EDHD 600, Section IHI2
Introduction to Human Development and Child Study
Fall 2014
Thursday, 4:15-7/Location: USG, Building ___, Room ___

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Description

EDHD 600 is a required course for students enrolled in the Department of Human Development Master of Education program in partnership with Montgomery County Public Schools. The course is an overview of multidisciplinary perspectives and grand theories of human development, with particular focus on adolescent growth and development. Contemporary research on adolescent achievement and school adjustment is translated into principles of developmentally appropriate practice for teachers.

Objectives

Students will demonstrate:
- Understanding of theories of human development as they specifically relate to adolescent cognitive, social, emotional, and physical growth and development;
- Ability to translate human development theory and empirical research on adolescent development into guiding principles of pedagogical practice in secondary education;
- Increased understanding of the nature of graduate course work and the academic skills required to meet standard course requirements at the graduate level.

Readings

ISBN: 978-0-205-66568-6 (available on Amazon)
2. Articles can be accessed by downloading the documents from the McKeldin Library Research Port. All articles are available full text on-line in either the PSYCINFO, ERIC, Education Source, Teacher Reference Center, or Education Research Complete databases, (and in some cases, Medline) unless otherwise noted* in the Course Schedule.
POLICIES

Attendance

With respect for teachers’ demanding schedules, I understand that on occasion job obligations conflict with class time. However, for the benefit of the group’s experience and to support your preparedness to take future courses in the program, my expectation for you as a graduate student is that you will come to each class on time, fully prepared to participate by having read and reflected upon the assigned readings. Class notes or other materials distributed during a missed class must be obtained from a classmate. Students who in the instructor’s opinion are missing excessive amounts of content because of missed classes will need to schedule an advising appointment to discuss a plan for make-up work.

Academic dishonesty

It is assumed that a graduate student at the University of Maryland understands the consequences of academic dishonesty at this institution. If you do not, please consult the University website to become familiar with how plagiarism, cheating, fabrication, and facilitation of academic dishonesty are defined. It is the student’s responsibility to make sure his/her work is free from violations of the University’s policy on academic dishonesty. I will not hesitate to report evidence of academic dishonesty to the Office of Student Conduct. Please visit the University of Maryland Office of Student Conduct website at http://osc.umd.edu/OSC/StudentsInfo.aspx for full explanation of your responsibilities.

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.

Paper submissions

Hard copies of papers and assignments will be accepted in class on the day the assignment is due. If extenuating circumstances require special arrangements for a student, email submissions can be discussed at that time; such arrangements must be made prior to the assignment due date. Late papers will be downgraded one letter per weekday unless prior arrangements have been made with the instructor for a due date extension.

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.
SCHEDULE
UNIT 1: Self and Social Development

September 4
(1) Course overview
(2) Theory: Psychoanalytic (Freud)
Readings: (1) Green & Piel, Ch. 3
(2) Tieman: Miss Freud returns to the classroom

Thought question: Tieman argues the value of psychoanalytic training for teachers and provides evidence of its positive influence on his work with adolescent students in his own secondary teaching practice. Do you agree or disagree with Tieman’s basic position? Why or why not? Use evidence from your own practice to support your answer.

September 11
Theory: Attachment (Bowlby & Ainsworth)
Readings: (1) Green & Piel, Ch. 6
(2) Duchesne, Ratelle, & Poitras: Early adolescent attachment to parents, emotional problems, and teacher-academic worries about the middle school transition

Thought question: Duchesne et al. report that early adolescents in their sample who perceived insecure parental attachments experienced higher rates of anxiety about teacher relationships and academic performance. Do you have any evidence from your practice to support or challenge these findings? How can teachers support the middle school transition for students to whom these results apply?

Discussant: ________________________________

September 18
Theory: Psychosocial (Erikson)
Readings: (1) Green & Piel, Ch. 4
(2) Way, Hernandez, Rogers, & Hughes: “I’m not going to be no rapper”: Stereotypes as a context of ethnic and racial identity development.
(3) Gorvine, Karam & Eovaldi: Strengthening individual identity in the group context

Thought question: Way et al. link to Erikson’s ideas about the adolescent identity search by documenting the influence of culturally prescribed stereotypes on middle schoolers’ perceptions of their developing identities. What is your reaction to their findings? Do they align with your perceptions of the identity struggles faced by your students? If so, would an intervention like the one described by Gorvine et al. have positive outcomes in your school? Why or why not?

Discussant: ________________________________
**September 25**

Theory: Interpersonal (Sullivan)
Readings: (1) *Muuss: Harry Stack Sullivan’s interpersonal theory of adolescent Development (see Canvas course site under “Course Reserves”)
(2) Kingery, Erdley, & Marshall: *Peer acceptance and friendship as predictors of early adolescents’ adjustment across the middle school transition.*
(3) Chadsey & Han: *Friendship-facilitation strategies: What do students in middle school tell us?*

Thought question: Using fewer than 50 words for each blank, complete the following statement:

Sullivan’s theory emphasizes the importance of early adolescent “chumships” as a source of ______________________ for the developing adolescent. Kingery et al.’s findings relate to Sullivan’s theory by demonstrating that ___________________. Chadsey & Han suggest teacher strategies that will support middle school friendships; these strategies link to both the theory and the research study for the following reason: ______________________.

Discussant: _____________________________________

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**UNIT 2: Cognitive Development**

**October 2**

Theory: Social Cognitive (Bandura)
Readings: (1) Green & Piel, Ch. 8
(2) Lackaye & Margalit: *Self-efficacy, loneliness, effort, and hope: Developmental differences in the experiences of students with learning disabilities and their non-learning disabled peers at two age groups*
(3) Locke & Newcomb: *Psychosocial predictors and correlates of suicidality in teenage Latino males*

Thought questions: How would you describe the association between adolescent learning disabled students’ self-efficacy beliefs and their feelings of “hope” as demonstrated in Lackaye & Margalit’s findings? What is the connection between those findings and Locke & Newcomb’s results which suggest that the strongest protective factor for suicidality in Latino male adolescents is general self-efficacy, as represented by problem-solving confidence? What are the implications for teachers?

Discussant: _____________________________________

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**Participation Check-In**
October 9
Theory: Cognitive Developmental (Piaget)
Readings: (1) Green & Piel, Ch. 10
(2) Cavicchi, Chiu, & McDonnell: *Introductory paper on critical exploration in teaching art, science, and teacher education*
(3) Guccione: *In a world of mandates, making space for inquiry*

Thought questions: Prepare a discussion question that will prompt our critical exploration of an idea presented in the Cavicchi et al. article. Your question might: (a) challenge us to consider the relevance of an idea presented in the article in light of current instructional policies or teacher accountability expectations; (b) relate a teaching/learning experience that exemplifies success with one of the central ideas; or (c) suggest an intervention in your classroom that has, or would most likely operationalize one of the central ideas. The idea is to get us thinking about this article!

OR
Help us understand how the Guccione article exemplifies the translation of an idea from Cavicchi et al. into teacher practice.

Discussant: _____________________________________

October 16
Perspective: Cognitive Developmental Perspective (Vygotsky)
Readings: (1) Green & Piel, Ch. 9
(2) Schmitz & Winskel: *Towards effective partnerships in a collaborative problem-solving task*

Thought questions: Do you think the basic tenets of Vygotsky’s perspective on cognitive development are affirmed or challenged by Schmitz & Winskel’s findings? Why or why not? What do the findings from this study imply about essential processes teachers should consider when constructing collaborative learning groups in secondary settings?

Discussant: _____________________________________

LAST DAY TO SUBMIT REACTION PAPER #1

October 23
Theory: Information Processing (Dodge)
Readings: (1) Kuperersmidt, Stelter, & Dodge: *Development and validation of the social information processing application: A web-based measure of social information processing patterns in elementary school-age boys*
(2) Ziv, Leibovich, & Shechtman: *Bullying and victimization in early adolescence: Relations to social information processing patterns.*
(3) Hester, Bolen, Thomas,Vinson, & Heatherly: *Middle school infractions decrease with the implementation of an aggressive anti-bullying initiative – P.R.E.S.S.*

Thought questions: Ziv et al.’s findings suggest that bullies, victims, bully/victims and students who are neither bullies nor victims process the content of ambiguous social cues very differently. Hester et al. describe an effective anti-bullying program. Do you see elements of SIP in the Hester et al. model? If yes, what are they? If no, do you think approaches like the Hester et al. model are the most effective way to combat bullying or should elements of SIP be used to inform such programs? What would that look like in a school?

Discussant: _____________________________________

**Participation Check-In**

**October 30**

Theory: Moral reasoning (Kohlberg)

Readings: (1) Green & Piel, Ch. 11
(2) Nucci & Turiel: *Capturing the complexity of moral development and education*

Thought question: Nucci & Turiel present findings which suggest that young adolescents are more challenged by ambiguous components of moral reasoning dilemmas than are younger children or older adolescents; in other words, they are at the “bottom” of U-shaped pattern of moral development when compared with younger and older students. What is the cognitive developmental explanation for this finding, and what are the teaching implications for advancing both cognitive and moral development in early adolescents?

Discussant: _____________________________________

**November 6**

**TERM PAPER TOPIC APPROVAL BY TODAY**

Class will be held in a computer lab at USG, Building _____, Room ______.

We will be using class time to research the literature in preparation for your term papers. Please go on-line prior to this class and practice navigating the McKeldin Library Research Port site at [http://www.lib.umd.edu/](http://www.lib.umd.edu/). You should be able to log on with your user ID and password.

**Participation Check – In**
November 13
(1) Skill building: Understanding correlations
4:15-5
(2) Focus on physical growth and development
5:15 – 7

Reporting the research: In pairs, students will read one of the articles listed, then prepare and present a 15 minute Power Point presentation in which the following items are addressed:
(1) What is the problem being examined in the study?
(2) What major conclusions/findings were demonstrated by the author(s)?
(3) What are the teaching implications of the findings?
(4) Discuss these implications with your classmates.

1. Bradley & Green: Do health and education agencies in the United States share responsibility for academic achievement and health? A review of 25 years of evidence about the relationship of adolescents’ academic achievement and health behaviors
2. Perfect & Jaramillo: Relations between resiliency, diabetes-related quality of life, and disease markers to school-related outcomes in adolescents with diabetes
3. Pinquart & Teubert: Academic, physical, and social functioning of children and adolescents with chronic physical illness: A meta-analysis
4. Kacynski, Claar, & LeBel: Relations between pain characteristics, child and parent variables, and school functioning in adolescents with chronic headache: A comparison of tension–type headache and migraine
5. Krenitsky-Korn: High school students with asthma: Attitudes about school health, absenteeism, and its impact on academic achievement
6. Houston, Abraham, Huang, & D’Angelo: Knowledge, attitudes, and consequences of menstrual health in urban adolescent females
7. Leone, Fetro, Kittleson, Welshimer, Partridge, & Robertson: Predictors of adolescent male body image dissatisfaction: Implications for negative health practices and consequences for school health from a regionally representative sample

November 20
Theory: Ecological (Bronfenbrenner)
Readings: (1) Johnson: Ecological systems and complexity theory: Toward an alternative model of accountability in education
(2) Chun & Dickson: A psychoecological model of academic performance among Hispanic adolescents

Thought question: The independent variables that are measured by Chun & Dickson in their study of achievement in Hispanic adolescents represent various proximal processes in the ecological systems of these students. If you were going to replicate this study in your school, what proximal processes would be important to measure? Would they be the same or different from those measured by Chun & Dickson? Why? Why not?

Discussant: _____________________________________

LAST DAY TO SUBMIT REACTION PAPER #2
November 27 – NO CLASS

December 4
Activity: Student Directed Discussion
Reading: * Raible & Nieto: Beyond categories: The complex identities of adolescents (see Canvas course site under “Course Reserves”)

1. Write a personal response to one of the following questions; be prepared to share your response in class.
   a. Do you believe students in your school struggle with complex identity searches like those described in the Raible & Nieto chapter? If yes, provide an anonymous example of one case and how you believe that process influenced the student’s achievement and school adjustment.
   b. How can teachers provide support for the social/emotional development of students who are forming identities as members of non-dominant peer groups in your school?

2. Prepare one original thought question that links to the reading for the class to discuss; try to expand our understanding of the differences between grade levels and schools with regard to complex identity searches.
   □ For at least one of those items, discuss how a theory we have studied influenced your thinking.
   □ Write your answers in one-two pages, to be handed in at the end of class. Missing written assignments will result in a five point deduction from the participation grade.

December 11
Term paper presentations

December 16
TERM PAPERS MUST SUBMITTED IN HARD COPY OR POSTMARKED BY THIS DATE.
Please supply a self-addressed stamped envelope if you would like your paper and feedback returned to you.

Requirements

(1) Participation (50 points)
Students are expected to attend class weekly, participate by asking critically reflective questions, refer to related contextual issues in secondary education, add to others teachers’ ideas, synthesize across theory, research findings and peers’ contributions in their comments, and thoughtfully challenge assumptions embedded in theory and research. Once during the semester, each student will lead class discussion of the thought question for the week. Twice during the semester, the instructor will “check-in” with each student so that each can share perceptions of the student’s participation thus far in the course.
(2) Two reaction papers (50 points each)

The first paper may be submitted any time up until October 16th; the second any
time up until November 20th. Students will choose one weekly reading and write a
reaction paper in response to that reading. Reaction papers should:

- Summarize the reading, including major findings or conclusions (1 page);
- Demonstrate how the reading relates to the parent theory for the week (1
  page);
- Discuss an actual classroom scenario that illustrates a principle finding or
  concept in the reading (2 pages);
- Apply principles from the reading into your thinking about future practice (2
  pages).

Each paper is worth 50 points; 40 for content, 10 for writing and APA formatting. If
you would like to improve your grade on the first reaction paper, it may be re-submitted
once; however, grade increases will depend on whether you have gone beyond minimally
correcting the “editorial issues” in the paper and also incorporated more of your own
thinking into the second draft. I will read drafts of first reaction papers, but only with the
student in attendance.

(3) November 13th presentation (25 points)

Pairs of students will choose one of the articles listed for November 13th and
make a presentation that addresses the three questions listed in the assignment. Grading
will be focused on the extent to which students have thoughtfully prepared and attempted
to address the items. You will not be penalized for incorrect interpretations of data
analyses or quantitative findings, as long as evidence suggests that a good attempt was
made to understand and explain the article. Paired students will be assigned the same
grade for the presentation.

(4) Term paper (100 points)

A 12-15 page term paper is due December 16th.

1) Introduction. What is the topic of your paper? Why did you choose the
topic, and how would understanding it positively influence your practice? (1 page)

2) Review of the Literature. A literature review summarizing how the
compiled research findings from at least ten empirical articles go together
to form a cohesive perspective on the topic. (3 pages)

3) Synthesis. Combine the results of the literature review with experience
from your classroom and at least one major theory we have studied this
semester. How does the theory support the investigation of this topic?
How is the research supported/challenged by your experience with
adolescent students? What is the nature of the relationship between the
theory, your experience in the classroom and the results that are being
reported in the research on your topic? (4 pages)
4) *Directions for Future Practice.* Based on your synthesis section, what are the theoretical and practical implications for your daily practice? How would you plan modifications based on what you have learned? (2 pages)

5) *Directions for Future Research.* How would you advise a team of researchers who wanted to pursue this area further? What is either missing from the literature (or perhaps obvious from your practice) that needs to be investigated in order to understand this topic better? (2 pages)

6) *Conclusion:* Provide closing remarks. (1 page)

(6) *Term paper presentation (25 points)*

Students will present their term papers on December 11th. The 10-12 minute presentation will follow an outline designed by the student him/herself, be supported by visual aids, and meet the basic requirements outlined in the grading scale at the end of the syllabus. The time limit is based upon typical conference style paper presentations and will be strictly enforced. Please exercise your own intellectual and creative approach to this presentation.

**GRADING**

There are a total of 300 points available in this course.

| >98% | A+ | 78%-79.99% | C+ |
| 92%-97.99% | A | 72%-77.99% | C |
| 90%-91.99% | A- | 70%-71.99% | C- |
| 88%-88.99% | B+ | 68%-69.99% | D+ |
| 82%-87.99% | B | 62%-67.99% | D |
| 80%-81.99% | B- | 60%-61.99% | D- |
| <60% | F |

**Grading Scales**

**Participation**

<table>
<thead>
<tr>
<th>45-50 points</th>
<th>40-44 points</th>
<th>35-39 points</th>
<th>&lt; 35 points</th>
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<tbody>
<tr>
<td>Attends class weekly and consistently participates in the discussion by asking critically reflective questions, referring to important related issues in secondary education, adding to others teachers’ ideas, and synthesizing across theory, research findings and peers’ contributions. Thoughtfully challenges assumptions and ideas embedded in theory and research. Helps develop the class’s outlook on the topic. His/her participation is memorable and makes a mark.</td>
<td>Attends class regularly and sometimes participates in the discussion as described.</td>
<td>Attends class regularly but rarely participates in the discussion as described.</td>
<td>Attends class regularly but never participates in the discussion as described.</td>
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**Short reaction paper**

**Content: 40 points**

- Is the summary of the reading accurate and thorough? _____/10 points
- Does the student demonstrate an understanding of how the article relates to the parent theory for the week? _____/10 points
- Does the student describe and discuss a classroom scenario that illustrates a principle finding or concept in the reading? _____/10 points
- Does the paper demonstrate the student’s ability to apply principles from the reading into his/her thinking about future practice? _____/10 points

**Writing style & APA Formatting: 10 points**

- Does the student use correct grammar, syntax, punctuation? _____/10 points
- Does the paper transition smoothly and logically from one idea or concept to the next? Are words and names spelled correctly? Are all ideas in paragraphs linked to the topic sentence? Has APA style been applied both in-text and in the reference page? _____/10 points

**November 13th presentation**

1. Did the students attempt to thoughtfully address all items listed? _____/15 points

2. Was the Power Point organized such that it facilitated the listener’s understanding of an article they had not read? _____/10 points

**Term paper**

**Introduction**

The topic of the paper is clearly articulated. The reasons for the student’s interest in the topic are evidence-based. The need to understand the topic better is explained in terms of its potential to positively influence teacher practice.

- 14-15 points Excellent
- 12-13 points Above average
- 10-11 points Average
- 8-9 points Below average
- < 8 points Unacceptable/failing

**Review of the literature**

A thorough analysis of the findings from at least ten empirical articles are synthesized into a coherent literature review that communicates the major research findings relative to the topic.

- 18-20 points Excellent
- 16-17 points Above average
- 14-15 points Average
- 12-13 points Below average
- <12 points Unacceptable/failing
Synthesis
The student has combined the results of the literature review with at least one major theoretical framework and actual experience from his/her own classroom to provide a synthesized perspective on the topic. This section creates a logical argument for the nature of the proposed Directions of Future Practice section to follow.

18-20 points Excellent
16-17 points Above average
14-15 points Average
12-13 points Below average
<12 points Unacceptable/failing

Directions for Future Practice
The student has thoroughly and thoughtfully explored modifications to his/her current teaching practice that are aligned with theory, the results of the literature review and his/her experience in the specific classroom context in which he/she teaches.

18-20 points Excellent
16-17 points Above average
14-15 points Average
12-13 points Below average
<12 points Unacceptable/failing

Directions for Future Research
The student has made clear and reasonable recommendations for researchers to consider, based on the synthesis of the theory, what is known (the research findings), what is experienced (in your classroom) and what is needed (what is not known).

14-15 points Excellent
12-13 points Above average
10-11 points Average
8-9 points Below average
< 8 points Unacceptable/failing

Writing style & APA Formatting: 10 points
The student uses correct grammar, syntax, punctuation. The paper transitions smoothly and logically from one idea or concept to the next. Words and names are spelled correctly. All ideas in paragraphs are linked to the topic sentence? APA style has been applied both in-text and in the reference page.

9-10 points Excellent
8 points Above average
7 points Average
6 points Below average
< 6 points Unacceptable/failing

Term paper presentation
Quality* of the oral summary of:
✓ Your interest in the topic  ____/5 pts
✓ The research findings on the topic  ____/5 pts
✓ How theory and your classroom experience aligns with the findings in the research  ____/5 pts
✓ Directions for future practice  ____/5 pts
✓ What you would most like to share with other teachers about this topic  ____/5 pts
Reading List


Guccione, L. M. (2011). In a world of mandates, making space for inquiry. *The Reading Teacher, 64*, 515-519. DOI: 10.1598/RT.64.7.5


