

EDHD 411: Child Growth & Development

Fall 2018

Section 0201: Mondays 11-12:15 (Benjamin 3315) & Wednesdays online (ELMS)

Instructor: Lucas Butler, Ph.D.
Office: Benjamin 3304P
Office Hours: By appointment
Email: lpbutler@umd.edu

TAs: Jason Solinsky
Office: Benjamin 0212
Office Hours: 3pm-4pm Wednesdays
Email: solinsky@umd.edu

COURSE DESCRIPTION

This course will cover theory and research on child growth and development, and discuss educational and societal applications of this research. We will take a developmental science perspective, which covers what is known about child development from a scientific approach. The topics covered include motor, perceptual, cognitive, linguistic, social, and emotional development over the course of infancy and childhood into adolescence, as well as how our knowledge of these developmental processes can inform parenting, education, and policy.

COURSE GOALS

By the end of this course, you should be able to:

- ✓ Understand the central questions in the field of child development and the major theoretical approaches to them
- ✓ Describe the sequence of children's development and the processes that underlie it in the areas of cognitive, linguistic, social, and emotional development
- ✓ Recognize the importance of biology and environment, including context and culture on children's development
- ✓ Understand how scientific research is conducted in the field of child development and how we use this research to understand children
- ✓ Appreciate how theory and scientific research in the field of child development are used to understand applied issues relating to children, family, education, and public policy

COURSE FORMAT

This is a hybrid course. We will meet every Monday in person in Benjamin 3315. This time will be spent primarily in a lecture format and will cover the basic science of child development. Every Wednesday the session will be online. This will be asynchronous, and you will have from **12:00 NOON on Tuesdays to 11:59 PM on Wednesdays** to

complete the assignments. Generally, I will assign a reading for you to finish **prior** to the online session. The session will generally involve at least one reading, and will then comprise discussion board posts and commentary, among other exercises (more details below) and will generally focus on educational and societal applications of the basic science.

READINGS

- (1) **Required readings:** The primary readings will be short **articles**. Some of these will be empirical journal articles describing important findings in the field of child development. Others will be academic and/or popular press pieces discussing connections to education, parenting, and/or policy. Articles to be read for our in-class sessions will be posted on ELMS no later than the Friday before, and articles to be read for the online session will be posted no later than the Tuesday before.
- (2) **Optional but helpful text:** An excellent **textbook**, *How Children Develop*, (5th edition), written by Robert Siegler, Jenny Saffran, Nancy Eisenberg, Judy DeLoache, and Elizabeth Gershoff. This is not required, but will provide a nice complement to your coursework if you choose to purchase it. There is also a very helpful Website to accompany the book at www.worthpublishers.com/siegler. This site from the publisher has review materials for the textbook concepts, as well as self-quizzes to help you prepare for exams. The book is readily available on Amazon or from any other online bookstore (ISBN: 978-1429242318).

COURSE REQUIREMENTS AND GRADING

Attendance

There is only one in-person meeting each week, and thus I do expect you to be there and engaged unless you have a very good excuse. I will not take attendance per se, but I will have **short in class exercises**, usually done collaboratively, which will be handed in at the end of the class session. This will occur **10 times** over the course of the semester. These assignments will not be graded, but **each counts for 10 points on your final grade (100 points total)**, and can only be taken in person.

Online Postings (OPs)

The exact format of the online sessions will vary from week to week, but generally you will be expected to (1) write a post responding to one or more prompts based on that week's topic, and (2) respond to at least 2 other students' posts. These are not formal essays, but I do expect you to thoughtfully and critically engage with the material. Additionally, I expect you to write thoughtful and constructive responses to your peers' posts – comments such as, “interesting idea” and “I had the same concern” are not sufficient. Adding thoughtful discussion questions or posing ideas that take the discussion further are particularly good approaches. Both your post and your responses to others' posts will be graded on a 3-point scale:

1. Cursory, not thoughtful, does not demonstrate having read or engaged with the material
2. Somewhat thoughtful, demonstrates having read and engaged with the material to some extent
3. Deeply thoughtful and insightful, demonstrates true understanding and engagement with the material

You will earn one point for having participated at all, and the points for your own posts will be doubled. Thus each week you can earn up to 10 points for the online session. This is an easy way to lose points if you don't give it your full attention. The first session will be graded, but we will not count it in your final total. But we're going for 3's!

Exams

All exams will be taken online, in ELMS, and will be open material (you may use your notes, readings, and lecture slides). There will be 3 exams: 2 midterms (on **October 3** and **October 31**), as well as a final exam on a date to be determined. The midterm exams are non-cumulative, meaning they will only focus on material from the preceding lectures, readings, and discussions. The final exam will focus on the final section of the course, but will also include several integrative questions that may pull from material throughout the course. **NOTE:** Each exam will be worth 100 pts. The midterm exams will each count once and final exam will count twice. Out of those 4 exam grades, **we will automatically drop your lowest grade.** More information on exams will be forthcoming a couple weeks prior to the first midterm.

Research & Writing (R&W) Project

Writing is a cumulative, iterative process. You start with researching the building blocks you need to make an argument, outline how you are going to use them to make that argument, write the paper, solicit feedback from peers, and revise your paper based on their feedback (as researchers, we often have many rounds of revisions!). With this in mind, you will be working throughout the semester on a **Research & Writing (R&W)** project that will help you master the skills you need to *think* and *write* like a developmental scientist. The basic project will be to propose either a research study or an evidence-based program or intervention dealing with one of the topics from the course. This will consist of 5 (mostly short) assignments, each of which builds upon the previous one. Below is a list of the assignments and due dates. More details about each assignment will be given out closer to each due date:

Assignment 1 – Due Sep 24: 1-paragraph description of topic and identification of 5 possible empirical articles that might support your paper

Assignment 2 – Due Oct 10: Brief write-up of 3 different empirical articles that provide evidence related to that topic (1 paragraph each)

Assignment 3 – Due Nov 5: 1-paragraph description of proposal and 1-paragraph description of how each piece of evidence supports or relates to it

Assignment 4 – Due Nov 19: Draft of final research project

Assignment 5 – Due Dec 10: Final revised research project

All writing assignments are due by submission via ELMS by 11:59PM on the date indicated. Late assignments without an excuse will be docked one letter grade per day.

Grading

Below is the grading breakdown. Once we have calculated a final score (out of 1000), we will calculate an overall percentage, round up to the next whole number, and assign letter grades. For example, 90-92% will be an A-; 93-96% will be an A, and 97-100% will be an A+.

Exams

Midterm 1	100 pts
Midterm 2	100 pts
Final Exam	100 pts (counts 2x)

lowest exam score dropped

Research & Writing (R&W) Assignment

R&W Assignment 1	80 pts
R&W Assignment 2	100 pts
R&W Assignment 3	100 pts
R&W Assignment 4	100 pts
R&W Assignment 5	100 pts

Online Session Responses

120 pts

In-class quizzes

100 pts

ELMS (CANVAS)

We will be using the University's ELMS, <https://elms.umd.edu>. The syllabus, announcements, empirical readings, and detailed assignments will be posted on ELMS. Additional readings for class activities as well as any potential changes to already-assigned readings will be posted on ELMS as well. Students can login to the website using your University ID and Password. Please let me know if you have trouble accessing the course website.

CLASS POLICIES

For general information about the University's undergraduate course-related policies, please see the following link: <http://www.ugst.umd.edu/courserelatedpolicies.html>.

Attendance: Regular attendance is critical. **Lectures** will cover the bulk of the course material, presenting lots of information not found in the papers. Lecture slides will be posted prior to Wednesday's online session, but reading lecture slides is only a partial substitute for attendance – they will often be terse and difficult to interpret without having listened to the actual lecture. While your attendance is not directly graded, please remember that quizzes will occur at the end of many class meetings, and you won't be able to take the quiz unless you stay for the duration of the time.

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 discussion section 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. Please note that a self-authored note will **NOT** be accepted for the **exams**. A self-authored note **may** be used to extend the deadline for one written assignment for one day, but only if it has not already been used for a missed class. 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 exams** will not be provided. For each day that a **writing assignment** is late, we will deduct 10% of the total number of points available for that assignment.

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.

Non-medical excused absences: According to University policy, non-medical excused absences for missed assignments or assessments may include illness of a dependent, religious observance, involvement in University activities at the request of University officials, or circumstances that are beyond the control of the student. Students asking for excused absence for any of those reasons must also supply appropriate written documentation of the cause and make every attempt to inform the instructor prior to the date of the missed class. If you already know of dates that you will need to be excused, please let us know during the first week of classes or as soon as possible.

Academic integrity: The University of Maryland, College Park has a student-administered Honor Code and Honor Pledge. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.studenthonorcouncil.umd.edu/whatis.html>. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. The code prohibits students from cheating, fabrication, facilitating academic dishonesty, and plagiarism. Instances of this include submitting someone else's work as your own, submitting your own work completed for another class without permission, or failing to properly cite information other than your own (found in journals, books, online, or otherwise). Any form of academic dishonesty will not be tolerated, and any sign of academic dishonesty will be reported to the appropriate University officials.

Special needs: If you have a registered disability that will require accommodation, please see the instructor so necessary arrangements can be made. If you have a

disability and have not yet registered with the University, please contact Disability Support Services in the Shoemaker Building (301.314.7682, or 301.405.7683 TTD) as soon.

Cell Phones and laptops: The use of cell phones will not be permitted at any time during class. This includes using cell phones for text messaging. All cell phones must be turned off or put on silent prior to the beginning of every class. Laptops are permitted in class. However, computers are to be utilized for coursework, note-taking and activities related to coursework. Do not use computers for entertainment during class meetings. Do not display material on your screen which may be distracting or offensive to your neighbor. If I or the TA see you using a cell phone or browsing the internet, you will be given a warning. After that we may ask you to leave the class. Speaking of paying attention, let's do a little experiment to see how many people read the syllabus closely. If you have made it this far, please send me an email with a picture of your favorite animal.

Religious observances: The University of Maryland policy on religious observances states that students not be penalized in any way for participation in religious observances. Students shall be allowed, whenever possible, to make up academic assignments that are missed due to such absences. However, they must contact me **before** the absence with a written notification of the projected absence, and arrangements will be made for make-up work or examinations.

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

In-person	Online	Exam
August 27	Introductory lecture & course overview	
August 29	The science of child development	
NO CLASS SEPTEMBER 3 – LABOR DAY		
September 5	The developing brain	
September 10	Key themes & theories in child development	
September 12	Piaget and Vygotsky in education	
September 17	Perceptual and motor development	
September 19	Gross and fine motor skills in education	
September 24	Physics, number, and math	R&W 1 DUE
September 26	Number, math, and science education	
October 1	Causality, play, & exploration	
October 3	Exam 1 – Taken in ELMS	
October 8	Foundations of language	
October 10	Non-standard language learners in the classroom	R&W 2 DUE
October 15	Using language to communicate	
October 17	Language in context	
October 22	Bonding with people: Attachment	
October 24	Attachment through the lifespan	
October 29	Thinking about thinking: Social cognition	
October 31	Exam 2 – in ELMS	
November 5	Moral reasoning and judgment	R&W 3 DUE

November 7	Raising morally conscious children	
November 12	Race, gender, & social groups	
November 14	Diversity in the classroom	
November 19	Peers & friendships in childhood and adolescence	R&W 4 DUE
NO CLASS NOVEMBER 21 – THANKSGIVING BREAK		
November 26	Bullying	
November 28	Intelligence, motivation and achievement	
December 3	Parenting & families	
December 5	Atypical development & developmental disorders	
December 10	How development shapes lives & learning	R&W 5 DUE

FINAL EXAM TBD