EDHD 629 Course Syllabus

Professors Natasha Cabrera and Meredith Rowe
Fall 2013
12:15 to 2:15, Wednesdays
2119 Benjamin Building, University of Maryland, College Park

Seminar for the Center for Children, Relationships and Culture
EDHD 629: Course Syllabus

The aim of this seminar series is to expose graduate students to cutting edge research in the fields of human development and developmental science. Speakers are invited to discuss engaging topics and to disseminate information about the field. For this semester, the professional development topic will include IRB procedures and research ethics. Faculty, scientists, and students from the University of Maryland and universities and research laboratories are invited to give talks on a range of topics in developmental science over the course of the semester and to spend time on campus in informal meetings with students and faculty.

Course Requirements and Grading. Students will be required to attend class, read research papers by the speakers distributed in advance, and contribute to discussions about research, theory, policy, and education in human development during the discussion session from 1:30 to 2:00. Students are also required to serve as a student host for a speaker which entails assisting with the itinerary as well as meeting with the speaker individually to discuss research ideas and projects. Grading is based on attendance and seminar participation.

Course Structure and Readings. Each class will be devoted to a discussion of theoretical and/or professional development issues on specific topics. From 12:15 to 1:30, an invited expert will give a talk and from 1:30 to 2:00, there will be a discussion. From 2:00 to 3:00 students meet individually with the speakers (or at other scheduled time slots when feasible).

Course Objectives. To help students:
1. Gain basic knowledge about theory, research, and policy in human development.
2. Understand the “community of scholars” model in the Department of Human Development.
3. Become familiar with human development experts and to get to know a wide range of scholars on a first-hand basis.
4. Understand issues relating to ethics in research as well as diversity in research including the types of research questions posed and the range of populations that can and should be studied; to further appreciate multicultural perspectives in research.

Class Attendance. Students should attend each class session, except in the case of illness and/or extenuating circumstances. All students must inform the instructor of missed absences with an explanation.
Academic Dishonesty. It is assumed that all students understand the consequences of academic dishonesty at the University of Maryland. If you do not, please consult the graduate catalog or course registration booklet to become familiar with how cheating, fabrication, facilitation of academic dishonesty, and plagiarism are defined by the University. We will not hesitate to bring matters of academic dishonesty before the appropriate authorities.

Students with Disabilities. If you are a student with a documented physical or learning disability, please contact me by the first week of class so that we can make arrangements for the necessary accommodations.

Course Evaluations. Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. CourseEvalUM will be open for you to complete your evaluations for fall semester courses between December 3rd to December 15th. You can go directly to the website (www.courseevalum.umd.edu) to complete your evaluations starting December 3rd. By completing all of your evaluations each semester, you will have the privilege of accessing the summary reports for thousands of courses online at Testudo.

Religious Observance. It is the policy of the University that students not be penalized for religious observances. Students will be allowed, whenever possible, to make up academic assignments that are missed due to such absences. It is the student’s responsibility to contact the instructor at least one week before the absence, at which time arrangements will be made for make-up work or examinations.

SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>September 4th</td>
<td>Organizational Meeting for EDHD 629</td>
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<td>September 11th</td>
<td>Professional Development (co-sponsored with HDGSO)</td>
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<td>September 18th</td>
<td>William Gormley, Public Policy Institute, Georgetown University</td>
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<td>September 25th</td>
<td>Martyn Barret, University of Surrey, Emeritus professor of psychology.</td>
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<td>October 2nd</td>
<td>Tracy Sweet, HDQM, UMD (co-sponsored with Ed Psych)</td>
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<td>October 9th</td>
<td>Judith Smetana - Department of Clinical &amp; Social Sciences in Psychology, University of Rochester</td>
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<td>October 16th</td>
<td>Professional Development, Joseph Smith, IRB, UMD</td>
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<td>October 23rd</td>
<td>Judith Torney -Purta, HDQM, UMD (co-sponsored with Ed Psych)</td>
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<td>October 30th</td>
<td>Tracy Riggins, Department of psychology, UMD</td>
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The path less travelled: Policy/Industry internships and experience
Youth political and civic engagement: A European perspective
Hierarchical Network Models for Education Research
Developmental processes in young children’s moral judgments.
Human Research Protections – IRB Purpose, Authority and Function.
Reflections on the History of Applied Developmental Psychology: 1963-2013
Neurobehavioral investigation of episodic memory in early childhood
November 6th
Catherine Tamis-LeMonda, Steinhardt School for Culture, Education, and Human Development, NYU
Infants' Development of Communicative Skills in Socio-Cultural Context

November 13th
Mark E. Cummings, Department of Psychology, University of Notre Dame, Prospective Relations between Family Conflict and Adolescent Anxiety and Depression: Security in the Family System as an Explanatory Mechanism

November 20th
Ben Bederson, Computer Science department, UMD (co-sponsored with Ed Psych)
Mobile, Online, Flipped, Active: New Uses of Educational Technologies

(THANKSGIVING BREAK) November 27th

December 4th
Cynthia Core, George Washington University, Department of Speech and Hearing Sciences
Input and phonology

December 11th
Rachel Barr, Georgetown University, Department of Psychology
Quality of Father-Infant Interactions Following the “Baby Elmo” Intervention