EDHD 411: Child Growth and Development
Fall 2013

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Office Hours: Thursdays 12:30-1:30pm and by appointment

REQUIRED TEXT
ISBN-10: 1429217901
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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 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, linguistic, 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]
COURSE REQUIREMENTS

Exams (45%): We will have three exams: two in-class exams and a final exam. The exams will cover material from lecture, the textbook, and class discussions. 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]

Homework (5%): There will be three homework assignments. (1) Each student will write a one page reflection based on a short article. (2) The reflection will be given to a peer, who will respond to the reflection. (3) The original student will then address the questions or issues raised by the peer. [InTASC 1, 2; EC 1, 3, 4; Learners, Social & Cultural Contexts; ACEI – Development, Learning, and Motivation]

Papers (30%): During the course of the semester, there will be two short papers due. Both papers will be 4-5 pages in length.

- Popular Press Paper: 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 that stimulated your interest and how it relates to class material. You should describe how plausible or practical the argument is made by the author of the article and how useful the article is to educators, parents, or policy makers. [InTASC 1, 2, EC 1, 3, 4, 5; Learners; ACEI – Development, Learning, and Motivation]

- Observation/Interview Paper: You will observe or interview a child of your choice twice, infancy to school-age periods. The goal of this paper is to draw connections between the class material and a child’s behavior. In the paper, you will provide a detailed analysis of the child’s behavior related to a specific area of development. In the analysis, you will discuss how the child’s behavior was consistent or inconsistent with material discussed in class. Details will be distributed in class. [InTASC 1, 2, 9; EC 1, 4, 6; Learners, Social & Cultural Contexts; ACEI – Development, Learning, and Motivation, Professional growth, reflection, and evaluation]

Discussion Board (10%): You are required to participate in online discussions of issues related to a reading. Details will be distributed in class. [InTASC 1, 2; EC 1, 4; Learners; ACEI – Development, Learning, and Motivation]

In-class Activities (5%): During the semester, 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. At the end of the semester, the lowest activity grade 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 (5%): Students are expected to come to class on time and prepared. In the case of absence, you are responsible for retrieving class notes and handouts from classmates.
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<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exam 1</td>
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<td>Exam 2</td>
<td>15%</td>
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<tr>
<td>Exam 3 (Final)</td>
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<tr>
<td>Homework</td>
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<td>Popular Press Paper</td>
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<td>Observation Paper</td>
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<td>Discussion Board</td>
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<td>In-class activities</td>
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<td>Class Participation</td>
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<tr>
<td>96-100%</td>
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<tr>
<td>93-95%</td>
<td>A</td>
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<tr>
<td>90-92%</td>
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<td>86-89%</td>
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<td>80-82%</td>
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<td>76-79%</td>
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<td>73-75%</td>
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**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](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 as possible.

**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 the instructor before the absence with a written notification of the projected absence, and arrangements will be made for make-up work or examinations.

**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. 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). All make-up exams will be in essay format.
**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 (MSGE) are indicated on the syllabus. 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.

**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 though 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.courssevalum.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 (subject to change)

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>September 3</td>
<td>Course Overview</td>
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<tr>
<td>September 5</td>
<td>Introduction to child development</td>
<td>Chapter 1, pp. 1-23</td>
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<tr>
<td>September 10</td>
<td>Research Methods and Design</td>
<td>Chapter 1, pp. 24-40</td>
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<td>September 12</td>
<td>Biology and Behavior I</td>
<td>Chapter 3, pp.83-101</td>
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<td>September 17</td>
<td>Biology and Behavior II</td>
<td>Chapter 3, pp. 102-126</td>
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<td>September 19</td>
<td>Prenatal Development</td>
<td>Chapter 2, pp. 41-66</td>
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<td>September 24</td>
<td>Childbirth and Newborns</td>
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<td>September 26</td>
<td>Infancy I</td>
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<td>October 1</td>
<td>Infancy II</td>
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<td>October 3</td>
<td>Exam 1</td>
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<td>October 8</td>
<td>Cognitive Development I</td>
<td>Chapter 4, pp. 127-142</td>
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<td>Cognitive Development II</td>
<td>Chapter 4, pp. 143-174</td>
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<td>October 15</td>
<td>Language Development I</td>
<td>Chapter 6, pp. 215-233</td>
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<td>October 17</td>
<td>Language Development II</td>
<td>Chapter 6, pp. 234-258</td>
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<td>October 22</td>
<td>Conceptual Development I</td>
<td>Chapter 7, pp. 259-278</td>
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<td>October 29</td>
<td>Intelligence/ Academic Achievement</td>
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<td>Emotional Development I</td>
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<td>November 7</td>
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<td>November 12</td>
<td>Social Development Theories</td>
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<td>November 14</td>
<td>Attachment I</td>
<td>Chapter 11, pp. 423-445</td>
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<td>November 21</td>
<td>Family and Parenting</td>
<td>Chapter 12, pp. 463-480</td>
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<td>Peer Relationships I</td>
<td>Chapter 13, pp. 503-522</td>
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<td>Gender Development</td>
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