

EDHD 411: Child Growth & Development

Thursday 1:00-3:45 PM
FALL 2016
Benjamin 1107

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COURSE DESCRIPTION

This course will cover theory and research on child growth and development. 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

READINGS

There will be two primary types of readings:

- (1) An excellent **textbook**, *How Children Develop*, (4th edition), written by Robert Siegler, Judy DeLoache, Nancy Eisenberg, and Jenny Saffran. 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. 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). Please purchase the latest (4th) edition as it has been thoroughly updated in 2014.

- (2) We will also read short **empirical journal articles** describing important findings in the field of child development. Empirical work forms the backbone of developmental science, and thus a key course goal is to help you learn how to read and critically evaluate empirical articles, and to think deeply about their implications for the broader public. Moreover, even though most of you probably do not plan on becoming developmental scientists, the ability to engage with primary evidence, critically evaluate scientific claims, and clearly think, talk, and write about them, is a key life skill that will serve you well whatever your future career path.

Articles will NOT be assigned every week. But when they are assigned, they should be read **before class**, as it will help you understand the material in lecture and some weeks will also form part of the basis for class discussions and activities. These readings will be posted through the University's ELMS system (CANVAS), <https://elms.umd.edu>, and will be announced the week before.

COURSE REQUIREMENTS AND GRADING

This course is designed as a hybrid lecture and discussion class. The first half of each week's class will generally be a lecture. The remainder of each meeting will be a discussion section comprising of student presentations, activities, and class discussion. There will also be a **weekly quiz** most weeks (assume there is one, and I will let you know if there is not). In addition to attendance and participation in lecture and discussion, the course requirements include a **final exam** and a **3-part, cumulative research and writing project**. Brief information about each assignment and a grading breakdown are provided below. Further information, as well as guidance for how to approach them, will be provided in separate documents over the course of the semester.

Class Discussion

The nature of our class discussion (generally the second half of class each week) will vary from week to week, but will include peer and group work that builds on what you are learning during lecture and from your readings, as well as activity sections designed to prepare you for the research and writing project. Although this work will not be graded, it will be collected and will count towards your in-class participation grade.

Quizzes

Most weeks there will be a **short quiz** at the end of class. This quiz will cover a mix of material from the previous and current lectures, to help you review past information and crystallize newly-learned information. Each quiz will consist of 10 multiple-choice questions, which you will answer in collaboration with another student in the class. These quizzes are not graded – they are intended to be challenging and to get you

engaged in thinking through the materials – but they are each worth 10 points. There will be 11 quizzes total, and you get one “freebie” on quizzes. That is, you can miss one quiz, with no excuse necessary, without it counting against you. However, if you miss more than one, and do not have an acceptable excuse (i.e., a doctor’s note or religious conflict), you will lose those 10 points.

Final Exam

The final exam date is not yet determined, but will be assigned to us mid-semester. I will let you know as soon as I know it. While the exam will cover material from the entirety of the course, it is not intended to make you go back and memorize every piece of information. Rather, the exam is intended to be *integrative*. That is, it will ask you to think about important questions in the field and draw on information you have learned in the course in order to answer those questions. More detail will be provided later in the semester.

Research & Writing (R&W) Project

Throughout the semester you will be working on a cumulative **Research & Writing (R&W)** project that will help you master the skills you need to *think* and *write* like a developmental scientist. For this project you will be given a choice of topics (from 2-3 provided) that focus on an important question about how knowledge from child development research can be applied. You will then be expected to review empirical studies and make a recommendation about that application. This project will be broken down into 3 assignments, each worth 100 points. More detail will be provide later in the semester:

Outline – Due October 6

Draft Paper – Due November 3

Revised Final Paper – Due December 8

Grading

Below is the grading breakdown. Once we have calculated a final score (out of 600), 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+.

Quizzes	100 pts
Final Exam	100 pts
Research & Writing (R&W) Assignment	
R&W Outline	100 pts
R&W Draft	100 pts
R&W Revised Final Paper	100 pts
Active Participation in Class Discussion & Activities	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 at the end of each week, 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. Moreover, attendance and participation in **discussion sessions** (the second half of each week's class meeting, except when we have a mid-term), will count towards your final grade. This course cannot function without your continued contributions to the discussion. Missing class is a disservice both to you and your fellow students, and will be reflected in your in-class participation grade. While your attendance is not directly graded, note that quizzes will occur at the end of class, and you won't be able to take the quiz unless you stay for the duration of the class meeting.

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 **final exam and the three R&W assignments**. 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, fabricating, 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. 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, and you will be docked any participation points for that day.

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, the 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

DATE	AGENDA	READING & ASSIGNMENTS
September 1	Introductory Lecture & Course Overview	
September 8	How Do We Study Child Development?	Textbook Reading: Ch. 1
September 15	Prenatal, Motor, & Perceptual Development	Textbook Reading: Ch. 2 (pp. 45-66) and Ch. 5 (pp. 172-198)
September 22	The Developing Brain	Textbook Reading: Ch. 3 (pp. 106-119)
September 29	Navigating the Physical World	Textbook Reading: Ch. 5 (pp. 206-208); Ch. 7 (pp. 289-291)
October 6	Navigating the Causal World	Textbook Reading: Ch. 7 (pp. 279-282) R&W Outline DUE
October 13	Navigating the Social World	Textbook Reading: Ch. 5 (pp. 202-205; pp. 208-211); Ch. 7 (pp. 266-271)
October 20	Bonding with People	Textbook Reading: Ch. 11 (pp. 425-439)
October 27	Learning Language	Textbook Reading: Ch. 6 (pp. 215-252)
November 3	Moral Reasoning	Textbook Reading: Ch. 14 (pp. 553-577) R&W Draft DUE
November 10	Race, Gender, & Social Groups	Textbook Reading: Ch. 15 (pp. 607-614)
November 17	Peers, Friendship, & Bullying	Textbook Reading: Ch. 13 (pp. 512-532); Ch. 14 (pp. 577-590)
November 24	NO CLASS – THANKSGIVING	
December 1	Development & Education	
December 8	How Development Shapes Lives	R&W Final Paper DUE
December 14-20 (exact date TBD)	FINAL EXAM	