

EDHD 600, Section IH12
Introduction to Human Development and Child Study
Fall 2017
Thursday, 4:30-7:15
USG, Building III, Room 3206

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Course Description

Overview of multidisciplinary perspectives and grand theories of human development. In Section IH12, students will translate theory and contemporary educational research findings related to child and adolescent development and achievement motivation into principles of developmentally appropriate practice for practitioners in education settings.

Objectives

Students will demonstrate:

- Understanding of theories of human development as they specifically relate to child and adolescent cognitive, social, emotional, and physical growth and development;
- Ability to translate human development theory and educational research into guiding principles of practice in education settings;
- Understanding of the nature of graduate course work and the academic skills required to meet standard course requirements at the graduate level.

Readings

1. Textbook: Green, M. & Piel, J.A. (2010). *Theories of Human Development* (2nd Edition). Boston, MA: Pearson Education, Inc.
2. Research articles can be accessed by
 - a. Downloading the article full-text from the McKeldin Library Research Port. Go to <http://www.lib.umd.edu> and select "Databases" on the main menu. Type in "psycinfo" in the "Find Databases" textbox. Hit Enter, and click on PsycINFO (EBSCO). At the top of the next screen, click on "Choose Databases." Check the boxes next to ERIC, Education Source, Social Sciences Full Text, Teacher Reference Center, Academic Search Complete, and Academic Search Premier. Then click on "OK." **Prior to beginning your search, please see complete article information in the reference list at the end of the syllabus.**
 - b. Checking on the Canvas course site for readings marked with an asterisk.
3. Recommended: *Publication Manual of the American Psychological Association* (Sixth Edition)

POLICIES

Attendance

With respect for students' demanding schedules, I understand that on occasion professional obligations conflict with class time. However, for the benefit of the group's experience and to support your readiness to take future courses in the program, *my expectation is that you will come to each class on time, fully prepared to participate by having studied the assigned readings*. Notes or other materials distributed during a missed class must be obtained from a classmate. Students who in the instructor's opinion are missing excessive amounts of content because of missed classes will need to schedule an advising appointment to discuss a plan for make-up work.

Academic dishonesty

It is assumed that a graduate student at the University of Maryland understands the consequences of academic dishonesty at this institution. If you do not, please consult the University website to become familiar with how plagiarism, cheating, fabrication, and facilitation of academic dishonesty are defined. It is the student's responsibility to make sure his/her work is free from violations of the University's policy on academic dishonesty. Evidence of academic dishonesty will be reported to the Office of Student Conduct. Please visit the University of Maryland Office of Student Conduct website at <http://osc.umd.edu/OSC/StudentsInfo.aspx> for full explanation of your responsibilities.

Religious observance

It is the policy of the University that students not be penalized for religious observances. Students will be allowed whenever possible to make up academic assignments that are missed due to such absences. It is the student's responsibility to contact the instructor at least one week before the absence, at which time arrangements will be made for make-up work or examinations.

Paper submissions

Hard copies of papers and assignments will be accepted in class on the day the assignment is due. If extenuating circumstances require special arrangements, email submissions can be discussed at that time; such arrangements must be made prior to the assignment due date. Late papers will be downgraded one letter per weekday unless prior arrangements have been made with the instructor for a due date extension.

Course evaluations

As a member of our academic community, students have a number of important responsibilities. One of these responsibilities is to submit course evaluations each term through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is confidential. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for fall semester courses. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

COURSE SCHEDULE

Each student will serve as discussant at least once during the semester. There is no “grade” associated with this requirement, but failing to meet it will result in a deduction of points from the participation grade in the course.

UNIT 1: Self and Social Development

August 31

Course overview

Theory: Psychoanalytic (Freud)

Readings: (1) Green & Piel, Ch. 3
(2) Tieman (2013): *Miss Freud returns to the classroom*

Thought questions: Tieman believes in the value of psychoanalytic training for teachers and provides evidence of its positive influence on his work with his own students. Do you agree or disagree with Tieman’s basic position on teaching and mentoring children and adolescents? Why or why not? Use evidence from the readings and your own practice to support your answer.

September 7

Theory: Attachment (Bowlby & Ainsworth)

Readings: (1) Green & Piel, Ch. 6
(2) Ubha & Cahill (2014): *Building secure attachments for primary school children: A mixed methods study*
(3) Duchesne, Ratelle, Poitras, & Drouin (2009): *Early adolescent attachment to parents, emotional problems, and teacher-academic worries about the middle school transition*

Discussant(s): _____

September 14

Theory: Psychosocial (Erikson)

Readings: (1) Green & Piel, Ch. 4**
(2) Peterson, Alley, Gunn, & Brice (2015): *Exploring names and identity through multicultural literature in K-8 classrooms*
(3) Harrell-Levy & Kerpelman (2010): *Identity process and transformative pedagogy: Teachers as agents of identity formation*

Discussant(s): _____

September 21

Intro to synthesis paper due

Theory: Interpersonal (Sullivan)

Readings: (1) *Muuss (1996): *Harry Stack Sullivan's interpersonal theory of adolescent development* (see Canvas course site under "Files")
 (2) Kingery, Erdley, & Marshall (2011): *Peer acceptance and friendship as predictors of early adolescents' adjustment across the middle school transition*.
 (3) Levy-Tossman, Kaplan, & Assor (2007): *Academic goal orientations, multiple goal profiles, and friendship intimacy among early adolescents*.

Discussant(s): _____

UNIT 2: Cognitive Development

September 28

Participation check-in

Theory: Social Cognitive (Bandura)

Readings: (1) Green & Piel, Ch. 8
 (2) Butz & Usher (2015): *Salient sources of early adolescents' self-efficacy in two domains*
 (3) Zychinski & Polo (2012): *Academic achievement and depressive symptoms in low-income Latino youth*

Discussant(s): _____

October 5

Theory: Cognitive Developmental (Piaget)

Readings: (1) Green & Piel, Ch. 10
 (2) Kamii (2014): *The importance of thinking*
 (3) Lew (2010): *The use of constructivist teaching practices by four new secondary school science teachers: A comparison of new teachers and experienced constructivist teachers*
 (4) Larkin (2012): *Misconceptions about "misconceptions": Preservice secondary science teachers' views on the value and role of student ideas*

Discussant(s): _____

October 12

Theory: Socio-cultural Perspective on Cognitive Development (Vygotsky)

Readings: (1) Green & Piel, Ch. 9
 (2) Sullivan & Wilson (2015): *Playful talk: Negotiating opportunities to learn in collaborative groups*
 (3) Goggin, Rankin, Geerlings & Taggart (2016): *Catching them before they fall: a Vygotskian approach to transitioning students from high school to university.*

Discussant(s): _____

October 19

Last day to have November 9th Presentation study approved by instructor

Theory: Information Processing

Readings: (1) Kuperersmidt, Stelter, & Dodge (2011): *Development and validation of the social information processing application: A web-based measure of social information processing patterns in elementary school-age boys*
 (2) Lenzi and colleagues (2014): *Perceived teacher unfairness, instrumental goals, and bullying behavior in early adolescence*
 (3) Dodge, Godwin, & Conduct Problems Prevention Research Group (2013): *Social-information processing patterns mediate the impact of preventive intervention on adolescent antisocial behavior*

Discussant(s): _____

October 26

Theory: Moral Reasoning (Kohlberg)

Readings: (1) Green & Piel, Ch. 11
 (2) Geiken, Van Meeteren, & Kato (2009): *Putting the cart before the horse: The role of a socio-moral atmosphere in an inquiry-based curriculum*
 (3) Schrader (2004): *Intellectual safety, moral atmosphere, and epistemology in college classrooms*

Discussant(s): _____

November 2**Reaction paper due****Term paper topic approval due by today****Class will be held in a computer lab at USG: Building 3, Room 2212.**

We will be using class time to research the literature in preparation for your term papers. Please go on-line prior to this class and practice navigating the McKeldin Library Research Port site at <http://www.lib.umd.edu/>. You should be able to log on with your user ID and password.

November 9

Focus: Physical Growth and Development

Activity: Student Presentations (See assignment description below.)

November 16**Participation check-in**

Theory: Ecological (Bronfenbrenner)

Readings: (1) Johnson (2008): *Ecological systems and complexity theory: Toward an alternative model of accountability in education*
 (2) Miller & Schreiber (2012): *Multilevel considerations of family homelessness and schooling in the recession era*

Discussant(s): _____

November 23 – NO CLASS**November 30**

Theme: Multicultural Perspectives

Reading: Nieto, S. (2013): *Language, literacy, and culture: Aha! moments in personal and sociopolitical understanding*

Activity: Term Paper Workshop

December 7

Term paper sharing

Please supply a self-addressed stamped envelope with sufficient postage if you would like your graded term paper and feedback returned to you.

December 14**Term papers due via Word attachment, emailed to the instructor no later than 5pm.**

COURSE REQUIREMENTS

Participation (50 points)

See grading rubric at end of syllabus. Students are expected to

- attend class weekly, having read & studied the assigned materials;
- verbally participate by asking critically reflective questions;
- link comments to related contextual issues in education;
- build on others students' ideas;
- synthesize across theory, research findings and peers' contributions in their comments;
- thoughtfully challenge assumptions embedded in theory and research; and
- serve as discussant by leading the last 30 minutes of class discussion.

Twice during the semester (September 28 & November 16) students should submit a half-page written summary of perceptions of their participation thus far in the course, along with a recommended grade (see rubric at end of syllabus). Although the student will not "assign" the participation grade, his/her perceptions will be taken into account when the grade is determined.

Translation of Theory and Research Assignments (3 Assignments: 175 points total)

See grading rubrics for each assignment at end of syllabus.

(1) Intro to Synthesis Paper (50 points – Due 9/21)

For the first of three papers in this series of assignments:

- Write a 2-3 page, double spaced paper in which the principle tenets of a theory we have studied are synthesized with the findings of one of the research articles (student's choice) assigned for the same week. The objective is for the student to demonstrate understanding of how the research study is related to the "parent" theory.
 - Start by writing an accurate and concise summary of the major tenets of the theory (one page);
 - Next, write a concise and accurate summary of the major research questions and findings associated with the research study (1/2 to 1 page);
 - Finally, show how the two sources of information are conceptually and thematically related (1 page).

(2) Reaction Paper (75 points – Due 11/2)

For the second paper in the series:

- Choose a theory and research study and replicate the steps in the Intro to Synthesis Paper assignment (2-3 pages).
- Describe an actual scenario from your classroom or other education setting that clearly relates to the research findings and theoretical concepts discussed in the first section. Demonstrate your understanding of how the scenario is conceptually related to the theory and research (2 pages);
- Apply principles from the reading into your thinking about directions for future practice (2 pages).

I will read drafts of reaction papers, but only with the student in attendance.

(3) Term paper (125 points – Due 12/14)

The third assignment is a 12-15 page paper that includes the following components:

- 1) *Introduction*. What is the topic of your paper? Why did you choose the topic, and how would understanding it positively influence your practice? (1 page)
- 2) *Review of the Literature*. A literature review summarizing how the research findings from at least ten empirical articles go together to form a cohesive perspective on the topic. (3 pages)
- 3) *Synthesis*. Combine the results of the literature review with experience from your classroom or other education setting and at least one major theory we have studied this semester. How does the theory support the investigation of this topic? How is the research supported/challenged by your experience with students? What is the nature of the relationship between the theory, your experience, and the results that are being reported in the research on your topic? (4 pages)
- 4) *Directions for Future Practice*. Based on your synthesis section, what are the theoretical and practical implications for your daily practice? How would you plan modifications based on what you have learned? (2 pages)
- 5) *Directions for Future Research*. How would you advise a team of researchers who wanted to pursue this area further? What is either missing from the literature (or perhaps obvious from your practice) that needs to be investigated in order to understand this topic better? (2 pages)
- 6) *Conclusion*: Provide closing remarks. (1 page)

November 9th presentation (25 points)

Individually or in pairs, students will choose an empirical study that examines the effects of a particular aspect of physical growth and development and/or a physical health-related challenge on the ability of children and adolescents to achieve in school. Ideally, the study will focus on a problem that is relevant to an experience you've had in a teaching/learning setting, thus facilitating your perspective on specific context as it influences the students' school adjustment. Your study must be approved by the instructor no later than **October 19th**. Each student or pair of students will give a 10-minute PowerPoint presentation (3 slides maximum) that briefly explains:

- (1) **The problem** being examined in the study;
- (2) The **major findings**;
- (3) The **teaching implications** of the findings.

GRADING

There are a total of 325 points available in this course.

>98%	A+	78%-79.99%	C+
92%-97.99%	A	72%-77.99%	C
90%-91.99%	A-	70%-71.99%	C-
88%-889.99%	B+	68%-69.99%	D+
82%-87.99%	B	62%-67.99%	D
80%-81.99%	B-	60%-61.99%	D-
		<60%	F

GRADING RUBRICS

Participation

45-50 points	40-44 points	35-39 points	< 35 points
Attends class weekly and consistently participates in the discussion by asking critically reflective questions, referring to important related issues in education, building on others students' ideas, and synthesizing across theory, research findings and peers' contributions. Thoughtfully challenges assumptions and ideas embedded in theory and research. Helps develop the class's outlook on the topic. His/her participation is memorable and makes a mark.	Attends class regularly and <i>sometimes participates in the discussion as described.</i>	Attends class regularly but <i>rarely participates</i> in the discussion as described.	Attends class regularly but <i>never participates in the discussion as described.</i>

Acknowledgement: Ambrose, S. (2012). Rubric for class participation, History, Susan Ambrose. Grading for class participation, *Eberly Center for Teaching Excellence*, Carnegie Mellon University. Retrieved 8/6/12 from: http://web-search.andrew.cmu.edu/search?q=class+participation+grading+rubrics&spell=1&output=xml_no_dtd&client=default_frontend&ie=UTF-8&proxystylesheet=default_frontend&access=p

Intro to Synthesis Paper

Is the summary of the theory's principle tenets accurate and concise? _____/10

Is the summary of the research study accurate and concise? _____/10

Does the student synthesize the theory with the research findings such that the nature of the relationship between the two perspectives on development is clearly established?

_____/30

Reaction Paper

Content: 65 points

Is the summary of the reading accurate and thorough? _____/15 points

Does the student demonstrate an understanding of how the article relates to the parent theory for the week? _____/20 points

Does the student describe and discuss an education-setting scenario that illustrates a principle finding or concept in the reading? _____/15 points

Does the paper demonstrate the student's ability to apply principles from the reading into his/her thinking about future practice? _____/15 points

Writing style & APA Formatting: 10 points

- Does the student use correct grammar, syntax, punctuation?
- Does the paper transition smoothly and logically from one idea or concept to the next?
- Are words and names spelled correctly?
- Are all ideas in paragraphs linked to the topic sentence?
- Has APA style been applied both in-text and in the reference page?

_____/10 points

Term paper

Introduction

The topic of the paper is clearly articulated. The reasons for the student's interest in the topic are evidence-based. The need to understand the topic better is explained in terms of its potential to positively influence teacher practice.

14-15 points	Excellent
12-13 points	Above average
10-11 points	Average
8-9 points	Below average
< 8 points	Unacceptable/failing

Review of the literature

A thorough analysis of the findings from at least ten empirical articles are synthesized into a coherent literature review that communicates the major research findings relative to the topic.

27-30 points	Excellent
24-26 points	Above average
21-23 points	Average
18-20 points	Below average
<18 points	Unacceptable/failing

Synthesis

The student has combined the results of the literature review with at least one major theoretical framework and actual experience from his/her own professional education setting to provide a synthesized perspective on the topic. This section creates a logical argument for the nature of the proposed Directions of Future Practice section to follow.

27-30 points	Excellent
24-26 points	Above average
21-23 points	Average
18-20 points	Below average
<18 points	Unacceptable/failing

Directions for Future Practice

The student has thoroughly and thoughtfully explored modifications to his/her current practice that are aligned with theory, the results of the literature review and his/her experience in the specific education context in which he/she practices.

18-20 points	Excellent
16-17 points	Above average
14-15 points	Average
12-13 points	Below average
<12 points	Unacceptable/failing

Directions for Future Research

The student has made clear and reasonable recommendations for researchers to consider, based on synthesis of the theory, limitations in the current research findings, and evidence from his/her practice setting.

18-20 points	Excellent
16-17 points	Above average
14-15 points	Average
12-13 points	Below average
<12 points	Unacceptable/failing

Writing style & APA Formatting: 10 points

The student uses correct grammar, syntax, punctuation. The paper transitions smoothly and logically from one idea or concept to the next. Spelling is correct. All ideas in paragraphs are linked to the topic sentence? APA style has been applied.

9-10 points	Excellent
8 points	Above average
7 points	Average
6 points	Below average
< 6 points	Unacceptable/failing

November 9th Presentation

1. Did the student(s) attempt to thoughtfully address all 3 questions?
_____/15 points

2. Did the PowerPoint facilitate the listener's understanding of an article he/she had not read?
_____/10points

READING LIST

- Butz, A. & Usher, E. (2015). Salient sources of adolescents' self-efficacy in two domains. *Contemporary Educational Psychology*, 42, 49-61.
doi:10.1016/j.cedpsych.2015.04.001
- Dodge, K., Godwin, & The Conduct Problems Prevention Research Group. (2013). Social-information processing patterns mediate the impact of preventive intervention on adolescent antisocial behavior. *Psychological Science*, 24, 456-465. doi.org/10.1177/0956797612457394
- Duchesne, S., Ratelle, C., Poitras, S., & Drouin, E. (2009). Early adolescent attachment to parents, emotional problems, and teacher-academic worries about the middle school transition. *Journal of Early Adolescence*, 29, 743-766.
<http://dx.doi.org/10.1177/0272431608325502>
- Geiken, R., Van Meeteren, B. D., & Kato, T. (2009). Putting the cart before the horse: The role of socio-moral atmosphere in an inquiry-based curriculum. *Childhood Education*, 85, 260-263. Accession number: 508077229
- Goggin, T., Rankin, S., Geerlings, P. & Taggart, A. (2016). Catching them before they Fall: a Vygotskian approach to transitioning students from high school to University. *Higher Education Research & Development*, 35, 698-711.
doi.org/10.1080/07294360.2015.1137879
- Harrell-Levy, M. K. & Kerpelman, J. L. (2010). Identity process and transformative pedagogy: Teachers as agents of identity formation. *Identity: An International Journal of Theory and Research*, 10, 76-91.
doi.org/10.1080/15283481003711684
- Johnson, E. (2008). Ecological systems and complexity theory: Toward an alternative model of accountability in education. *Complicity: An International Journal of Complexity and Education*, 5, 1-10. Accession number: 34240877
- Kamii, C. (2014). The importance of thinking. *Young Children*, 69, 72-77.
Accession Number: 99682730
- Kingery, J., Erdley, C., & Marshall, K. (2011). Peer acceptance and friendship as predictors of early adolescents' adjustment across the middle school transition. *Merrill-Palmer Quarterly*, 57, 215-243. EJ963724
- Larkin, F. (2012). Misconceptions about "misconceptions": Preservice secondary science teachers' views on the value and role of student ideas. *Science Education*, 96, 927 – 959. doi 10.1002/sce.21022

- Lenzi, M., Vieno, A., Gini, G., Pozzoli, T., Pastore, M., Santinello, M. & Elgar, F. (2014). Perceived teacher unfairness, instrumental goals, and bullying behavior in early adolescence. *Journal of Interpersonal Violence*, 29, 1834 – 1849. doi: 10.1177/0886260513511694
- Lew, L. (2010). The use of constructivist teaching practices by four new secondary school science teachers: A comparison of new teachers and experienced constructivist teachers. *Science Educator*, 19, 10-21. EJ906186
- Levy-Tossman, I., Kaplan, A., & Assor, A. (2007). Academic goal orientations, multiple goal profiles, and friendship intimacy among early adolescents. *Contemporary Educational Psychology*, 32, 23-252. doi.org/10.1016/j.cedpsych.2006.06.001
- Miller, P. & Schreiber, J. (2012). Multilevel considerations of family homelessness and schooling in the recession era. *Journal of School Leadership*, 22, 147-185. Accession Number: 74560637
- Muuss, R. (1996). Harry Stack Sullivan's interpersonal theory of adolescent development. In *Theories of Adolescence (6th ed.)* (pp. 84-104). New York, NY: McGraw-Hill.
- Nieto, S. (2013). Language, literacy, and culture: Aha! moments in personal and sociopolitical understanding. *Journal of Language & Literacy Education*, 9, 8-20. EJ1008170
- Peterson, B., Alley, K., Gunn, A., & Brice, A. (2015). Exploring names and identity through multicultural literature in K-8 classrooms. *Multicultural Perspectives*, 17, 39-45. EJ1053470
- Schrader, D. E. (2004). Intellectual safety, moral atmosphere, and epistemology in college classrooms. *Journal of Adult Development*, 11, 87-101. doi.org/10.1023/B:JADE.0000024542.67919.55
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- Tieman, J. (2013). Miss Freud returns to the classroom. *Schools: Studies in Education*, 10, 91 – 110. EJ1004219
- Ubha, N. & Cahill, S. (2014). Building secure attachments for primary school children: A mixed methods study. *Educational Psychology in Practice*, 30, 272-292. doi: 10.1080/02667363.2014.920304

Zychinski, K. & Polo, A. (2012). Academic achievement and depressive symptoms in low-income Latino youth. *Journal of Family Studies*, 21, 565-577. doi: 10.1007/s10826-011-9509-5