EDF3122: LEARNING AND THE DEVELOPING CHILD
FALL 2014

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Course Description: The course integrates the traditional content of preadolescent child growth and development, learning theory, and behavioral analysis applied to instruction and to the organization and management of classroom. The purpose of the course is to permit students to gain insight into the major challenges facing children today as they move through their developmental processes and stages in all areas.

Course Prerequisites: General psychology and admission to the College of Education

Course Topics: This course will cover the following content areas:
• History, Theory, and Applied Directions
• Research Strategies
• Biological Foundations of Development
• Physical Growth
• Cognitive Development: Piagetian and Vygotskian Perspectives
• Cognitive Development: An Information Processing Perspective
• Intelligence
• Emotional Development
• Self and Social Understanding
• Moral Development
• Development of Sex Differences and Gender Roles
• The Family
• Peers, Media, and Schooling

Goals and Objectives:
• To acquire knowledge and understanding of the major theoretical perspectives of human development and the research strategies employed by each for their validation.
• To acquire knowledge and understanding of the basic parameters of the nature-nurture interactional perspective, including developmental behavioral genetics, the effects of teratogens on early development and “how people make their own environments”.
• To acquire knowledge and skills of the physical, psychological, and social status of the newborn and during early infancy, the methods of assessing these statuses, and the effect of the social context and intervention programs on the improvement of these statuses.
• To acquire knowledge and understanding of attachment theory, its significance for later development, and its implications for social interventions in the family and school settings.
• To acquire knowledge and understanding of the major issues relating to child care
in this country and its relationship to the field of early childhood education.

- To acquire knowledge and understanding of the constructivist perspective of
cognitive development and implications for the education of young children.
- To acquire knowledge and understanding of the important milestones and special
issues of language development, including the importance of early life
experiences in shaping later performance.
- To acquire knowledge and understanding of the roots of prosocial behavior,
including the importance of early experiences in the normal progression through
Kohlberg’s states of moral development.
- To acquire knowledge and understanding of systems approaches to the functions
of family and the development of differing roles of family members.
- To acquire knowledge and understanding of the importance of the development of
peer relationships during early childhood and the role of these relationships in
later functioning in larger social systems such as school and the work place.
- To acquire knowledge and understanding of the importance and role of
comparative child development in dealing with the real problems of child care in
the world today.
- To acquire knowledge and understanding of the importance and role of
comparative child development in dealing with the real problems of child care in
the world today.
- To acquire knowledge and understanding of the demands and requirements of
successful child advocacy within our society today.

Course Learning Outcomes: Upon completion of this course, students will be able to:

- Display knowledge of key theorists and theories about child development
- Display knowledge of key concepts of child development listed previously
- Correctly apply APA format to a professional paper
- Review a professional data-based article for validity and application

Required Textbook:

Additional Resources on Canvas

CANVAS USE:
The class syllabus is posted in Canvas, an online course management system. In this class
Canvas will be used for (add specific information to your course).
Information on how to use Canvas is available at:
http://www.usfsm.edu/infocommons/students.php

Course Requirements:

1. Read the required and recommended readings as assigned, including the Berk textbook.
   Students will be expected to come to class having read the text and prepared to discuss the
terms and concepts of the week’s readings in class. If you do not understand a term, look it
up and explore further. You are also expected to actively participate in the classroom activities assigned to further our understanding of developmental milestones, issues, and trends. Failure to do so will result in loss of participation points.

2. Students are expected to complete five reflection papers covering the material presented in the textbook and in class. These assessments will be in the form of short essay. Further instructions can be found later in the syllabus.

3. This course requires that students complete a Critical Task, an applied research project written in APA format. This applied research project requires that you complete one school observation, interview one practicing teacher, and read two data-based journal articles focusing on one current/innovative practice in the schools. Notice that these articles must be research articles, not position papers or just someone’s thoughts about the topic. A description of this Critical Task follows below. Late submissions will receive at most 70% credit. The paper must be posted in TaskStream prior to the last class in order to receive a grade for this course, as required by the University. Refer to the rubric in Canvas for scoring criteria.

4. Students are expected to successfully complete a series of written tasks on Canvas. These Canvas tasks are designed to solidify your learning of the concepts of the course. Note that all written material for the course, unless otherwise stated, must be in correct APA format.

5. Students are expected to complete 2 projects:
   a. Complete the exercise Applying Piaget. There is more information about this project later in the syllabus.
   b. Write a paper about the application of theories by Bandura, Piaget, Skinner, and Vygotsky in the classroom. The paper must be in APA style, be 6-8 pages long and have at least six references. There is more information about this activity later in the syllabus.

Web-enhanced requirements for this course:

You must use Canvas and check Canvas on a regular basis to see if any announcements have been posted on the announcement board. This is my primary way of communicating with you when we are not in class. You must also use your USF email to check for class messages. A copy of the course syllabus is found on Canvas as are copies of the PowerPoint presentations that are covered in class. You will also find copies of materials that you are responsible for downloading and bringing to class each week. These are typically materials that will be a part of our in-class activities. These materials will be posted to Canvas no later than Sunday, prior to Monday class, under the module Download. Failure to have these available will cause a class disruption and will result in loss of participation points. Please note that the web links are hyperlinked in the syllabus. If you find yourself with questions about Canvas, you must contact Campus Computing which is accessed through you’re my USF portal. You are responsible for the uploads and downloads from our Canvas site. Please be sure during the first week of class that you can do both.

GRADING, EVALUATION AND ATTENDANCE POLICIES:

Students will be expected to master the material of this course. This mastery will be documented
with a variety of learning activities. The points for each learning activity are shown below:

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Task</td>
<td>120</td>
</tr>
<tr>
<td>Applied Research Paper</td>
<td></td>
</tr>
<tr>
<td>Six-Word Title Introduction</td>
<td>20</td>
</tr>
<tr>
<td>Five Reaction Papers</td>
<td>100</td>
</tr>
<tr>
<td>Testing Piaget’s Theory</td>
<td>40</td>
</tr>
<tr>
<td>Classroom Concepts</td>
<td>80</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>400</strong></td>
</tr>
</tbody>
</table>

A+ = 397 - 400 pts.  
A = 379 – 396 pts.      
B+ = 355 – 366 pts.      
B = 343 – 354 pts.       
B- = 331 – 342 pts.      
C+ = 319 – 330 pts.      
C = 307 – 318 pts.       
C- = 295 – 306 pts.      
D+ = 283 – 294 pts.      
D = 271 – 282 pts.       
D- = 259 – 270 pts.   
F = 0 – 258 pts.

**Critical Task:**

Assignments designated as **Critical Tasks** must receive a passing grade in order to pass the course. Your initial grade on the assignment will be used to compute your final grade for the course. The **Critical Task** for this course is the Applied Research Paper.

**Applied Research Paper: Critical Task**

Select a topic of interest to you about which you want to know more. Your topic must pertain to teaching practices in school settings or parenting practices. **This project is a critical task.** A rubric for the grading of this assignment may be found on Canvas under the module labelled Rubric. Suggestions include: discipline, assessment of student performance, whole language, developmentally appropriate practice, cooperative learning, etc. This project includes four parts:

a. Complete one school/classroom observation in which you observe practice related to your selected topic. Write a two-three page paper about your observations and reflections on what you observed and post this by the due date in the module on Canvas.

b. Interview a practicing teacher on the same topic. The teacher may be the teacher of the class you observed – or he/she may be a teacher in another setting. Write up your interview and post this by the due date in the module on Canvas.

c. Read two journal articles/sources which describe and/or evaluate the teaching practice you are focusing on. These articles must be **data-based articles**, not merely the thoughts of others. Write a one page summary of each article,
providing appropriate bibliographic information (APA style). Your references must be in correct APA style.

c. Write a one-page summary of what you learned from this project and provide personal reflections of this learning for your own practice.

d. Ask and reflect on a series of questions that about the topic at hand that are significant based on your study of the issue.

e. Address issues of culturally and linguistically diverse children in your analysis.

Projects:

You will be responsible for two projects during the semester.

Project A: Applying Piaget: Testing Piaget’s Theory in the Developing Child

Review textbook material related to Piaget’s theory and work. Choose a concept, process, operation, trait, characteristic, etc., and “test” the notion with a subject. You may pursue object permanence, sensorimotor learning, symbolic thinking, conservation of mass, liquid, or number, two-digit addition, pre-operational reasoning, logical reasoning, abstract thinking, or other ideas gleaned from the work of Piaget. You may use self-reports, interviews, questionnaires, or the clinical interview.

The goal of this exercise is to discover first-hand how Piaget’s theory works in real-life situations. Write up the processes you engaged in and describe any findings of “ah-hahs” you made. Describe lessons learned from the experience and meaning you made from the work. This paper should be submitted on Canvas in APA format before the due date.

Project B: Classroom Concepts

Review the theories of Piaget, Vygotsky, Bandura, and Skinner. Write a 6-8 page paper comparing and contrasting what classrooms would look like that were based on these theories. Your paper should highlight the correlation between the theories and the actual application in the classroom. Be sure to use the proper terminology when addressing the theoretical basis for the applications. Focus your writing on the age group that you are interested in working with. Your paper should have a minimum of six professional references and should be written in APA style.

Reaction Papers

Throughout the course you will be required to submit short reflective papers based on the textbook assignment for the week. These include five reaction papers. You may choose to explore any topic covered in the textbook for that week’s assignment. Please select your topics carefully. They should be major concepts. Otherwise, you should be prepared to make a case for your interest in a
minor topic. These reaction papers will be graded out of 20 points (see chart below) and in total will earn you a possible of **100 points** toward your final grade. The papers are designed as exercises that help you reflect on, question, and analyze the readings in view of your own practice as an aspiring teacher or child development professional. Reaction papers should be **at least two pages in length** and should discuss at least one topic from the readings that week or several aspects of the readings. Guiding questions may include: What do you find interesting, disturbing, or inspiring about one or more of the readings or topics and why? How did what you read make you think about your own practice? What questions did the readings raise for you, and how would you go about addressing them? These should help you to take some time each week to reflect on connections of the articles to your experiences as a student, teacher, researcher, and parent. Developing a habit of informed reflection is essential in the early (and later) years of becoming a teacher. The papers will be submitted under the Module heading in Canvas.

Your reaction papers will also be assessed on their quality. I will hand back your papers on Canvas with comments and a grade. A second purpose of these papers is to help you develop your writing skills. Reactions may be used for discussion in class exercises, as will the research summary.

### Reaction Papers - Rubric

<table>
<thead>
<tr>
<th>16-20 pts</th>
<th>11-15 pts</th>
<th>10 pts or less</th>
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<tbody>
<tr>
<td><strong>The paper...</strong></td>
<td><strong>The paper...</strong></td>
<td><strong>The paper</strong></td>
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<tr>
<td>is of appropriate length</td>
<td>is of less than appropriate length</td>
<td>is of less than appropriate length</td>
</tr>
<tr>
<td>deals with subject matter from each day’s readings, in one’s own words.</td>
<td>may deal with subject matter from each day but is not expressed in one’s own words</td>
<td>may deal with subject matter from each day but is not expressed in one’s own words</td>
</tr>
<tr>
<td>connects the reading to some aspect of the student’s experience in a profound way.</td>
<td>may connect the reading to experience but in a surface way.</td>
<td>may connect the reading to experience but in a surface way.</td>
</tr>
<tr>
<td>poses questions that arise from the reading.</td>
<td>may not pose questions that arise from the reading.</td>
<td>may not pose questions that arise from the reading.</td>
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<tr>
<td>is written well in terms of grammar and expression and is organized well.</td>
<td>is written well in terms of grammar and expression and is organized well.</td>
<td>is not written well in terms of grammar and expression and/or is not organized well.</td>
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### TaskStream:

TaskStream is a web-based electronic portfolio required of all students in the College of Education (COE) programs. TaskStream enables students to build media-rich online portfolios showcasing learning achievements, which can be shared with peers, instructors, parents, and employers. Further, it provides a way to submit documents, called Critical Tasks, to instructors
for feedback and assessment. The COE uses these assessments to evaluate candidate progress toward meeting standards set by the Florida Department of Education, by the faculty and by professional organizations. Further, the COE analyzes data from the assessments and uses the data for program planning in order to ensure continuous improvement.

Once your assignment is in your portfolio, it will be assessed using a rubric. You must earn a score of 3 or better on the critical task. If you do not pass the critical task, you will not pass the course.

**Student Performance Activities:**

As all students are preparing to be teachers, professional attitudes and demeanor will be expected in class. Students will be expected to attend all classes and participate in all activities. *Turn your electronic devices off before class begins. Participation points will be deducted for instances of texting in class.*

There are many due dates in this course. Being professional means meeting those requirements. All assignments are clearly described and the due dates noted. In order to receive full credit, students must turn in assignments on the due date.

A degree from USF means that you have graduated from an institution with high expectations. Therefore, expect high expectations from me, which includes evidence that you are prepared for class, having carefully read and analyzed your weekly assignments. Your written assignments are to be, at the very least, well-written with a minimum of errors in grammar, spelling, mechanics, and sentence structures. As you will see from the rubric in Canvas under rubrics, I will also be looking for evidence of careful analysis and critical thinking skills. If you find it difficult to write in Standard Edited English, e.g. learning disability or ESOL, make provisions to have someone proofread and help you edit your work before turning it in for grading. Professional writing is very important, as it presents our ideas for others to judge. If you are not an effective writer, I recommend that you work with the Writing Center in the library or colleagues to assist you in becoming stronger in this area.

**USFSM AND USF SYSTEM POLICIES**

**A. Academic Dishonesty:** The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the catalog, [USFSM Undergraduate Catalog](#) or [USFSM Graduate Catalog](#), the USF System Academic Integrity of Students, and the [USF System Student Code of Conduct](#). The University of South Florida has an account with an automated plagiarism detection service which allows student assignments be checked for plagiarism. Many of your assignments will be submitted to Turnitin through Canvas. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized. **Any attempt to use the work of others as your own is grounds for failing the course. There is no negotiation** if you have plagiarized.
B. **Academic Disruption:** The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the catalog: [USFSM Undergraduate Catalog](https://www.usfsm.edu/undergraduate/catalog/) or [USFSM Graduate Catalog](https://www.usfsm.edu/graduate/catalog/), USF System Academic Integrity of Students, and the [USF System Student Code of Conduct](https://www.usf.edu/system/studentCodeOfConduct.html).

C. **Contingency Plans:** In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and [MoBull](http://www.usf.edu/mobull) messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the [Safety Preparedness Website](https://safety.usf.edu) for further information.

D. **Disabilities Accommodation:** Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator, 941-359-4714, disabilityservices@sar.usf.edu, [http://www.usfsm.edu/students/disability/](http://www.usfsm.edu/students/disability/)

E. **Fire Alarm Instructions:** At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See [Emergency Evacuation Procedures](https://safety.usf.edu/).

F. **Religious Observances:** USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. Instructors canceling class for a religious observance should have this stated in the syllabus with an appropriate alternative assignment.

G. **Web Portal Information:** Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address.
# EDF3122 Schedule (Subject to revision)

<table>
<thead>
<tr>
<th>Date</th>
<th>In-class Activities</th>
<th>Canvas Activities</th>
</tr>
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</table>
| August 25    | Chapter 1: History and Theory  
*Activity: Tell Me What You Know*  
Review APA writing style     | **Discussion Board:** Write an autobiographical paragraph introducing yourself to the class and title it with a 6-word title.  
Additional reference.  
**Due 8/27. Respond to a peer’s post by 8/29.** (20 points) |
| September 1  | Labor Day – No Class                                      | **Discussion Board:** Submit first reaction paper, **due 9/3.** (20 points)        |
| September 8  | Chapter 2: Research Strategies  
*Activities: Research review summary*  
Review research article | **Discussion Board:** Submit Critical Task topic, **due 9/10**, with one paragraph justification. (10 points) |
| September 15 | Chapter 3: Biological Foundations  
pp. 71-81, 86-105  
Review research article  
Interview Strategy  
Observation Strategy |                                                                                   |
| September 22 | Chapter 5: Physical Growth  
Test 1 Practice Test | **Discussion Board:** Submit second reaction paper, **due 9/24.** (20 points)       |
| September 29 | Chapter 6: Cognitive Development | Submit summary of research paper interview and present to class.  
(20 points), **due 10/1.**                                                                 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter/Section</th>
<th>Assignment/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 6</td>
<td>Chapter 7: Information-Processing</td>
<td><strong>Discussion Board</strong>: Submit third reaction paper, due 10/8. (20 points)</td>
</tr>
<tr>
<td>October 13</td>
<td>Chapter 8: Intelligence</td>
<td>Submit one-page summary of research paper observation. Due 10/15 (20 points)</td>
</tr>
<tr>
<td>October 20</td>
<td>Chapter 10: Emotional Development</td>
<td><strong>Discussion Board</strong>: Submit fourth reaction paper, due 10/22. (20 points)</td>
</tr>
<tr>
<td>October 27</td>
<td>Chapter 11: Self and Social</td>
<td><strong>Discussion Board</strong>: Submit summaries of articles for research paper, due 10/29. (30 points)</td>
</tr>
<tr>
<td>November 3</td>
<td>Chapter 12: Moral Development</td>
<td><strong>Testing Piaget’s Theory</strong>, due 11/5 (40 points)</td>
</tr>
<tr>
<td>November 10</td>
<td>Chapter 13: Sex Differences and Gender Roles</td>
<td><strong>Discussion Board</strong>: Submit fifth reaction paper, due 11/12. (20 points)</td>
</tr>
<tr>
<td>November 17</td>
<td>Chapter 14: The Family</td>
<td><strong>Classroom Concepts Due</strong> (Worth 80 points)</td>
</tr>
<tr>
<td>November 24</td>
<td>Chapter 15: The Media</td>
<td><strong>Applied Research Paper Due</strong> (Worth 50 points)</td>
</tr>
<tr>
<td>December 1</td>
<td></td>
<td><strong>Tell Me What You Know Revisited</strong>: Cumulative Review of Major Theorists and Developmental Theories</td>
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</table>