



**EDHD 431-0101: CHILD DEVELOPMENT AND LEARNING: THREE TO EIGHT YEARS  
SPRING 2019  
TUES/THURS, 2:00PM–3:15PM (EDU 1121)**

**Instructor:** Dr. Jennie Lee-Kim  
**Email:** [jleekim@umd.edu](mailto:jleekim@umd.edu)

**Office:** 3304Z Benjamin Bldg.  
**Office hours:** Tuesdays, 1-1:45pm & by appt.

**COURSE DESCRIPTION**

This course is designed to provide the student majoring in Early Childhood and Early Childhood Special Education with a basic understanding of child development theory and research, with a focus on the development of children during the early and middle childhood “stages”, specifically from ages 3 years to 8 years. A major emphasis will be the application of theory and research from the field of educational psychology to an understanding of how young children learn and achieve academically. Because the course will address the developmental and academic functioning of children with and without disabilities, a particular focus will be on individualization (i.e., the individual developmental and learning needs of each student). Students are expected to acquire knowledge regarding a wide spectrum of behavior with an emphasis on cognition and learning. The instructor will present overview material and additional material will be read and discussed by the class.

The course will introduce the accomplishments and challenges that children, who are typically and atypically developing, face within the domains of Physical, Cognitive, Language, Social, and Emotional Development. Knowledge of theory and research in child development and educational psychology will be enhanced through a series of observational experiences in inclusive settings, which will build upon concepts addressed during class periods. Students will complete assignments in a school-based placement, thereby bridging theory and practice. Includes field experience.

**COURSE OUTLINE**

In this course, we will begin with an overview of major theories and foundations important for understanding the development and learning of children from three to eight years. Next, we will review physical, cognitive, self, emotional, moral, and social theories and research focused first on early childhood and then middle childhood. Throughout the course, we will consider issues of diversity, such as ethnic-, cultural- and gender-differences that may influence the outcomes of typically and atypically developing children.

**COURSE OBJECTIVES**

Upon successful completion of the course, the student will:

- Be familiar with the major concepts, theories and constructs applied to the field of Child Growth and Development as they apply to children with and without disabilities.
- Explore the individual differences among children, particularly regarding developmental, learning, and other disabilities, but also in regard to personality, gender, and other issues regarding the diversity of students in the classroom.
- Have a sense of the individual and overlapping roles of students, teachers, and family members in the educational process.
- Gain experience in observation and recording of children’s developmental processes.
- Have examined the effects of contextual and environmental factors on children’s educational experiences.
- Apply specific tenets of developmental theory and research to understanding the academic functioning of children in the early years.
- Use the tenets of and evidence from educational psychology to inform practice with young children.
- Gain an appreciation for the importance of stimulation and intervention in the earliest years, for children with and without disabilities, as a foundation for their development in cognition and other domains of functioning.
- Have participated in opportunities for self-exploration and growth in order to understand how one’s developmental experiences, self-concept, values, and attitudes affect one’s teaching style.

## REQUIRED RESOURCES

- Textbook: Berk, L. E., and Meyers, A. B. (2016). *Infants and children: Prenatal through middle childhood*. Boston: Allyn and Bacon. 8<sup>th</sup> edition. ISBN: 9780133936728.
- Additional required readings: on ELMS

## STUDENT EXPECTATIONS

1. Be on time and be prepared. Complete all reading assignments as per course schedule and in advance of class.
2. Be an active participant in class discussions and activities.
3. Be respectful to the instructor and to fellow students.
4. Complete Field Placement Requirements.

## COURSE REQUIREMENTS

- **Exams\* (150 points)**  
There will be 2 exams: an in-class midterm exam worth 100 points and an online final exam worth 50 points. Specific details to be provided in class.
- **Case Study Project\* (125 points)**  
Students will complete a 3-part case study project that is comprised of a brief summary of the setting, several unstructured and structured observations, summaries of the environment and the development of a specific target child, and a final analysis of the target child, informed by developmental and educational psychology theory and research. Specific details to be provided in class.
- **Theoretical Reflection Paper\* (40 points)**  
Students will choose one theory to summarize and apply to language and literacy development in young children. Specific details to be provided in class.
- **Group Project\* (80 points)**  
Students will be randomly assigned to a group of 4-5 students for the purpose of developing and executing a group presentation on a current topic from child development related to the course. Group presentations are scheduled for May 9<sup>th</sup> and May 14<sup>th</sup>. Specific details to be provided in class.
- **In-Class Activities (50 points)**  
There will be 10 in-class activities, each worth 5 points that will take place during class over the course of the semester. Four of these activities pertain to prep work for the group project and are scheduled (see Course Schedule). The remaining 6 will be unannounced and may include reading quizzes, discussion questions, written assignments, etc.
- **Ed Psych Discussion Assignments (30 points)**  
Students will complete two discussion assignments, each worth 15 points connected to educational psychology research articles on 3/14 and 5/7. Specific details to be provided in class.
- **Field Placement Requirements (25 points)**  
The field placement is connected to your learning in every course and critical to your development as a teacher. In this course, you will be evaluated on the following components of the field placement:
  - Attendance (as recorded on the attendance log signed by your mentor and submitted at the end of the semester)
  - Record-Keeping (timely submission of all required paperwork related to field placements, including field placement agreement, attendance log, placement information form, student evaluations of placement, etc.)
  - Mentor Evaluations (scores on final evaluation completed by mentor)
  - Reflections (3 reflections assigned by and submitted to seminar professor)
  - Field Placement Seminar (attendance and participation in two seminars throughout the semester)

## COURSE 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 the course ELMS page. If you would like to review any of your grades (including the exams), or have questions about how something was scored, please email me to schedule a time for us to meet.

Grades will be based on the following:

Exams (30%)	150 points
Case Study (25%)	125 points
Group Presentation (16%)	80 points
In-Class Activities (10%)	50 points
Theoretical Paper (8%)	40 points
Ed Psych Papers (6%)	30 points
Field Placement Requirements (5%)	25 points
Total	500 points

Final course grades will be calculated based on the total number of points earned for all assessments in the course. Unless a calculation error has been made, final grades will not be changed. There are no exceptions to this policy. Letter grades will be assigned based on the following total point accumulation:

A+ = 487.5–500	A = 462.5–487	A- = 447.5–462	
B+ = 437.5–447	B = 412.5–437	B- = 397.5–412	
C+ = 387.5–397	C = 362.5–387	C- = 347.5–362	
D+ = 337.5–34	D = 312.5–337	D- = 297.5–312	<297.5 = F

### 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.

### 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 additional notes from a classmate.

Once class begins, students are expected to conduct themselves professionally. *Cell phones must be turned off and put away during class unless there is an extenuating circumstance. Laptops and tablets are permitted during class but should only be used for accomplishing class objectives such as taking notes or for discussion activities. Laptops will not be permitted on Presentation Dates. Students who disregard this policy will be asked to put away their devices and leave the class immediately resulting in an automatic zero for the in-class assignment for that day.* If this becomes a persistent issue in the class, then a no-technology policy will be instituted.

- **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 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. 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)).

## **COURSE COMMUNICATION**

- **Course email**

Emails (via canvas) will be sent out to the class in the event of possible class cancellations and/or important announcements relating to the class. Please check for emails prior to our class meeting time, particularly during inclement weather. Email is the best way to contact the instructor.

- **Canvas (ELMS)**

Important announcements, abbreviated lecture outlines (pdf format), class handouts, and grades will be accessible to students via Canvas. It is the student's responsibility to check regularly for updates.

## COURSE SCHEDULE

**Note:** This is a *tentative schedule*, and subject to change as necessary – monitor the course ELMS for current deadlines. In the event of a university closing or cancelled class, adjustments to the course schedule, deadlines, and assignments may be made.

Week	Date	Topic/Agenda	Reading Assignments	Handouts, Assignments
1	1/29	Course Introduction		Syllabus
	1/31	Foundations & Developmental Theories	Chapter 1: pp.3-32, Chapter 2: pp. 67-81	Theory Survey Theory Paper Guidelines
2	2/5	--continued		Case Study Assignment
	2/7	Physical Development	Chapter 8	
<b>DEVELOPMENTAL FOCUS: EARLY CHILDHOOD--PRESCHOOL CHILDREN</b>				
3	2/12	--continued		Field Placement Starts (2/11) Guidelines for Group Presentation
	2/14	Cognitive Development	Chapter 9	In-Class (Group Project)
4	2/19	--continued		
	2/21	--continued		DUE: Theoretical Reflection Paper* (by 11:59pm on 2/24 via ELMS)
5	2/26	Self, Emotional & Moral Development	Chapter 10: pp. 356-364 and 372-374	
	2/28	--continued		DUE: CASE STUDY PART I* (Track 2)
6	3/5	--continued		In-Class (Group Project)
	3/7	Social Development	Chapter 10: pp.365-400	
7	3/12	--continued		
	3/14	Educational Psychology Connection	Online Article #1	DUE: Ed Psych Reflection #1
8	3/19-21	<b>No Class--SPRING BREAK</b>		
9	3/26	<b>EXAM #1*</b>		
<b>DEVELOPMENTAL FOCUS: MIDDLE CHILDHOOD--PRIMARY AGE CHILDREN</b>				
9	3/28	Physical Development	Chapter 11	
10	4/2	--continued		In-Class (Group Project)
	4/4	Cognitive Development	Chapter 12	
11	4/9	--continued		DUE: CASE STUDY PART I* (Track 1)
	4/11	Writing Day for Case Study--No Class		
12	4/16	Self, Emotional & Moral Development	Chapter 13: pp. 473-485	DUE: CASE STUDY PART II* (Track 2)
	4/18	Social Development	Chapter 13: pp.486-511	DUE: Group Presentation Draft (by 2:00pm via ELMS)
13	4/23	--continued		
	4/25	Educational Psychology Connection	Online Article #2	DUE: Ed Psych Reflection #2 DUE: CASE STUDY PART II* (Track 1)
14	4/30	No Class--Full Week in Schools		
	5/2	No Class--Full Week in Schools		
15	5/7	<b>Group Presentations* (Groups 1-3)</b>		
	5/9	<b>Group Presentations* (Groups 4-6)</b>		
16	5/14	Course Wrap-Up (Inclement Weather Make-up Date)		DUE: CASE STUDY PART III* (All students)
<b>TENTATIVE FINAL EXAM (EXAM #2*): 10:30am-12:30pm on Monday, May 20<sup>th</sup></b>				

### 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.