

## EPY6010 FOUNDATIONS OF HUMAN DEVELOPMENT FOR EDUCATION

### Basic Info:

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Office Hours: 2:00-3:00 Fridays and by appointment

### Required Text

1. Shaffer, D. R. (2005). Social and personality development (5th ed.). Belmont, CA: Wadsworth.
2. Bjorklund, D. F. (2005). Children's thinking: Cognitive development and individual differences (4th ed.). Belmont, CA: Wadsworth.

Web-CT site-- After today, I will be adding your name and email to the course Web-CT site, which you will need to check each day for announcements, assignments, etc. In order to access this site, you will need to get a UGAmyID, if you do not already have one. Check with OIT (232 Aderhold) for how to do this.

### WHO SHOULD TAKE THIS COURSE?

Take this course if you are interested in getting a broad based, but more than introductory look at current issues in child development. By the end of the quarter, you should be well informed regarding the current scientific thinking about child development and how they apply to education. You should be able to identify patterns of development in children with whom you are acquainted.

There are no specific prerequisites, but some general knowledge of psychology, education, and the scientific method will be very helpful. I anticipate that most of you have some kind of undergraduate background in either psychology or education, which should be more than adequate for doing well in the course.

### GRADES...Your grade will be comprised of the following:

|                    |         |
|--------------------|---------|
| Exam 1             | --- 20% |
| Exam 2             | --- 20% |
| Reflective Writing | --- 20% |
| Article Review     | --- 40% |

## TIMETABLE

Please Note: Readings and assignments are listed below on the dates they are due; that is, the dates by which they should be completed. Readings in the required text are referred to as "Bjorklund" and "Shaffer", followed by chapter or page numbers. Anytime part of a chapter is assigned, please consider the rest of the chapter as optional reading.

PLEASE REMEMBER TO CHECK THE ASSIGNMENTS ON WEBCT REGULARLY FOR ANY CHANGES IN THIS SCHEDULE

- Week 1(Aug. 22): Introduction and Brain Development  
Bjorklund, Chapter 2  
NIMH (2001). *Teenage Brain: A Work in Progress*.  
<http://www.nimh.nih.gov/Publicat/teenbrain.cfm>
- Week 2 (Aug. 29): Vygotsky and the Sociocultural Perspective  
Bjorklund, Chapter 3; pp 333-334
- Week 3 (Sep. 5): Cognitive Development from a Piagetian Cognitive Stage Theory  
Bjorklund, p. 9-17; Chapter 4, pp. 356-361; 379-382; 448-449  
Shaffer, 88-91, 50-63, 185-194  
Green, S.K., Gredler, M.E. (2002). A review and analysis of constructivism for school-based practice. *School Psychology Review*, 31, 53-70.  
**Focus topic due**
- Week 4 (Sep. 12): Attention and Working Memory  
Bjorklund, Chapter 5; 399  
Schwanenflugel et al. 2008). Becoming a Fluent and Automatic Reader in the Early Elementary School Years. *Reading Research Quarterly*.  
**First article analysis due**
- Week 5 (Sep. 19): Long Term Memory  
Bjorklund, Chapter 10; 143-145;  
Howe, M. L. (2003). Memories from the cradle. *Current Directions in Psychological Science*, 12, 62-65.
- Week 6 (Sep. 26): Metacognition, Strategies, and Understanding Thinking  
Bjorklund, Chapter 6; 248-257, 409-412  
Mokhtari & Reichard (2002). Assessing students' metacognitive awareness of reading strategies. *Journal of Educational Psychology*, 94, 249-259.M
- Week 7 (Oct. 3): **Exam 1**
- Week 8 (Oct. 10): Temperament and Personality Development  
Shaffer, 122-126, 130-147  
Rothbart et al. (2000). Temperament and personality: Origins and

outcomes. *Journal of Personality and Social Psychology*, 78, 122-135.

- Week 9 (Oct. 17): Development of Bonding, Attachment, Fear of Strangers, Separation Anxiety  
Shaffer, 101-108; Chapter 5  
**Second article analysis due**
- Week 10 (Oct. 24): Attachment Security  
Shaffer, Chapter 5  
Baker, J.A. (2006). Contributions of teacher-child relationships to positive school adjustment during elementary school. *Journal of School Psychology*, 44, 211-229.
- Week 11 (Nov. 7): The Family  
Shaffer, Chapter 11;  
Turkewitz, J. (Aug 15, 2006). 3 generations, 1 family. *Atlanta Journal Constitution*.  
McLoyd, V.C. (1998). Socioeconomic disadvantage and child development. *American Psychologist*, 53, 185-204;  
Evans, G.W. (2004). The environment of childhood poverty. *American Psychologist*, 59, 77-92.  
Brooks-Gunn, J., & Duncan, G.J. (1997). The effects of poverty on children. *Future of Children*. Summer/Fall, 55-71.
- Week 12 (Nov. 14): Moral Development  
Shaffer, Chapter 10 and pp 290-301.  
Gershoff, E.T. (2002). Parental corporal punishment and associated child behaviors and experiences: A meta-analytic and theoretical review. *Psychological Bulletin*, 128, 538-579. (Read only pp. 539-551).  
Olweus, D. (2003). A profile of bullying at school. *Educational leadership*, 60, 12-17.  
**Third article analysis due**
- Week 13 (Nov. 21): Development of the Self and Identity  
Shaffer, Chapter 6;  
Phinney, J. S., Ferguson, D.L., & Tate, J.D. (1997). Intergroup attitudes among ethnic minority adolescents: A causal model. *Child Development*, 68, 955-969.
- Week 14 (Nov. 5): Peers and Friendships  
Shaffer, Chapter 13
- Week 15 (Nov. 9): **Cross-Article Review and Discussion due, no class**