EDHD 600, Section IHI2
Introduction to Human Development and Child Study
Fall 2015
Thursday, 4:15-7/Location: USG, Building III, Room 4211

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Description

Overview of multidisciplinary perspectives and grand theories of human
development. In Section IHI2, students will translate the synthesis of developmental
theory and contemporary educational research findings related to child and adolescent
achievement and school adjustment into principles of developmentally appropriate
practice for teachers.

Objectives

Students will demonstrate:

- Understanding of theories of human development as they specifically
  relate to child and adolescent cognitive, social, emotional, and physical
growth and development;
- Ability to translate human development theory and educational research
  into guiding principles of pedagogical practice in education settings;
- Understanding of the nature of graduate course work and the academic
  skills required to meet standard course requirements at the graduate level.

Readings

2. Research articles can be accessed by downloading them from the McKeldin
   Library Research Port. All articles are available in full text on-line in either
   the PSYCINFO, ERIC, Education Source, or Teacher Reference Center
   databases, (and in some cases, Medline) unless otherwise noted* in the
   Course Schedule.
3. Recommended: *Publication Manual of the American Psychological
   Association* (Sixth Edition).
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 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, 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 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.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.
UNIT 1: Self and Social Development

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

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

September 10
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. found that early adolescents who perceived insecure parental attachments experienced higher rates of anxiety about teacher relationships and academic performance. Do you have evidence from your practice to support or challenge these findings? How can elementary and secondary teachers support the middle school transition for students who have developmental challenges with attachment as described in the study?

Discussants: _____________________________________

September 17
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 identity by documenting the influence of culturally prescribed stereotypes on middle schoolers’ developing identities. Do the findings align with your perceptions of the identity struggles faced by your students? Do stereotypes influence the self-understandings of elementary students? Secondary students? Would an intervention like the one described by Gorvine et al. have positive outcomes in your school? Why or why not?

Discussants: _____________________________________
**September 24**

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: Sullivan’s theory emphasizes the importance of early adolescent “chumships” for development of the ability to establish emotional intimacy in interpersonal relationships. How do Kingery et al.’s findings relate to Sullivan’s theory? Chadsey & Han suggest teacher strategies that will support middle school friendships; how do these strategies link to both the theory and the Kingery et al. findings? At the elementary level? The secondary level?

Discussants: _____________________________________

INTRO TO SYNTHESIS PAPER DUE

**October 1**

UNIT 2: Cognitive Development

Theory: Social Cognitive (Bandura)

Readings: (1) Green & Piel, Ch. 8
(2) Zychinski & Polo: *Academic achievement and depressive symptoms in low-income Latino youth.*

Thought questions: The authors found that “…students’ academic self-efficacy fully accounted for the relationship between achievement measures and student-reported depressive symptoms” (p. 573). What does this finding mean and what are its implications for classroom teachers?

Discussants: _____________________________________

PARTICIPATION CHECK-IN
**October 8**
Theory: Cognitive Developmental (Piaget)
Readings: (1) Green & Piel, Ch. 10
(2) Larkin: *Misconceptions about “misconceptions”: Preservice secondary science teachers’ views on the value and role of student ideas.*

**Thought questions:** Prepare a discussion question that will prompt our critical exploration of an idea presented in the Larkin article. Your question might: (a) challenge us to consider the relevance of an idea 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!

Discussants: _____________________________________

**October 15**
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 tell us about how teachers should foster the exchange of exploratory talk when constructing collaborative learning groups? How would this differ at the elementary v. secondary level?

Discussants: _____________________________________

**October 22**
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) Lenzi, Vieno, Gini, Pozzoli, Pastore, Santinello & Elgar: *Perceived teacher unfairness, instrumental goals, and bullying behavior in early adolescence.*

**Thought questions:** What is the nature of the relationship between Dodge’s theory and the findings in the Lenzi et al. study? How does teacher unfairness link to the model’s steps and bullying outcomes?

Discussants: _____________________________________
October 29
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’s findings 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 trajectory of moral reasoning 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 young children and early adolescents?

Discussants: _____________________________________

November 5
TERM PAPER TOPIC APPROVAL BY TODAY
Class will be held in a computer lab at USG, Building 3, Room 3211.

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/. You should be able to log on with your user ID and password.

REACTION PAPER DUE

November 12
(1) Skill building: Understanding correlations
4:15-4:45
(2) Focus on physical growth and development
5:00 – 7

In pairs, students will read one of the articles listed below and give a 10-minute PowerPoint presentation (3 slides maximum) that briefly explains:
(1) The problem being examined in the study;
(2) The major findings;
(3) The teaching implications of the findings.

(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
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

Krenitsky-Korn: High school students with asthma: Attitudes about school health, absenteeism, and its impact on academic achievement

Houston, Abraham, Huang, & D’Angelo: Knowledge, attitudes, and consequences of menstrual health in urban adolescent females

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


Perkinson-Gloor, Lemola, and Grob: Sleep duration, positive attitude toward life, and academic achievement: The role of daytime tiredness, behavioral persistence, and school start times

Basch: Vision and the achievement gap among urban minority youth

November 19

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?

Discussants: _____________________________________

PARTICIATION CHECK-IN

November 26 – NO CLASS

December 3

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 your students 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 elementary and/or secondary students who are forming identities as members of non-dominant peer groups?

2. Prepare one original thought question that links to the reading and which expands 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.

Discussants: _______________________________________

December 10
Term paper sharing

December 15

TERM PAPERS DUE IN HARD COPY TO:
Dr. Ann Battle
3304U Benjamin Building
Department of Human Development & Quantitative Methodology
University of Maryland, College Park 20742

Please supply a self-addressed stamped envelope with sufficient postage if you would like your paper and feedback returned to you.

Course Requirements

Participation (50 points)
See grading rubric at end of syllabus. Students are expected to
  ▪ attend class weekly;
  ▪ participate by asking critically reflective questions;
  ▪ link comments to related contextual issues in secondary education;
  ▪ build on others teachers’ ideas;
  ▪ synthesize across theory, research findings and peers’ contributions in their comments;
  ▪ thoughtfully challenge assumptions embedded in theory and research; and
  ▪ in pairs, lead the last 30 minutes of class discussion for one of the weeks.

Twice during the semester (Oct.1 & Nov.19) students should submit a half-page written summary of perceptions of their participation thus far in the course, along with a recommended grade (see rubric at end of syllabus). Although the student will not “assign” the participation grade, his/her perceptions will be taken into account when the grade is determined.
Translation of Theory and Research Assignments (3 Assignments: 175 points total)
See grading rubrics for each assignment at end of syllabus.

(1) Intro to Synthesis Paper (50 points – Due 9/24)

For the first of three papers in this series of assignments:

- Write a 2-3 page, double spaced paper in which the principle tenets of a theory we have studied are synthesized with the findings of the research article assigned for the same week. The objective is for the student to demonstrate understanding of how the research study is related to the “parent” theory.
  - Start by writing an accurate and concise summary of the major tenets of the theory (one page);
  - Next, write a concise and accurate summary of the research questions and findings associated with the research study (1/2 to 1 page);
  - Finally, show how the two sources of information are conceptually and thematically related (1 page).

(2) Reaction Paper (75 points – Due 11/5)

For the second paper in the series:

- Choose a theory and research study and replicate the steps in the Intro to Synthesis Paper assignment (2-3 pages).
- Describe an actual classroom scenario that clearly illustrates the research findings and theoretical concepts discussed in the first section (2 pages);
- Apply principles from the reading into your thinking about directions for future practice (2 pages).

I will read drafts of reaction papers, but only with the student in attendance.

(3) Term paper (125 points – Due 12/15)

The third assignment is a 12-15 page paper that includes the following components:

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 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)

November 12th presentation (25 points)

Pairs of students will choose one of the articles listed for November 12th 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.

GRADING

There are a total of 325 points available in this course.

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Grading Rubrics

**Participation**

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<th>45-50 points</th>
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<td>Attends class weekly and consistently participates in the discussion by asking critically reflective questions, referring to important related issues in secondary education, building on 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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**Intro to Synthesis Paper**

Is the summary of the theory’s principle tenets accurate and concise? __________/10

Is the summary of the research study accurate and concise? __________/10

Does the student synthesize the theory with the research findings such that the nature of the relationship between the two perspectives on development is clearly established? __________/30

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**Reaction Paper**

**Content: 65 points**

Is the summary of the reading accurate and thorough? ___/15 points

Does the student demonstrate an understanding of how the article relates to the parent theory for the week? ___/20 points

Does the student describe and discuss a classroom scenario that illustrates a principle finding or concept in the reading? ___/15 points

Does the paper demonstrate the student’s ability to apply principles from the reading into his/her thinking about future practice? ___/15 points

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

- Does the student use correct grammar, syntax, punctuation?
- 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
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.

- 27-30 points Excellent
- 24-26 points Above average
- 21-23 points Average
- 18-20 points Below average
- <18 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.

- 27-30 points Excellent
- 24-26 points Above average
- 21-23 points Average
- 18-20 points Below average
- <18 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 synthesis of the theory, limitations in the current research findings and classroom experience.

- 18-20 points Excellent
- 16-17 points Above average
- 14-15 points Average
- 12-13 points Below average
- <12 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. Spelling is correct. All ideas in paragraphs are linked to the topic sentence? APA style has been applied.

- 9-10 points Excellent
- 8 points Above average
- 7 points Average
- 6 points Below average
- < 6 points Unacceptable/failing
November 12th Presentation
1. Did the students attempt to thoughtfully address all 3 questions?
   ____/15 points

2. Did the PowerPoint facilitate the listener’s understanding of an article he/she had not read?
   ____/10 points

Reading List


