

EDHD 411: Child Growth and Development

Fall 2016

Benjamin 3315

Mondays and Wednesdays 11:00-12:15

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REQUIRED TEXT

The reading for this course will be mainly from the textbook, *How Children Develop*, 4th edition, written by Robert Siegler, Judy DeLoache, Nancy Eisenberg and Jenny Saffran. There is a very helpful Website to accompany the book at www.worthpublishers.com/siegler, with review materials for the textbook concepts, as well as self-quizzes to help you prepare for exams.

We will also be reading several journal articles related to the weekly topics. These readings are available through the University's ELMS system (CANVAS), <https://elms.umd.edu>.

COURSE DESCRIPTION

This course will be an introduction to theories, methods, and scientific research in child development. The course will be focused mainly on children's cognitive, social, and emotional development from infancy to middle childhood, and will include a few topics associated with adolescence. The course will cover the science of child development, and ways to apply our understanding of children's growth and development to practical issues related to children and families.

The goals and the requirements of the course are consistent with the InTASC Model Core Teaching Standards, the University College of Education Conceptual Framework, and ACEI: Elementary Education Standards.

COURSE GOALS

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

- Understand the major theories of child development, including their strengths and weaknesses. [InTASC 1, 2; EC 1, Learners; ACEI – Development, Learning, and Motivation]
- Describe the sequence of children's development and the processes that underlie them in the areas of cognitive, social, and emotional development. [InTASC 1; Learners; ACEI – Development, Learning, and Motivation]
- Recognize the importance of biology and environment, including context and culture on children's development. [InTASC 1, 2; EC 1, 3; Learners, Social and Cultural Contexts; ACEI – Adaptation to diverse students]

- Understand how scientific research is conducted in the field of child development and how we use this research to understand children. [InTASC 1, 2; EC 4, Learners, Social and Cultural Contexts; ACEI – Professional growth, reflection, and evaluation]
- 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. [InTASC 1, 2, 7; EC 1, 4, 6, Learners and Pedagogy ACEI – Professional growth, reflection, and evaluation]

Exams: We will have three exams. The exams will be mainly multiple-choice and short answer questions. [InTASC 1, 2, 3, 8, 9; EC 1, 3, 4; Learners, Social & Cultural Contexts; ACEI – Development, Learning, and Motivation]

Group Presentation: You will work in small assigned groups to create an informative presentation to the class. Presentations will relate to the week's topic and inform the class regarding current issues in the field, and/or discuss ways to remediate those issues. Presentations should include elements of good instruction (e.g., motivating students, drawing on prior knowledge). Presentations should involve three parts: 1) present the findings from an empirical article that relates to the week's topic; 2) present either an article from the popular press or a video that highlights the topic for the week; 3) design an activity for the class that enhances learning about the topic. Students should plan on meeting outside of class before their presentation, as well as with the instructor. [InTASC 1, 2; EC 1, 3, 4; Learners, Social & Cultural Contexts; ACEI – Development, Learning, and Motivation]

Homework: There will be three homework assignments. Each homework assignment will involve reading a short article and answering approximately 10 questions related to the article. [InTASC 1, 2; EC 1, 3, 4; Learners, Social & Cultural Contexts; ACEI – Development, Learning, and Motivation]

Papers: During the course of the semester, you will be required to write two short papers (4-6 pages). Specific information for each paper will be distributed in class.

1) Interpreting Research Claims in the Media: You will select an article from the popular press (e.g. newspapers, magazines) on a topic relevant to child development. The purpose of this paper is to critically evaluate a piece of writing from the popular media. In the paper, you are to provide a description of the key point(s) made in the article, compare the article to a research study cited in the article, and how the article relates to class material. You should describe how plausible or practical the argument is made by the author(s) of the article and make recommendations for how the article could be used for educators, parents, or policy makers. [InTASC 1, 2, EC 1, 3, 4, 5; Learners; ACEI – Development, Learning, and Motivation]

2) Action Research Paper: You will identify a research finding in child development. In the paper, you should summarize and briefly describe some of the research supporting the finding by reading 1-2 relevant research articles. You will also create a resource (manual, website design, slides for a workshop) which provides several (3-5) specific strategies or suggestions for how that research might be practically applied to educators, parents, or policy makers. [InTASC 1, 2, EC 1, 3, 4, 5; Learners; ACEI – Development, Learning, and Motivation]

Discussion Board: You are required to participate in three online discussions of issues related to a reading. Readings for each discussion will be posted ELMS. You must post at least two responses for each discussion forum. [InTASC 1, 2; EC 1, 4; Learners; ACEI – Development, Learning, and Motivation]

In-class Activities: During the semester, at least five in-class activities/discussions will be given randomly based on lectures and the readings for the day. The purpose of these activities is to increase your knowledge of the presented lecture material. Participation in these activities and discussion during class will be worth 20 points. Each activity is worth 5 points. Your lowest score will be dropped. There will be no make-ups of in-class activities and if you miss an in-class activity, then that score will be dropped as your lowest score. [InTASC 1, 2, 3, 7, 8, 9; EC 1, 3, 4, 6; Learners, Social & Cultural Contexts; ACEI – Development, Learning, and Motivation and Professional growth, reflection, and evaluation]

Class Attendance/Class Participation: Class attendance is HIGHLY recommended. Attending lectures will help you do well in this course. In the case of absence, you are responsible for retrieving class notes and handouts from classmates.

Assignment Submissions. Assignments, including homework assignments and papers, will be either submitted in class or through ELMS on the due date for the assignment. Specific instructions will be given for each assignment. Emailed assignments will only be accepted in extenuating circumstances that require special arrangements made prior to the due date.

Late Assignments and Make-up Exams. Homework and papers will automatically be marked down one letter grade for each day that they are handed in late. If you are unable to take an exam, you MUST tell me in advance, except in cases of emergency. Make-up exams will be given at the discretion of the instructor, based upon written documentation and the University of Maryland policy regarding excusable absences (See below). Make-up exams could be in essay format. Make-up exams should be completed within 1 week of the scheduled exam.

Grading. The various course requirements will combine to a total of 400 points.

Exam 1	60 points
Exam 2	60 points
Exam 3 (Final)	85 points
Homework	45 points
Group Presentation	30 points
Interpreting Research Claims	35 points
Action Research Paper	35 points
Discussion Board	30 points
In-class activities	20 points
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	400 points

Grading Scale

98.0000% - 100%	A+	88.0000% - 89.9999%	B+	78.0000% - 79.9999%	C+	68.0000% - 69.9999%	D+
92.0000% - 97.9999%	A	82.0000% - 87.9999%	B	72.0000% - 77.9999%	C	62.0000% - 67.9999%	D
90.0000% - 91.9999%	A-	80.0000% - 81.9999%	B-	70.0000% - 71.9999%	C-	60.0000% - 61.9999%	D-
						59.9999%	and below 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 topics like:

- 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 for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

ELMS (CANVAS)

We will be using the University's ELMS, <https://elms.umd.edu>. The syllabus, announcements, additional readings, and homework assignments will be posted on ELMS. Reading may change throughout the semester and changes 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

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 for note taking only. No web browsing or emailing will be permitted. Laptops will not be permitted during exams.

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, students 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.

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.

Major scheduled grading events: Major Scheduled Grading Events (MSGGE) are indicated on the syllabus in bold under the section Grading. 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.

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.

CLASS SCHEDULE

Date	Topic	Reading Due	Assignments Due
Section 1: Biological Beginnings			
Aug 29	Course Overview		
Aug 31	Introduction to Child Development	Chapter 1: 2-22	
Sept 5	Labor Day!		
Sept 7	Research Methods and Design: How do we study child development?	Chapter 1: 23-35	
Sept 12	Research Methods and Design Continued	Babkie & Provost, 2004	
Sept 14	Biological Basis of Development Brain Development	Chapter 3: 84-118	Homework #1 Analyze Research Article
Sept 19	Biological Basis of Development Continued	Jenson, 2008	
Sept 21	Prenatal Development and Infancy	Chapter 2: 56-66 Chapter 5: 176-198	
Sept 26	Infancy Continued	Nelson et al., 2009	Complete Discussion Board #1 Postings
Sept 28	Exam 1		

Section 2: Cognitive Development			
Oct 3	Theories of Cognitive Development: Piaget	Piaget, 1964; Chapter 4: 130-144	
Oct 5	Theories of Cognitive Development: Sociocultural and Information Processing Group Presentation #1	Chapter 4: 155-167 Chapter 4: 145-154 Jaeggi et al., 2011	
Oct 10	Conceptual Development	Chapter 7: 266-288	Interpreting Research Claims Paper Due

Oct 12	Conceptual Development Group Presentation #2	Tager-Flasberg, 2007	
Oct 17	Intelligence	Chapter 8: 299-322	
Oct 19	Intelligence Group Presentation #3		Homework #2 Views on Intelligence
Oct 24	Academic Achievement	Chapter 7: 288-293 Chapter 8: 322-335	
Oct 26	Academic Achievement Group Presentation #4		Complete #2 Discussion Board Postings
Oct 31	Exam 2		
Section 3: Social and Emotional Development			
Nov 2	Theories of Social Development: Psychoanalytic and Learning Theories	Chapter 9: 345-355 and 357-361 and 366-369	
Nov 7	Theories of Social Development: Social Cognition and Ecological Theories Group Presentation #5		
Nov 9	Emotional Development	Chapter 10: 382-409 and 416-421 Kagan, 1997	Action Research Paper Due
Nov 14	Emotional Development Group Presentation #6		
Nov 16	Families and Parenting	Chapter 11:427-437 Chapter 12: 470-476	Homework #3 Emotional Intelligence
Nov 21	Families and Parenting Group Presentation #7	Anderson & Minke, 2007	
Nov 23	Thanksgiving		

Nov 28	Peers and Friendships	Chapter 13: 512-543	
Nov 30	Peers and Friendships Group Presentation #8	Kowalski & Limber, 2007	Complete Discussion Board #3
Dec 5	Moral Development	Chapter 14:555-566 Killen, 2007	
Dec 7	Moral Development Group Presentation #9		
Dec 12	Class Conclusions		
Dec 16	Final Time: 8:00-10:00am		

Additional Readings: All readings will be available on ELMS. Readings may be added or changed during the course of the semester, which will be announced in class and on ELMS.

Discussion Board Readings:

- 1) Pollack, A. (2016, March 4). More Support for Early Exposure to Peanuts to Prevent Allergies. *The New York Times*. well.blogs.nytimes.com/2016/03/04/more-support-for-early-exposure-to-peanuts-to-prevent-allergies/ **AND** one of the research articles discussed in the article.
- 2) Beilock, S. L., Gunderson, E. A., Ramirez, G., & Levine, S. C. (2010). Female teachers' math anxiety affects girls' math achievement. *PNAS Proceedings of the National Academy of Sciences of the United States of America*, 107(5).
- 3) Kowalski & Limber (2007). Electronic bullying among middle school students. *Journal of Adolescent Health*, 41, S22-S30.

Homework Readings

- 1) Ramani, G.B., Siegler, R.S., & Hitti, A. (2012). Taking it to the classroom: Number board games as a small group learning activity. *Journal of Educational Psychology*, 104, 661-672.
- 2) Rattan, A., Good, C., & Dweck, C. S. (2012). "It's ok—Not everyone can be good at math": Instructors with an entity theory comfort (and demotivate) students. *Journal of Experimental Social Psychology*, 48(3), 731-737.
- 3) Parker, J.D.A. (2004). Academic achievement in high school: Does emotional intelligence matter? *Personality and Individual Differences*, 37, 1321-1330.

Class Readings (In alphabetical order).

Anderson, K. J., & Minke, K. M. (2007). Parent involvement in education: Toward an understanding of parents' decision making. *The Journal of Educational Research*, 100(5), 311-323.

- Babkic, A.M. & Provost, M.C. (2004). Teachers as researchers. *Intervention in School and Clinic, 39*(5), 260-268.
- Jaeggi, S.M., Buschkuhl, M., Jonides, J., & Shah, P. (2011). Short- and long-term benefits of cognitive training. *Proceedings of the National Academy of Sciences of the United States of America, 108*(25), 10081-10086.
- Jensen, E. P. (2008). A fresh look at brain-based education. *Phi Delta Kappan, 89*(6), 408 - 417.
- Kagan, J. (1997). Temperament and the reactions to unfamiliarity. *Child Development, 68*, 139–143.
- Killen, M. (2007). Children's social and moral reasoning about exclusion. *Current Directions in Psychological Science, 16*(1), 32-36.
- Kostecky, K. L. (2005). Parental attachment, academic achievement, life events and their relationship to alcohol and drug use during adolescence. *Journal of Adolescence, 28*(5), 665-669.
- Nelson III, C. A., Furtado, E. A., Fox, N. A., & Zeanah Jr, C. H. (2009). The Deprived Human Brain Developmental deficits among institutionalized Romanian children—and later improvements—strengthen the case for individualized care. *American Scientist, 97*, 229.
- Piaget, J. (1964). Development and learning. In R.E. Ripple & V. N. Rockcastle (Eds.), *Piaget Rediscovered*, 7-20.
- Tager-Flusberg, H. (2007). Evaluating the theory-of-mind hypothesis of autism. *Current Directions in Psychological Science, 16*, 311-315.