

## **EDHD 411: Child Growth & Development**

Section 0101: Mondays 2:00-3:15 (TYD 2108) & Wednesdays online (ELMS)

Section 0201: Mondays 3:30-4:45 (TYD 2108) & Wednesdays online (ELMS)

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### **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 Tydings 2108. 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 then involve 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

There will be two primary types of readings:

- (1) An excellent **textbook**, *How Children Develop*, (5th edition), written by Robert Siegler, Jenny Saffran, Nancy Eisenberg, Judy DeLoache, and Elizabeth Gershoff. I will assign specific chapters and sections from this book each week. Keep in mind that lecture material will not always draw directly on the text. Rather, the text is meant to complement the lectures and help you to reinforce and deepen your learning. Additionally, there is a very helpful Website to accompany the book at [www.worthpublishers.com/siegler](http://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 available in the campus bookstore and at Book Holders in downtown College Park. You can also find the book on Amazon or from any other online bookstore (ISBN: 978-1429242318). If you can, please purchase the latest (5<sup>th</sup>) edition as it has been thoroughly updated recently. If not a used version of the 4<sup>th</sup> edition will also suffice. Text book readings should be read **before each Monday meeting**.
- (2) We will also read 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 will be posted on ELMS on Mondays, and should be read **before our online sessions**.

## 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 quizzes **10 times** over the course of the semester. These quizzes will not be graded, but **each counts for 10 points on your final grade**, 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 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 – posts like “interesting idea” and “I had the same concern” are not sufficient. 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. The first session will be graded, but we will not count it in your final total. But be going for 3's! This is an easy way to lose points if you don't give it your full attention.

### **Exams**

There will be 3 exams: 2 midterms (on **February 28** and **April 4**), as well as a final exam on **May 16**. The mid-term 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 mid-term exams will each count once and final exam will count twice. Out of those 4 exam grades, **we will automatically drop your lowest grade.**

**All exams will be taken online, in ELMS, and will be open material.** 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:

**Assignment 1 – Due Feb 19:** 1-paragraph description of topic and its importance

**Assignment 2 – Due March 5:** Brief write-up of 3 pieces of empirical evidence related to that topic (1 paragraph each)

**Assignment 3 – Due April 2:** 1-paragraph description of proposal and 1-paragraph description of how each piece of evidence supports or relates to it

**Assignment 4 – Due April 23:** Draft of final research project

**Assignment 5 – Due May 9:** 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 970), 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	50 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.

**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](http://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
January 24	The science of child development	
January 29	Introductory lecture & course overview	Textbook: Ch. 1, pp. 23-36
January 31	The developing brain	Textbook: Ch. 3 (pp. 106-119)
February 5	Key themes & theories in child development	Textbook: Ch. 1, pp. 10-22; Ch. 4
February 7	Piaget and Vygotsky in education	
February 12	Perceptual and motor development	
February 14	Gross and fine motor skills in education	
February 19	Physics, number, and math	Textbook: Ch. 5 (pp. 206-208); ; Ch. 7, 283-288; Ch. 8, pp. 330-335 <b>R&amp;W 1 DUE</b>
February 21	Number, math, and science education	
February 26	Causality, play, & exploration	Textbook: Ch. 7, 279-288; Ch. 8, pp. 330-335
February 28	<b>Exam 1 – Taken in ELMS</b>	
March 5	Foundations of language	Textbook: Ch. 6 (read whole chapter by 3/14) <b>R&amp;W 2 DUE</b>
March 7	Non-standard language learners in the classroom	
March 12	Using language to communicate	
March 14	Language in context	Textbook: Ch. 5, pp. 208-211
<b>March 19 &amp; 21 – SPRING BREAK</b>		

March 26	Bonding with people: Attachment	Textbook: Ch. 11, pp. 425-439
March 28	Attachment through the lifespan	<b>Observation Paper DUE</b>  Textbook: Ch. 13: pp. 509-515
April 2	Thinking about thinking: Social cognition	<b>R&amp;W 3 DUE</b>
April 4	<b>Exam 2 – in ELMS</b>	
April 9	Moral reasoning and judgment	Textbook: Ch. 14, pp. 553-569
April 11	Raising morally conscious children	
April 16	Race, gender, & social groups	Textbook: Ch. 11, pp. 449-453; Ch. 15, pp. 607-614
April 18	Diversity in the classroom	Textbook: Ch. 13: pp. 515-525
April 23	Peers & friendships in childhood and adolescence	<b>R&amp;W 4 DUE</b>
April 25	Bullying	
April 30	Intelligence, motivation and achievement	Textbook: Ch. 8, pp. 297-297-308
May 2	Parenting & families	Textbook: Ch. 12
May 7	Atypical development & developmental disorders	
May 9	How development shapes lives & learning	<b>R&amp;W 5 DUE</b>  Textbook: Ch. 16: pp. 660-664

**FINAL EXAM TBD**