics through class discussions, group presentations, online postings, and research projects
- Demonstrate an understanding of, critique, and practice designing empirical studies differentiating between high and mediocre quality studies and their everyday application through class discussions, group presentations, online postings, and research projects
- Demonstrate an understanding of empirical research and juxtapose multiple theoretical perspectives through class discussions, group presentations, online postings, and research projects
- Demonstrate an understanding of the connection between empirical research and its informing of effective teaching practice through class discussions, group presentations, online postings, and research projects
- Demonstrate an understanding of multiple technologies throughout all aspects of the course through class discussions, group presentations, online postings, and research projects

SUGGESTED COURSE TEXT

Note: Because you will have access to multiple documents, texts, websites etc., purchasing the textbook is not a course requirement. It will be useful to you as context to many of the topics we discuss and will probably serve as a resource as you continue through the EdD program. There are a variety of formats in which to order the book if this is what you choose to do. You can also

purchase a used version, access the text by subscription, or order it as an e-book. If you do decide to purchase the text, please be sure to obtain only one format. You can order the book from any online source you're able to find, as well. The hardcover textbook is also on reserve in the Library.

1. Feldman, Robert. (2014). *Development across the Lifespan (7th Ed.)*. Upper Saddle River, NJ: Pearson-Prentice-Hall.

Textbook webpage: <http://tinyurl.com/ny64ukc>

Note: Page numbers in the syllabus for Feldman correspond to the 2014 edition.

CourseSmart Subscription (to access text as an e-Textbook- 180 days digital rental):

<http://www.coursesmart.com/development-across-the-life-span-seventh/robert-s-feldman/dp/9780205940271>

Amazon (rent or purchase): http://www.amazon.com/Development-Across-Life-Feldman-Robert/dp/0205940072/ref=dp_ob_title_bk

Note: Amazon (www.amazon.com) has a version for the Kindle:

http://www.amazon.com/Development-Across-Life-Edition-ebook/dp/B00BSFNAA8/ref=ktr_rin_dp

2. American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author.

<http://www.apastyle.org/manual/index.aspx>

Kindle version: <http://www.amazon.com/dp/B00CPUBEBM>

There are also tutorials available on the APA web site to help familiarize you with the Style Manual.

<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

Make sure you purchase the **third** printing of the APA Manual either in soft cover, hardcover, or spiral bound format (prices vary). (You can also follow the APA on Twitter for any updates @APA_Style).

3. Internet websites throughout the course containing hypertexts of various readings in educational psychology. Online articles, distributed learning tools, and supplementary readings provided by instructor. These reading assignments will be periodically updated on the course website.

SUPPLEMENTARY READINGS

Articles and selections from professional books and journals, periodicals, newspapers, and reviews of relevant websites will be discussed throughout the course. Some of these supplemental readings will be distributed in class. One effective way for professionals in the field to keep up is by reading *Students Education Week* at: <http://www.edweek.org/> and

http://www.edweek.org/offer_stud_prof.html?cmp=profess10 (Subscription information)

COURSE APPROACH

This course mirrors a 21st Century, interdisciplinary approach to education advocated by the overall EdD program by varying learning conditions and approaches throughout the semester, and makes use of Blackboard for online course delivery. Class sessions will be conducted in the Computer Lab in the Library. There will be the conventional lecture format, hands-on experiences, multimedia, and class discussions. There will be student presentations as well as (possible) guest speakers. Some lectures will be augmented by PowerPoints and other mixed-media presentations.

The course will be technology-rich with a good portion of hypertext reading assignments able to be accessed online. In addition, students are expected to infuse as much technology-informed strategies as possible in both learning the course material and developing the assignments that are part of the course. For each week's assignments, you will see a variety of websites, some required, some recommended. You are not expected to view entire web sites. You should browse the web sites for their contents to determine the information most relevant and useful to you. The fact that most of the readings in the course are web-based should add to their accessibility and availability.

We will also make use of webinars during the semester using the conferencing software gotomeeting.com. We will try to schedule some class sessions (generally one per month) using this conferencing software. Additional details will be presented during the semester.

Throughout the course, I welcome your input on the effectiveness and usefulness of this approach.

Course E-Mail

The preferred method of communication to me is through e-mail. In order to keep e-mail correspondence organized, please use the following e-mail address: joseph.piro@liu.edu When you e-mail me through the joseph.piro@liu.edu address, please make certain your name is in the subject line of the mail so that it may be identified as sent from a student in the class.

I will also ask you to provide a working e-mail account as well through which we will communicate during the semester. This e-mail account must be one that you check frequently (including weekends and holidays), if not daily. If your e-mail address changes during the course, please send me an e-mail from the new account immediately, so that I can change your address in my records and can stay in touch with you via e-mail during the course. Please understand that you will not be excused from responsibility for course requirements or other course changes/announcements due to a failure to check your e-mail regularly or to inform me of changes in your email address

COURSE RESOURCES

Technology Policy

As future (and probably present) leaders in education, it is important that you develop a working familiarity with multiple aspects of technology in order to meet the increasing challenges of education in the 21st century. To this end, we will utilize technology in a variety of ways in order to support academic growth and personal and professional productivity to help further prepare for a wide range of professional opportunities that require competency and collaboration in a technology driven environment. First, we will follow a *BYOD* policy that is "Bring Your Own Device" to

weekly sessions. This can be a tablet, netbook, or iPad. Even though we are meeting in a computer lab where you will also have access to a desktop, these portable devices will be useful. We will also be using Blackboard as a course management site. You will also be required to infuse technology into your presentations and projects. We will also schedule one or two webinars where we will meet online and not on campus using <http://www.gotomeeting.com>. For these virtual meetings, it is suggested that you have a headphone available as well as (high speed) Internet access. You might also perform a “browser test” to ensure that your present browser is the most recent version. Further instructions will be provided during the semester.

From past experience, I am fairly certain that there will be a range of technology proficiency within the class so you should not feel uncomfortable if your skills are at the developing stage. These skills will be improved throughout the course and, by the close of the semester, you should see a noticeable “bump” in your level of technological skills as well as your confidence in using technology and your knowledge of technological resources integratable into teaching and learning.

Apps

For those students who work with an iPad, the following apps may be of interest and relevance to the semester coursework:

Free: *iBooks, Pages, Dropbox, Evernote, Notes, Dragon Dictation, Idea Sketch, Skype, Paper, TweetDeck, 3D Brain, FINR Brain, Gotomeeting*

Fee: *Evernote, Goodreader, Instapaper, Keynote*

Twitter

Social media is changing how students learn at all levels of education. When employed properly, these media can enhance communication of ideas and learning engagement. Because of this, I would like all students to follow my Twitter feed which is @profpiro. We will discuss details about this during the first week of class. This Twitter feed will update you on articles, websites, data etc. on topics related to both doctoral courses as well as major issues in education. Providing access to this type of information will serve to keep you updated on related developments concerning topics we are exploring in class.

Twitter: <http://twitter.com/>

How to sign up for Twitter: <http://tinyurl.com/29sr875>

Online Library Resources

Online library resources for the course are available through <http://tinyurl.com/edlibrary>

Course Management Website

This course will make use of a website uploaded to LIU’s Blackboard address <https://blackboard.liu.edu/> that will contain a variety of information related to the course. It is important that you check into the website at least once a day to keep up with any news, announcements, messages etc. related to the course.

COURSE REQUIREMENTS

Student involvement in the course will take the following five forms:

- Dyad Presentation
- Abstract and Keywords
- Review of the Literature
- Research Project
- Attendance & Course Professionalism

<i>ASSIGNMENT</i>	<i>PERCENT</i>	<i>DUE DATE(S)</i>
1. Dyad Presentation Summary	35%	April 27, 2015
2. Final Paper on Human Development- Sequence of: Abstract (5%), Literature Review (15%), and Final Research Project (35%)	55%	Abstract- February 23 rd Lit Review- March 16 th Final Project- May 4 th
3. Attendance & Course Professionalism	10%	Ongoing during course

GRADING POLICY

See "Grading" and "Quality-Point Index" in current Graduate Bulletin (under General Information):

<http://www.liu.edu/CWPost/StudentLife/Services/Counseling/AcadPolicies/Graduate.aspx>

Edd Interdisciplinary Studies:

<http://www.liu.edu/CWPost/Academics/Schools/SOE/Dept/Doctoral.aspx>

Course grades will be accumulation of points over the semester calculated as follows:

Grade Scale Used in Course			
95-100	A	70-74	C+
90-94	A-	65-69	C
85-89	B+	60-64	C-
80-84	B	55-59	D
75-79	B-	Below 55	F

- **Dyad Presentation**

Throughout the course, we will be examining a range of empirical studies that are related to psychological, social, and cultural aspects of human development. These studies will “anchor” our discussion for many of the classes during the semester. In order for us to understand the proper context of these studies, students will be assigned one study for they are to prepare an in-depth explication to teach to the class. This project will be in the form of a dyad (that is, two students working together). This dyad includes two parts: the theoretical framework and the anchor study itself. Students can decide which of the members will be responsible for the theoretical study and the anchor study. Students should begin the presentation by summarizing the major theoretical ideas followed by the study itself, and how it connects to the theory. Dyad teams could discuss the overall intent and design of the study, its empirical efficacy, and its psychological, social, and/or cultural implications (otherwise known as its ecological validity or generalizability). Note that students’ dyad presentations will be partly graded on their ability to generate discussion and debate.

These anchor studies will require a substantial amount of interpretation. Some of the statistically-related discussions in articles may be challenging to you. However, using the strategy of a learning triad in approaching these studies should result in a useful degree of mutual input and interaction to help make some sense and some meaning of the study.

To prepare for this assignment, we will spend one class session at the beginning of the term learning how to locate and review professional articles using LIU’s electronic data base system available through the C.W. Post Library (<http://www.liu.edu/University-Libraries.aspx>) website. This review will acquaint you with the many resources available to you through the Library web site and how this can assist your own research as you continue your studies. In general, we will be addressing these studies using the following framework:

1. Overall objective and rationale including any theoretical connection you find
2. Research Hypothesis
3. Methodology (subjects, research design, procedure)
4. Results
5. Discussion & Generalizability/Ecological Validity

The dyad presentation consists of and will be evaluated on three parts:

- posting three (3) *Discussion Questions* on the Blackboard Discussion Board, 24 hours before the presentation;
- a **30-35** minute classroom presentation with some kind of visual aid and subsequent class discussion and debate;
- a critical summary of **four** pages in which you summarize the article (hypothesis, total N, methodology, findings), discuss your impressions of the results, and comment on its generalizability

The 3 **discussion questions** should center on major points related to the topic under discussion for that week's session along with specific references to issues outlined in the Anchor Study. They should be succinct but thought-provoking.

The **classroom presentation** should begin with a review of theory related to the study and then review the posted discussion questions. This should be followed by the major components of the study including its hypothesis, the research population, methodology/research design, statistical information, and overall conclusions. Dyad Team will present their report in any visual form they choose, e.g. PowerPoint, Keynote, [Prezi](#), [Slide Rocket](#), iMovie, podcast, curated board (Pinterest, Scoop.it), [Infographic](#), [Glogster](#), [Wordle](#), [Padlet](#), [Blendspace](#), [Storify](#), [paper.li](#) etc. Also, feel free to quote directly from the study under discussion itself.

The **critical summary** should include key information (sample population, N , hypothesis, methodology etc.) and discussion points within the article, its general findings and/or conclusions, and some form of analysis by the triad about the researcher's conclusions and their efficacy for psychology, classroom practice, and any issues discussed during the class presentation that you feel are of importance.

- **Final Research Paper in Human Development**

Throughout the course, we will be looking at various human developmental and lifespan stages (infancy, early childhood, adolescence, early adulthood, etc.) and become acquainted with research in psychological and neuropsychological studies that relate to topics under discussion. What you are to do is select any topic related to human developmental behavior, review the psychology literature to explain various facets of it using a variety of data bases, and discuss and interpret how it is currently viewed in the field. You can make use of the topics under review in the course this semester such as language development, pro-social behavior, intelligence, sleep, and moral development, or you can select one of your own. Basically, the purpose of the paper is to deepen your knowledge of the topic and provide you with a solid, comprehensive research experience. You may also focus your paper on one specific point in the lifespan. For example, you may wish to examine moral development in adolescence or language acquisition in infancy. We will be utilizing a 'modular' approach to constructing the paper. Its four components are due at various timepoints during the semester. You should build upon the feedback you receive at each point in the process to enhance the depth, scope, and quality of your research.

While various modalities will be used in the process employed to complete the steps to the final document, the document, itself, should take the form of a research paper anywhere from 15-20 pages in length (including title page, abstract, text, bibliography and appendices). It should also follow APA style as outlined in: American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th Ed.). Washington, D.C.: Author. We will discuss potential topics and their presentation during the semester.

- **Component One: Abstract and Keywords Assignment**

In a one page (150-250 word) abstract, present your topic and discuss your reasons for choosing it. Talk about why you selected the topic that you did and how the research can make a case for its implementation. **This is due by Monday, February 23rd, by 5:00 pm.** Before continuing to the next step, make sure your topic has been approved by me.

- **Component Two: Review of the Literature Assignment**

The purpose of this assignment is to acquaint you with the literature on the topic you chose and give you opportunities to locate research on the issue you have selected. It should also give you experience in conducting literature searches using electronic databases, as well as acquaint you with some of the more important journals in the field you are examining.

This review of the literature should include **five** studies from scholarly, peer-reviewed journals related to your topic and should show that you understand how to find scholarly literature on the teaching and learning topic you've selected. Your goal for this review is synthesis-- that is to present what is already known about your topic, how others have researched it, where this research can be located, and how it relates to the teaching/learning process.

The review of literature should address the major points of the research and how these can be applied as evidence to support educational decision-making (otherwise known as its ecological validity or generalizability). The first paragraph should briefly summarize the article and the second paragraph should indicate how it will be useful to you for your final project. Each entry should be no more than **250** words (one page). **It is due Monday, March 16th, by 5:00 pm.**

Again, this literature review should communicate the sense that you understood the research presented and its purpose and have elicited a meaningful behavioral connection. You should also feel free to comment on the quality and accuracy of the ideas, results, opinions etc. presented by the authors and how you feel they square with your own experiences as students and education professionals.

APA format must be followed. You should also link to each citation in some manner. Generally, a link to a journal Abstract is suitable. If the paper is available in its entirety (e.g., as a PDF), you should link to that document. The report should be formatted with a title page, followed by each annotated entry. A running head should also be included and page numbers should be inserted in the upper right-hand corner.

Component Three: Final Paper preparation- During the course, we will communicate as you continue to compose your research paper on human development. This communication may take place during class, by e-mail (I will try to provide you with any resources I come across in my own research and readings) through Blackboard, by appointment during office hours, peer reviews with other students, Twitter, and/or by individual Skype conferences. All these discussions will focus on your continuing interest in the topic, your conception and understanding of it, some of the major findings you've discovered, and how you think this will contribute to your scholarly and professional development as well as improve the quality of the field itself. **The final Paper is due on Monday, May 4th.**

Component Four- Project Presentation: All students are required to present a 25-30 minute summary (approximately) of your project which will be factored into its final grade. This will occur during the final two sessions of the course. More information on this will be available during the semester.

Attendance, Promptness, & Course Professionalism

Each class is more than a meeting-- it is an exchange of thoughts and ideas. These types of exchanges lead to a course with energy and vitality. As professional educators you may know there are certain markers to indicate students are learning. Among these markers, I believe, are engagement in discussion, the posing of interesting questions, and demonstrating a connection with course content. This course will use similar markers to assess student engagement level.

Participation in large and small group form discussions is also required. Participation does not just mean talking in class. Its components include careful listening, meaningful attempts to interpret what is being discussed, active involvement, and critical thinking-- in summary, informed and enthusiastic participation.

Prompt attendance is a must. Excessive absence and lateness, especially if unexplained, will result in reduction of grade. Thus, please make every effort to notify the instructor of any impending absence. All work missed through any absences must be made up pending discussion between student and instructor.

All applicable policies and procedures of Long Island University- Post and the Doctoral Program in Interdisciplinary Educational Studies will be observed in this course. See the *Graduate Bulletin* and the *Doctoral Program Handbook*. The University follows federal and state guidelines regarding students with disabilities, and I will gladly make reasonable accommodations. It is, however, your responsibility as the student to inform me as your instructor early in the course of any disability that may require an accommodation. I will gladly work out a plan of reasonable accommodations and may refer you to the appropriate staff and resources.

COURSE PROFESSIONALISM

The quality of the professionalism of your class participation will be assessed on: (a) evidence of reading and preparation before each class; (b) active participation in and informed contributions to class discussions and exercises; (c) thoughtful, relevant questions and observations in class reflecting critical thinking and intellectual engagement in lectures, activities, and class discussions; and, where applicable. The performance rubrics for class participation are as follows:

Excellent Contributor	<i>Contributions reflect outstanding thought and thorough preparation. Substantive ideas offered and frequent references made to assigned readings to support points of view. Offers exciting direction for the class.</i>
Good Contributor	<i>Contributions reflect meaningful thought processes and preparation. Usually provides substantive ideas with occasional references made to assigned readings to support points of view. Offers good direction for the class.</i>
Fair Contributor	<i>Contributions reflect adequate thought and preparation. Some references made to assigned readings but these are generally vague and random. Offers adequate direction for the class.</i>
Non-Contributor	<i>Contributions to the class are non-existent.</i>
Unsatisfactory Contributor	<i>Contributions reflect inadequate preparation. Ideas are not substantive and usually off topic. Offers no direction for the class.</i>

Computer Lab Protocol: Acceptable Use Policy

We will be spending a considerable amount of time in the Computer Lab located in the Library. It is expected that students understand and follow the appropriate procedures when participating in those classes. Remaining on-task and focused on the activities happening in the lab is a good way for you to understand the self-discipline and commitment required when education is conducted within a variety of learning environments. As per University rules, no food or drink is allowed in the labs.

Flash Drive- You might consider bringing a flash drive to class to store any documents, web sites etc. you create or use during class. Alternately, you might consider opening up a Cloud Storage account (e.g., Dropbox- www.dropbox.com) to store documents throughout the semester. This will give you access to them regardless of your location.

Emergency Notifications, Campus News, Class Cancellations, and Campus Closings

For information on class cancellations and campus closings at C. W. Post, you also may telephone 516-299-EMER (3637) or 516-299-2000 or check <http://www.weatherclosings.com> (using "Brookville, NY" as the City/State) or the main page of the C. W. Post Campus web site at <http://www.liu.edu/cwpost>. You should also be aware of the Emergency Notification System at LIU-Post to which you can subscribe to receive alerts in case of an emergency. Here is a link to the web page with this information: <http://www.liu.edu/CWPost/About/Offices/Public-Safety/Emergency-Mgmt/Alerts>

You might want to follow LIU-Post on Twitter or Facebook as well for up-to-date campus news.

Facebook: <https://www.facebook.com/LIUPost> Twitter: <https://twitter.com/LIUPost>

MISCELLANEOUS COURSE INFORMATION

1. All work submitted for this course must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrases, websites etc.) must be properly documented. Please see me if you have any questions about your use of sources. **Also, you may wish to check this website** (<http://www.liu.edu/CWPost/StudentLife/Services/Counseling/AcadPolicies/Conduct/Prevent.aspx>) **on the Post Library web page.**
2. All applicable policies and procedures of Long Island University, C. W. Post Campus and the Doctoral Program in Interdisciplinary Educational Studies will be observed in this course. See the *Graduate Bulletin* and the *Doctoral Program Handbook*. (<http://www.liu.edu/CWPost/StudentLife/Services/Counseling/AcadPolicies/Graduate.aspx>)
3. **Students with documented disabilities:** In accordance with the Americans with Disabilities Act of 1990 and in order to facilitate learning for all students, students with disabilities or those requiring special arrangements should speak directly with the professor at the beginning of the semester. Further, please contact the Academic Resource Center (516-299-2937) so that steps can be taken to develop an appropriate education plan.
4. This syllabus is only a guide, and as such, it is subject at any time to change by the instructor. Any changes will be announced in class and/ or on Blackboard and/or e-mailed and it is your responsibility to be aware of all such changes.

COURSE SCHEDULE

Week One January 26th

INTRODUCTION AND COURSE OVERVIEW AND EXPECTATIONS COURSE EXPECTATIONS; BLACKBOARD REVIEW

Theme	Why do we behave the way we behave? What does it mean to be a part of a community of learners? How will this course prepare me for effective participation in the “laboratory of the everyday?”
Required Readings	Blackboard documents
Websites	https://blackboard.liu.edu/webapps/login/
Supplementary Resources	Classic Texts and Manuscripts in Education http://carbon.ucdenver.edu/~mryder/itc/etexts.html http://www.infed.org/biblio/knowledge.htm#practical

Weeks Two & Three February 2nd & 9th

EMPIRICAL RESEARCH AND ITS ROLE IN TEACHING AND LEARNING

Feldman, pp. 2-41

Theme	How does research support teaching and learning? How can research support best practices in education? How should a research study be processed by the researcher?
Websites	C.W. Post http://www.cwpost.liu.edu/cwis/cwp/library/libhome.htm
	Google Scholar http://scholar.google.com/
	NCBI Pub Med http://www.ncbi.nlm.nih.gov/pubmed
	Science Direct http://www.sciencedirect.com/
	Scopus http://liu.cwp.libguides.com/scopus
	The TOC Alert (Table of Contents) Alert http://www.apa.org/pubs/databases/psycarticles/index.aspx

DSM Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition

<http://www.dsm5.org/Pages/Default.aspx>

Supplementary Resources

Scientifically-Based Research Practice Guide to Organizing Instruction

<http://ies.ed.gov/ncee/wwc/pdf/practiceguides/20072004.pdf>

WWC Practice Guides

<http://ies.ed.gov/ncee/wwc/publications/practiceguides/>

Scientifically- Based Research: How to approach It

<http://www.ecs.org/html/educationIssues/Research/primer/researchsays.asp>

<http://www.teachthought.com/technology/100-search-engines-for-academic-research/>

Week Four & Five

Presidents' Day- February 16th - No classes—

Class meets February 17th (Note this is a Tuesday) & February 23rd

NEUROCOGNITIVE DEVELOPMENT IN INFANCY: THE ROLE OF SES

Feldman, pp. 142-171

Theme How are human neurodevelopment and socio-economic status (SES) related?

Theoretical Text Piaget, J. (1962). The stages of the intellectual development of the child. *Bulletin of the Menninger Clinic*, 26, 120-128.

Anchor Study Lawson, G., Duda, J., Avants, B., Wu, J., & Farah, M. (2013). Associations between children's socioeconomic status and prefrontal cortical thickness. *Developmental Science*. Article first published online: 30 July 2013. doi: 10.1111/desc.12096

Supplementary Readings Cana, D., Richards, T., & Kuhl, P. (2013). Early gray-matter and white-matter concentration in infancy predict later language skills: A whole brain voxel-based morphometry study. *Brain and Language*, 124(1), 34–44.

National Scientific Council on the Developing Child (2007). The timing and quality of early experiences combine to shape brain architecture: Working Paper No. 5.

http://developingchild.harvard.edu/index.php/resources/reports_and_working_papers/working_papers/wp5/

Hollingshead, A. (2011). Four factor index of social status. *Yale Journal of Sociology*, 8, 121-51.

http://www.yale.edu/sociology/yjs/yjs_fall_2011.pdf

Kuhl, P. (2010). Brain mechanisms in early language acquisition. *Neuron*, 57, 713- 727.

Math and Brain: <http://med.stanford.edu/ism/2013/april/math.html>

Noble, K., Houston, S., Kan, E., & Sowell, E., (2012). Neural correlates of socioeconomic status in the developing human brain. *Developmental Science*, 15(4), 516–527.

Piaget, J. (1954). *The construction of reality in the child*. New York: Basic Books (pp. 1-25, “The development of object concept”).

Piaget, J. (1952). *The origins of intelligence in children*. New York: International Universities Press. (pp. 253- 262, “The exploration of new objects and phenomena and the ‘derived’ secondary reactions”).

Websites

Brain Atlas

<http://www.dartmouth.edu/~rswenson/Atlas/>

<http://serendip.brynmawr.edu/exchange/brains>

<http://www.mrc-cbu.cam.ac.uk/people/jessica.grahn/neuroanatomy.html>

<http://www.brain-map.org/>

3D Brain application Cold Spring Harbor Laboratory

<http://www.g2conline.org/2022>

Website of the Jean Piaget Society

(<http://www.piaget.org/>)

Cognitive Development

(<http://chiron.valdosta.edu/whuitt/col/cogsys/piaget.html>)

Week Six
March 2nd

MOTIVATION BEHAVIORS IN ADOLESCENCE

Feldman, pp. 348- 379

Themes	How do learning motivation behaviors change during adolescence?
Theoretical Study	Maslow, A. (1970). <i>Motivation and personality</i> . New York: Harper & Row. (pp. 35-58, "A theory of human motivation").
Anchor Study	Miranda, D. (2013). The role of music in adolescent development: Much more than the same old song. <i>International Journal of Adolescence and Youth</i> , 18:1, 5-22, doi 10.1080/02673843.2011.650182
Supplementary Readings	<p>Blakemore, S-J., Burnett, S., & Dahl, R. (2010). The role of puberty in the developing adolescent brain. <i>Human Brain Mapping</i>, 31:926–933.</p> <p>Duckworth, A. (2011). Self-control and why it matters. <i>PNAS</i>, 108(7), 2639-2640.</p> <p>Giedd, J. (2008). The teen brain: Insights from neuroimaging. <i>Journal of Adolescent Health</i>, 42, 335-343.</p> <p>(This journal is an open access journal: http://www.tandfonline.com/loi/rady20#.VJL30yvF_h5)</p> <p>Moffitt, T., Arseneault, L., Belsky, B., Dickson, N., Hancox, R. J., Harrington, L., et al. (2011). A gradient of childhood self-control predicts health, wealth, and public safety, <i>Proceedings of the National Academy of Sciences of the USA</i>, 108(7), 2693-2698.</p>
Websites	<p>Ivan Pavlov- Website of Nobel Prize Laureates (http://nobelprize.org/nobel_prizes/medicine/laureates/1904/pavlov-bio.html)</p> <p>Website of the B.F. Skinner Foundation (http://www.bfskinner.org/BFSkinner/Home.html)</p> <p>Abraham Maslow http://www.ship.edu/~cgboeree/maslow.html</p> <p>Classical Conditioning http://www.edpsycinteractive.org/topics/behavior/classend.html</p>

Video B.F. Skinner and Operant Conditioning
http://www.youtube.com/watch?v=I_ctJqjlrHA

Week Seven
March 9th - No classes- Spring Recess

Weeks Eight & Nine
March 16th & 23rd

IDENTITY STATUS AND PROSOCIAL BEHAVIOR IN YOUNG ADULthood

Feldman, pp. 13- 17; pp. 380- 415

Themes What is identity and how does identity change throughout the lifespan?

Theoretical Study Erikson, E. (1963). *Childhood and society* (2nd ed.). New York: W.W. Norton & Co. (pp. 247-274, "Eight ages of man")

Marcia, J. (2000). Development and validation of ego-identity status. In R. Diessner & S. Simmon (Eds.), *Notable selections educational psychology*. Guilford, CT: Dushkin/McGraw-Hill.

Anchor Study Benson, J., & Elder, G. (2011). Young adult identities and their pathways: A developmental and life course model. *Developmental Psychology*, 47(6), 1646-1657.

Supplementary Readings Casey, B.J., Duhoux, S., & Cohan, M. (2010). Adolescence: What do transmission, transition, and translation have to do with it? *Neuron*, 67(5), 749-760.

Hardy, S., & Kisling, J. (2006). Identity statuses and prosocial behaviors in young adulthood: A brief report. *Identity*, 6, 363-369.

Websites [Website for Resources on Erik Erikson \(http://facultyweb.cortland.edu/andersmd/ERIK/welcome.HTML\)](http://facultyweb.cortland.edu/andersmd/ERIK/welcome.HTML)

[Shakespeare, Seven ages of man \(http://internetshakespeare.uvic.ca/Library/SLT/life/lifesubj+1.html\)](http://internetshakespeare.uvic.ca/Library/SLT/life/lifesubj+1.html)

Weeks Ten & Eleven
March 30th & April 6th

SLEEP AND COGNITION

Feldman, pp. 112- 141

Theme	What is the role of race and SES on sleep behaviors in children?
Theoretical Study	Carskadon, M.A., & Dement, W.C. (2000). Normal human sleep: An overview. In <i>Principles and practice of sleep medicine</i> , M.H. Kryger, T. Roth, & W.C. Dement (Eds.), 3rd Edition, (pp.15-25). Philadelphia: W.B. Saunders.
Anchor Study	Buckhalt, J., El-Sheikh, M., & Keller, P. (2007). Children's sleep and cognitive functioning: Race and socioeconomic status as moderators of effects. <i>Child Development</i> , 78, 213–231.
Supplementary of Readings	<p>Ardila, A., Rosselli, M., Matute, E., & Guajardo, S. (2005), The influence parents' educational level on the development of executive functions. <i>Developmental Neuropsychology</i>, 28, 539-560.</p> <p>Bayer, L., Constantinescu, I., Perrig, S., Vienne, J., Vidal, P., Mühlethaler, M., & Schwartz, S. (2011). Rocking synchronizes brain waves during a short nap. <i>Current Biology</i>, 21(12), 461-462.</p> <p>El-Sheikh, M., Kelly, R., Buckhalt, J., & Hinnant, B. (2010). Children's sleep and adjustment over time: The role of socioeconomic context. <i>Child Development</i>, 81, 870-883.</p> <p>O'Brien, E. & Mindell, J. (2005). Sleep and risk-taking behavior in adolescents. <i>Behavioral Sleep Medicine</i>, 3, 113-133.</p>
Websites	<p>The Sleep Foundation http://www.sleepfoundation.org/</p> <p>The American Academy of Sleep Medicine http://www.aasmnet.org/</p> <p>Sleep Education http://www.sleepeducation.com/</p> <p><i>Sleep</i> (Professional Journal) http://www.journalsleep.org/</p>

Weeks Twelve & Thirteen
April 13th & 20th

MORAL WORLDS

Feldman, pp. 238- 271; 380- 415; 506-533; 566- 595

Themes How do moral behaviors develop?

Theoretical Study Kohlberg, L. (1984). *The psychology of moral development: The nature and validity of moral stages*. San Francisco: Harper & Row (pp. 7-24, “Stage and sequence: The cognitive-developmental approach to socialization;” pp.170-205, “Moral stages and moralization: the cognitive-developmental approach”)

Anchor Studies Gunia, B., Barnes, C., & Sah, S. (2014).The morality of larks and owls: Unethical behavior depends on chronotype as well as time-of-day. *Psychological Science*. (April 13th)

http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2461952

Kouchaki, M. & Smith, I. (2014). The morning morality effect: The influence of time of day on unethical behavior. *Psychological Science* 25(1), 95–102 (April 20th) <http://pss.sagepub.com/content/25/1/95.full>

Supplementary Readings Decety, J., Michalska, K., & Kinzler, K. (2012). The contribution of emotion and cognition to moral sensitivity. *Cerebral Cortex*, 22(1), 209-220.

Gibbs, J., Basinger, K., Grime, R., & Snarey, J. (2007). Moral judgment development across cultures: Revisiting Kohlberg’s universality claims. *Developmental Review*, 27, 443-500.

Gilligan, C. (1982). *In a different voice: Psychological theory and women’s development*. Cambridge, MA: Harvard University Press. (pp. 1-23, “Introduction” and “Woman’s place in a man’s life cycle”)

Harenski, C., Harenski, K., Shane, M., & Kiel, K. (2012). Neural development of mentalizing in moral judgment from adolescence to adulthood. *Developmental Cognitive Neuroscience*, 2(1), 162-173.

Kohlberg, L. (1963). The development of children’s orientations toward a moral order: Sequence in the development of moral thought. *Vita Humana*, 6, 11-33.

Piaget, J. (1960). *The moral judgment of the child*. Glencoe, IL: The Free Press. (pp. 195-219, “Cooperation and the development of the idea of justice”).

Zhong, C.B., Strojcek, B., & Sivanathan, S. (2010). A clean self can render harsh moral judgment. *Journal of Experimental Social Psychology*, 46, 859-862.

Websites

Studies in Moral Development and Education

<http://tiger.uic.edu/~lnucci/MoralEd/> (click on Overview)

Ethical decision-making and action (theories of J. Rest- Four Components Model)

http://www.sagepub.com/upm-data/12906_Chapter3.pdf

Weeks Fourteen & Fifteen

April 27th & May 4th

FINAL PROJECT PRESENTATIONS

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- Erikson, E. (1963). *Childhood and society* (2nd ed.). NY: Norton.
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Brain and Behavior

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