



# Child Growth and Development

**EDHD 411**

Fall 2019

## Course Description

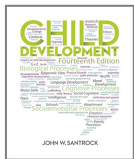
This course is the study of child development spanning from infancy to puberty and includes theoretical approaches to and empirical studies of physical, psychological and social development of the child. This section will focus on cultural considerations and implications for educational practices.

## Course Overview

In this course, we will examine the nature of child development from theoretical and research perspectives with an emphasis on diversity. First, we will review cognitive, moral, and social theories and research related to child development followed by an examination of developmental contexts such as peer, family and school settings. Throughout the course, we will consider the impact of diversity upon children's development by examining racial, ethnic, and gender differences that may influence the outcome of children's developmental experiences.

## Required Resources

Course website: [elms.umd.edu](http://elms.umd.edu)



Textbook: Child Development  
John Santrock  
14<sup>th</sup> Edition (2014)  
ISBN #9780078035333

Additional required readings: on ELMS

## Learning Outcomes

Upon completion of this course, students should be able to:

- Demonstrate a basic understanding of the theories underlying child development.
- Identify and describe the nature of contextual influences on child development.
- Consider cultural and diversity issues relevant to child development.
- Make connections between child developmental theories & research to educational practices.

## Student Expectations

- Be on time to class and be prepared.
- Be respectful to the instructor and to fellow students.
- Be attentive and participate in class.

## Campus Policies

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit [www.ugst.umd.edu/coursereLATEDPolicies.html](http://www.ugst.umd.edu/coursereLATEDPolicies.html) for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

**Dr. Jennie Lee-Kim**

[jleekim@umd.edu](mailto:jleekim@umd.edu)

**Teaching Assistant**

Jenna Alton

[jalton@umd.edu](mailto:jalton@umd.edu)

**Class Format**

Blended (Hybrid) with weekly **online** sessions AND weekly **class** meetings

**Class Meetings**

Wednesdays, 2-3:15pm  
0102 TYD

**Office Hours**

Dr. Lee-Kim

3304L Benjamin

Wednesdays: 1-1:45pm  
and by appointment

Jenna Alton

0212 Benjamin

Mondays, 11-12pm  
and by appointment

**Course Communication**

Class announcements will be posted regularly on ELMS. Students can contact Dr. Lee-Kim via canvas mail or by direct email for any questions or concerns about the course, or to request a meeting outside of office hours.

**Please include this course number in your email header.**

## Course-Specific Policies

### Class Attendance, Climate & Electronics Policy

Students are expected to attend and actively participate in each class except in the case of illness or an extenuating circumstance. If missing class, students are responsible for obtaining missed class content/notes from a classmate.

**No computers, phones or tablet devices are permitted during our class meetings.** I understand and have considered arguments for permitting laptop and tablets in the classroom for this course. However, based on experience and research evidence, the reality is that they present a distraction and detract from the learning environment. Researchers have found that these distractions do in fact interfere with learning and active participation. For that reason, the use of computers and phones will not be permitted during class meetings (except when required for ADS accommodations). If a computer is needed to accomplish a class objective for the day, I will give you advanced notice to bring one with you.

I also expect you to make the responsible and respectful decision to refrain from using your cellphone in class. Cellphones should be out of sight. If you have critical communication to attend to, please excuse yourself and return when you are ready. Students who disregard this policy will be asked to leave class immediately and will receive zero credit for any in-class assignments.

### Submission of Assignments

All assignments are due on the assigned date and time listed on the course schedule or on ELMS. Late work will not be accepted for course credit unless you meet the University criteria for make-up work (see below), so please plan to have it submitted well before the scheduled deadline, especially if the assignment is due on ELMS. Technical difficulties are not considered excused reasons for late submissions. Likewise, students are expected to take *exams* on the assigned dates and times of the exam. Missed exams will result in zero credit for the exam.

For this course, some of your assignments may be collected via Turnitin on our course ELMS page. This tool can help you improve your scholarly writing and help me verify the integrity of student work. For information about Turnitin, how it works, and the feedback reports you may have access to, visit [Turnitin Originality Checker for Students](#)

### Excused Late Assignments and Make-up Exam Policy

Excused Late Assignments and Make-up exams **will be considered** if students give prior notice of absence and provide required documentation for excused absences as outlined in the undergraduate catalog. Please see below for specific guidelines for missed classes and grading events. Students claiming an excused absence must notify me as soon as possible via email and furnish proper documentation supporting their absence. *Make-up exams must be taken within 1 week of the original exam date.*

1. **Missed single class due to illness:** ONCE during a semester, a student's self-authored note will be accepted as an excuse for missing a minor scheduled grading event in a single class session if the note documents the date of the illness, acknowledgement from the student that information provided in the note is correct, and a statement that the student understands that providing false information is a violation of the Code of Student Conduct. Students are expected to attempt to inform the instructor of the illness prior to the date of the missed class.
2. **Major scheduled grading events:** Major Scheduled Grading Events (MSGE) are indicated on the syllabus with an asterisk. The conditions for accepting a self-signed note do not apply to these events. Written, signed documentation by a health care professional, or other professional in the case of non-medical reasons (see below) of a University-approved excuse for the student's absence must be supplied. This documentation must include verification of treatment dates and the time period for which the student was unable to meet course requirements. Providers should not include diagnostic information. Without this documentation, opportunities to make up missed assignments or assessments will not be provided.
3. **Non-consecutive, medically necessitated absences from multiple class sessions:** Students who throughout the semester miss multiple, non-consecutive class sessions due to medical problems must provide written documentation from a health care professional that their attendance on those days was prohibited for medical reasons.

## Course Assessments

### Exams\* (200 points)

There will be 2 exams, each worth 100 points. The format of the exams will consist of multiple choice, true/false, and short answer questions covering course materials from readings, lectures, presentations, online postings and in-class activities.

### E-Activities\* (140 points)

For our online sessions, "E-Activities", students will complete a set of activities connected to the assigned topic and readings as listed in the course schedule. Activities may include reading summaries, reflection of video clips or current events articles, discussion posts in a group with other students, etc. The purpose of these online activities is to help review and synthesize understanding of topics. Postings are due by 11:59pm on the assigned date. Each E-activity (EA) is worth 10 points.

### Group Poster Presentation Project\* (60 points)

Students will work in groups of 3-4 to construct a poster presentation on a current events topic related to the course that will be presented virtually towards the end of the semester. More details to be provided in class.

### Empirical Article Review Paper\* (50 points)

Students will individually write a 5-page paper reviewing one empirical article on the topic for your group presentation. This will entail researching and reviewing one empirical journal article on a contemporary topic related to child development as related to the course. More details to be provided in class.

### In-Class Activities\* (50 points)

There will be 11 in-class assignments, each worth 5 points. The lowest in-class assignment grade will be dropped. These may include reading quizzes, discussion questions, written assignments, etc. that will take place only during class time.

## Grades

Grades are not given but earned. Your grade is determined by your performance on the learning assessments in the course and is assigned individually (not curved). If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal. All assessment scores will be posted on our ELMS course. If you would like to review any of your grades, please email me to schedule a time for us to meet in my office. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.

Course Assessments	Total Points	Category Weight
Exams (2)	200	40%
E-Activities (14)	140	30%
Group Presentation Project	60	12%
Empirical Article Review Paper	50	8%
In-Class Activities (11)	50	10%
<b>Total Points: 500</b>		

**Final letter grades** are assigned based on the total assessment **points** earned. To be fair to everyone I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same this as making the cut (447  $\neq$  447.5). It would be unethical to make exceptions for some and not others.

Final Grade Cutoffs									
<b>A+</b>	487.5-500	<b>B+</b>	437.5-447	<b>C+</b>	387.5-397	<b>D+</b>	337.5-347		
<b>A</b>	462.5-487	<b>B</b>	412.5-437	<b>C</b>	362.5-387	<b>D</b>	312.5-337	<b>F</b>	<297.5
<b>A-</b>	447.5-462	<b>B-</b>	397.5-412	<b>C-</b>	347.5-362	<b>D-</b>	297.5-312		

## Need Help?

Taking personal responsibility for your own learning means acknowledging when your performance does not match your goals and doing something about it. Everyone needs help at one point or another! I hope you will come talk to me so that I can help you find the right approach to success in this course. Also, I encourage you to visit [tutoring.umd.edu](http://tutoring.umd.edu) to learn more about the wide range of available campus academic support resources. If you just need someone to talk to, visit [counseling.umd.edu](http://counseling.umd.edu).

## Course Evaluation

Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching & learning at the University as well as to the tenure and promotion process. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for the current semester. Please go to the website ([www.courseevalum.umd.edu](http://www.courseevalum.umd.edu)) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing the summary reports of thousands of courses online at Testudo for which 70% or more students submitted their evaluations.

## Copyright Notice

Class meetings and course materials, including instructions, presentations, assessments, content outlines, and similar materials are the intellectual property of the course instructor and protected by legal copyright. You may take notes and make copies of course materials for your own personal use. Audio or Video recordings of any class material is not allowed unless a student has documentation. You may not, nor may you allow others to, distribute lecture notes and course materials publicly whether or not a fee is charged without the express written consent of the instructor. Similarly, you own copyright in any work products that you create for this course. Copyright violations may result in referrals to the Office of Student Conduct and/or civil penalties under State and Federal law ([www.copyright.gov/title17](http://www.copyright.gov/title17)).

## Syllabus Disclaimer

As the instructor, I reserve the right to alter, modify, amend, or otherwise change this syllabus; however, I will try my best not to do so. If changes must be made, you will be notified of the changes in advance if possible.

## Course Schedule

**Note:** This is a TENTATIVE schedule, and subject to change as necessary – monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.

Week	Date	Topic/Agenda	Reading Assignments	Assignments Due
1	8/28 CLASS	Course Introduction & Overview		Review Syllabus Online Student Info Form
2	9/3 (TUES) ELMS	Nature of Child Development & Overview of Theories	Chapter 1: 4-29	E-activity #1*
	9/4 CLASS	Nature of Child Development & Overview of Theories		In-Class #1 <b>Group Poster Presentation Project Overview</b>
3	9/9 ELMS	Physical Development	Ch. 4: pp. 102-117; 124-134 Ch. 5: pp. 138-149	E-activity #2*
	9/11 CLASS	Brain Development and Overview of Language & Cognitive Development		In-Class #2
4	9/16 ELMS	Language Development	Chapter 9	E-activity #3*
	9/18 CLASS	Language Development: Guest Lecturer		In-Class #3
5	9/23 ELMS	Cognitive Development	Ch. 6 and Ch. 7: pp.193-197	E-activity #4*
	9/25 CLASS	Cognitive Development		In-Class #4
6	9/30 ELMS	Moral Development	Chapter 13	E-activity #5*
	10/2 CLASS	Moral Development	Online Reading #1	In-Class #5 <b>Due: Group Project Plan by 11:59pm</b>
7	10/7 ELMS	Exam Review		E-activity #6*
	10/9 CLASS	<b>EXAM #1*</b> (8/28-9/30)		
8	10/14 ELMS	Gender Development	Chapter 12	E-activity #7*
	10/16 CLASS	Gender Development & Bandura's Theory	Online Reading	In-Class #6
9	10/21 ELMS	Self-Processes	Chapter 11	E-activity #8*
	10/23 CLASS	Self-Processes & Erikson's Theory	Online Reading	In-Class #7 <b>Due: Article Review Paper* by 11:59pm on 10/25</b>
10	10/28 ELMS	Peer Relationships, Part I	Chapter 15: pp. 423-433	E-activity #9*
	10/30 CLASS	Selman's Theory	Online Reading	In-Class #8

11	11/4 ELMS	Peer Relationships, Part II	Chapter 15: pp. 438-442	E-activity #10*
	11/6 CLASS	Family Context Overview Attachment Theory	Chapter 10: pp. 291-305	In-Class #9 <b>Due: Group Project Outline due by 11:59pm</b>
12	11/11 ELMS	Family Context of Development	Chapter 14	E-activity #11*
	11/13 CLASS	Family Context of Development		In-Class #10
13	11/18 ELMS	School/Cultural Context of Development	Ch. 16: pp.450-464 Ch. 17: pp.482-498	E-activity #12*
	11/20 CLASS	School/Cultural Context of Development		In-Class #11
14	11/25 ELMS	Group Poster Presentation		E-activity #13* <b>Due: Group Project* due by 11:59pm</b>
	11/27	<b>NO CLASS—HAPPY THANKSGIVING!</b>		
15	12/2 ELMS	Online Poster Symposium		E-activity #14*
	12/4 CLASS	Course Wrap-Up Final Exam Info		
16	12/9 ELMS	Study Day		
<b>FINAL EXAM* (EXAM #2*): Saturday, December 14<sup>th</sup>, 1:30pm—3:30pm</b>				

\*denotes MSGE