EDHD 411 Child Growth and Development
Course Syllabus

Tuesdays 4:15-7:00pm Room EDU 3315
Fall 2016

COURSE SYLLABUS

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, and provides the knowledge base to inform the fields of education and policy. The topics covered include parent-child relationships, peer relationships, bullying, aggression, moral judgment, social cognitive development, developmental neuroscience, theory of mind, categorization, classification, mathematical thinking, and cultural influences on development, including cultural and maternal and paternal beliefs.

Course Requirements and Grading. Course requirements include two papers, weekly typed reflection commentaries on the readings, class presentations, and an observation exercise at the Center for Young Children.

Term Paper 1 (8-page): a critical comparison of two articles on a topic in child development, for 35% of the grade.
Term Part 2 (12-page) (MSGE): a literature review on a topic in child development, and will constitute 40% of the course grade.
Weekly type reflection commentaries: The typed weekly reflection commentaries are 250 words each. These are “thought” commentaries and will be used to foster discussion in class.
Class participation will constitute 25% of the course grade (this includes attendance and participation, typed reflective commentaries, class presentations, and the CYC observation exercise (October 17, 18, 19, and 20 9am-11am).

Course Point System. Note that participation includes quality of in-class participation as well as weekly discussion questions. Expectations for depth and quality of participation and critical thinking progress throughout the semester. See page 2 for expectations about in-class group presentation and see “Syllabus Appendix” for grading, expectations and point breakdowns for Paper #1 and #2.
I. Participation Points (25%)

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<th>Points</th>
<th>Description</th>
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<tr>
<td>10 pts.</td>
<td>In-class participation (12 classes = 120 total)</td>
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<td>20 pts.</td>
<td>Discussion Questions (12 non-presentation days = 240 total)</td>
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<td>50 pts.</td>
<td>CYC Observation</td>
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<td>100 pts.</td>
<td>In-class Group Presentation</td>
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II. Term Paper #1 “Midterm” (35%)

III. Term Paper #2 “Final Exam Paper” (40%)

Course Objectives.
- Gain knowledge about theory and research in child development.
- Understand the scientific method.
- Develop critical reading, writing, and presentational skills through reading assignments, writing assignments, group discussions of theoretical material, and class presentations of current research findings.
- Make connections between theory, research, and practice, and to consider the implications of research for interventions, education, and policy regarding children and adolescents.

Course Readings. The following two books are available at the University of Maryland bookstore under **EDHD 411, Section 0301: Cabrera**. Bring the assigned book to class each week, along with your printed copy of the syllabus. Please note that the following citations are in American Psychological Association format but are for citing the entire book. These citations below are not to be used when citing a chapter or article within either of these books. See “Syllabus Appendix” to be passed out in class for detailed citation guidelines.


Class Attendance. Students should attend each class session, except in the case of illness and/or extenuating circumstances. Please inform the instructor of missed absences with an explanation.
Course Structure. The first half of the course is lecture and the second half will be group discussion and activities.

In-class Group Presentations. Groups of 3-4 students will meet the week before their presentation date to discuss one assigned reading and find an empirical article or an article in the media that relates to the weekly topic. Presenters will (1) describe the article and draw connections (give examples) to the research literature and empirical findings described in the assigned weekly reading (8-10 min); (2) make the presentation interactive (e.g., video clip, news story clip, share a snippet from a podcast or radio show, administer a short assessment, etc.) (8-10 min); and (3) end your presentation with 2-3 discussion questions to foster whole class participation (10-15 min). Presentations are graded on 3 criteria and worth a total of 100 participation points: (a) Style and engagement/clarity of presentation 20pts; (b) use of resources and/or group activity preparation 20pts; and (c) connection of presentation to the research topic of the week 40pts.

Weekly Assignments and Readings. Note that articles from the first book will be indicated by PCS (Parke & Clarke-Stewart) and articles from the second book by OG (Oates & Grayson). See syllabus appendix for examples of how to cite these and similar articles/chapters for your papers and weekly discussion questions.

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

Cell phones and laptops: This is a discussion-based class so NO COMPUTERS OR CELL PHONES will be allowed in class. To fully participate in class, you must come prepared that means you must have read the assigned readings before class. Any note taking you need to do can be in with paper and pencil/pen. If you, however, require special arrangements and based on medical reasons need a laptop, please see me before class.

Please see the University's website for undergraduate course-related policies at http://www.ugst.umd.edu/courserelatedpolicies.html.
# COURSE SCHEDULE

## EDHD 411 – FALL 2016

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Details</th>
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<tr>
<td>Aug 30th</td>
<td>Introduction to the course</td>
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<td></td>
<td>• What is the study of child development?</td>
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<td>• Social, cognitive, and language development</td>
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<td>• Methodologies in child development</td>
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<td>• Review of course assignments and requirements: papers, presentations, observations, and discussion question assignments and CYC observation forms.</td>
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<td>Sept 6th</td>
<td>Theoretical perspectives on development</td>
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<td>• Chapter 1 - Introduction: Theories and Social Dev., in PCS</td>
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<td>• Introduction: Perspectives on cognitive and language dev – in OG</td>
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<td><strong>NO Presenters this week</strong> (attachment, day care, early intervention):</td>
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<tr>
<td>Sept 13th</td>
<td>Methodologies: How do we study child development?</td>
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<td>Observations and interview methods in-class discussion.</td>
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<td>• Chapter 2 – Research Methods: Tools for Discovery in PCS</td>
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<td>Observations will be conducted at the CYC the week of October 17-21.</td>
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<td>The Center for Young Children (CYC) is located near Denton Hall and across from the Recreational Gym.</td>
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<td>Observation hours are 9am to 11am each day (there's no entire hour available for observations in the afternoon). <strong>You must call the CYC at 301-405-3168 and schedule your observation date with Jennifer Haslip, who is the receptionist and contact person at the CYC.</strong> The one-hour slots are assigned “first come, first served”. You can call any time after the first week of classes (indicate EDHD 411). Please note that Wednesday October 19 will have limited availability, but some appointments will be available. The CYC asks that you bring as few belongings as possible when you visit. They prefer no backpacks or laptops- just a notebook and pen.</td>
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Sept 20th

Early tasks of development
- Chapter 3 - Biological Foundations: Genes, in PCS
- Chapter 4, Attachment: Learning to Love, in PCS
- How to use PsycINFO in-class review

- Paper #1 topic paragraphs and three empirical article references due.
- Review of expectations for Paper #1 (Due Oct 11)

Presenters (attachment, day care, early intervention):

Sept 27th

Prenatal, Motor, & Perceptual Development

Presenters (perceptual development)

Oct 4th

Brain, developmental neuroscience, and cognitive development
- Chapter 3 – Mareschal, Johnson, and Grayson (pp.113-153) in OG

Presenters (early brain, developmental neuroscience, brain)

Oct 11th

Early Categorization and classification
- Chapter 1, Early category representations, in OG

PAPER #1 DUE IN CLASS

Presenters (infant cognition and categorization):
Oct 18th

Language development and context
• Chapter 2: First Words in OG.

CYC OBSERVATIONS MUST BE DONE THIS WEEK

Presenters (Language development and SES, bilingualism, and language assessments):

Oct 25th

Language and putting words together
• Chapter 4 - The development of children’s grammar, in OG

• Review of CYC observation assignment in-class – bring to class your completed coding sheet with notes, frequency chart, and a typed copy of your conflict transcripts. (total worth 50pts)

Presenters (Word Gap, language assessments, reading and literacy):

Nov 1st

Self-regulation and executive function
• Chapter 5: Executive functions in childhood, in OG.

Presenters (Self-regulation and school readiness, inhibitory control of bilingual children, and emotion regulation):
Nov 8th
**Understanding minds and learning**
- Chapter 6, Understanding minds by Flynn, in *OG*
- Chapter 8, A socio-cognitive perspective on learning, in *OG*

*Presenters* (theory of mind and SES and mental states):
Paper #2 topic paragraphs and three empirical article references due.

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Nov 15th
**Mathematical and scientific thinking**
- Chapter 7, Nunes & Bryant (pp. 259-301) in *OG*

*Presenters* (children’s number skills and scientific reasoning):

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Nov 22nd
**Contexts of Social Development**
- Chapter 7 – Family and Enduring Influences, in *PCS*
- Chapter 8 – Peers, in *PCS*
- Chapter 9 – Schools and Media..., in *PCS*

*Presenters* (peer relationships, bullying, friendships):

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Nov 29th
**Gender, morality, and aggression**
- Chapter 10, Sex and Gender: Vive La Difference, in *PCS*
- Chapter 11, Morality: Knowing Right, Doing Good, in *PCS*
- Chapter 12, Aggression: Insult and Injury in *PCS*

*Presenters* (culture, diversity, tolerance, diversity, minority child development):
Dec 6th

**Parenting: Attitudes and goals**


**Presenters** (parenting beliefs and attitudes about child rearing, parenting goals):

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**Final Exam Paper #2 – Dec 16, 2016 - should be submitted** to Professor Cabrera's *Department of Human Development and Quantitative Methodology* faculty mailbox, room 3304, in the Benjamin Building.