EDUC/PSYC/SOC 430: Human Development in Culture
Course Syllabus

Instructor: Natascia Petringa, PhD
Credits: 3
Contact Hours: 45
Prerequisites: None
Class Meeting Days & Time: Tuesdays and Thursdays, 10:45am-12:15pm
Office Hours: One hour before every class

Course Type: Course with a Service Learning component
Course Fee: USD 5

Course Description
This course provides students with an overview of main approaches in human development. Students are introduced to psychological and anthropological theories about childhood and the role of culture. The course content reflects the fact that "culture" means different things to different people and is conceptualized at many different levels of organization, from the national and supra-national (e.g., Asian vs. Western) to home, family, and local community. The readings cover different areas within the psychological sciences, including developmental, educational, social, and cognitive psychology. Implications and limitations of such studies will be amply discussed in class. While learning about theories and methods, students will *use* contemporary research tools for analyzing scientific publications about childhood, learning, and human development.

Learning Outcomes
By the end of the course, students will be able to:

- *Identify* some of the main approaches used by scholars for studying cognitive, learning and socio-emotional development;
- *Recognize* methodologies employed by social scientists interested in childhood and adolescence;
- *Use* research tools for carrying out a literature analysis;
- *Examine* the structure, content, and goal of research articles about learning and human behavior;
- *Carry out* a comparison between research articles, highlighting differences and similarities.

Course Materials
A course reader, including all the indicated readings, will be available. The course's Moodle site is the primary location for readings and assignments.

Assessment

10%	Attendance
5%	One-to-one meeting with professor (office hours) twice during the semester (2.5% each)
10%	Weekly quizzes on Moodle
15%	Weekly course journal entries on the readings (graded three times during the semester)
10%	Service Learning Project
10%	Analysis of the current literature
5%	Outline of the paper
10%	Draft of the final paper
20%	Final paper

5%   End of semester Community Engagement Presentations

Grading
Students are reminded that it is their responsibility to note the dates of exams and other assignments. No alternative exam dates will be offered and professors are not required to give partial credit for any late work (they do so at their discretion: the Institute's default policy is no extensions and a zero for any work turned in late). Students who book travel when they have an exam or other assessment will have to change their plans or accept a zero. Letter grades for student work are based on the following percentage scale:

Letter Grade Range	Numerical Score Equivalent	Student Performance
A A-	93% - 100% 90% - 92%	Exceptional Excellent
B+ B B-	87% -89% 83% - 86% 80% - 82%	Superior
C+ C C-	77% - 79% 73% - 76% 70% - 72%	Satisfactory
D+ D D-	67% - 69% 63% - 66% 60% - 62%	Low Pass
F	59% or less	Fail (no credit)

Please note: Decimal and centesimal numerals between 1-4 are rounded down while 5-9 are rounded up: e.g., expect 89.4 to be 89.0 while 89.5 to round up to 90.

Course Requirements
Assignments will follow an incremental approach simulating a scientific investigation. Using research platforms and scientific papers, you will play the role of a social scientist. Once you have identified a topic of interest, you will learn how to conduct a literature review, how to examine peer-review publications, and how to critically evaluate their differences and similarities. Grades for this course are based on the following criteria.

Attendance (10%)
Attendance is an essential part of this course. You are allowed 2 unexcused absences per course without penalty, per Institute policy. If you attend all the other meetings, you will receive 10% for this part of your grade. There are no make-ups offered for attendance.

One-on-one meetings with professor (office hours) (5%)
Students are expected to sign up for two slots of 20 minutes for a 1:1 meeting during my office hours. The rationale for this will be shared with the class. Getting to know your professor makes you more comfortable with that person and therefore more likely to ask for help. It might also help you to ask questions about the various assignments. In this course, 2.5% of your grade will be allocated to you for every time you visit me. This amounts to a total of 5% on your overall grade. I would suggest a fairly early visit and then an intermediate one. Don't wait until the end of the semester!

Weekly Quizzes on Moodle (10%)
Students will be assigned a short quiz (approx. 3-5 questions) every week on Moodle and it is not timed. These will be a combination of content, methodological, and technical questions. The content questions will help students zoom in on the most important ideas of the readings. The methodological questions will test skills that

will pop up every week, like finding an author's argument, assessing sources etc. Whereas the technical questions, will help students learn the class's policies and administrative procedures.

Weekly Course Journal Entries (15%)
Students will keep a Weekly Course Journal (written format preferred; digital is also possible) which they will use as a personal space to reflect on course material and ideas. At the end of each class, students will be given a question to answer in their course journal. Entries in your course journal will be graded <u>three</u> times throughout the semester, i.e., early in the semester (Week 3), around mid-semester break (Week 7) and at the end of the course (Week 12).

Service Learning Project (10%)
Students will investigate the principles and psychological outcomes of the Italian and American education systems through theoretical and direct experience in the Italian classroom setting. Students will prepare and lead cultural-based English language activities in a primary school class. This will allow students to collect data on students' responses and interactions while teaching a language.

Analysis of the Current Literature (10%)
By Week 6 students will carry out an analysis of current literature focused on a topic of their choice on human development. A detailed prompt will be available on Moodle.

Outline of the Final Paper (5%)
By Week 8 students will submit an outline of their paper on human development. A detailed prompt will be available on Moodle.

Draft of the Final Paper (10%)
Due by Week 10. As the final stage of their learning process, students will submit a rough draft of their final paper focused on differences and similarities of their chosen research articles. A detailed prompt will be available on Moodle.

Final Paper (20%)
Due by the end of Week 12. Having selected a research topic, performed a literature review, and a close analysis of scientific articles, students will finally carry out a comparison between the two research articles they chose to analyze. A detailed prompt will be available on Moodle.

End of Semester Community Engagement Presentations (5%)
During Special Academic Events Week, the class will present a 15-minute summary of the project experience to the Umbra community during the Community Engagement Presentations on **Wednesday, April 24**. Students will receive the guidelines and presentation order after the mid-semester break. Participation in this event is MANDATORY and an integral part of the community engagement grade.

Extension & Submitting Late Work
Work submitted after the deadline will receive a grade of zero, not partial credit. Each student is allowed one extension of 24 hours over the entire semester. This can be used for any assignment but the final project. Students need to email the instructor before the deadline and inform the instructor of their use of the extension. Any work submitted after the 24-hour extension will be marked zero. As for all policies, exceptions can be made by the Director for students with special accommodations or in case of medical emergencies, etc.

Attendance Policy
Attendance is expected and mandatory for classroom times and co-curricular activities. All students are allowed 2 unexcused absences, which do not need to be justified. It is the student's responsibility to keep them in case of real necessity. i.e., sickness or any other unforeseen inconvenience that may prevent students from being in class. <u>More than 2 absences will affect your final grade by 2% per absence up to a maximum of 10%</u>. Excessive unexcused absences (8 or more) may result in a failing grade or disciplinary action. It is the student's responsibility to be aware of the number of absences or late arrivals for each course, and to ask the instructor when in doubt.
If students miss class, they are responsible for obtaining class notes from other students and/or for meeting the professor during office hours. Any work missed in class because of an excused absence may be made up within one week of the return to the class. Any work missed that was a quiz or other test must be made up outside of

class time and will, in the interest of intellectual honesty, be a slightly different test than the one given in class. Presence during mandatory field trips is especially important. Missing a mandatory field trip for a course, unless for a very serious reason that is communicated to Umbra staff in a timely manner, will lower the students' grade by half a letter grade (i.e., a final grade of a B+ would be lowered to a B).

Legitimate reasons for an excused absence or tardiness includes: death in immediate family, religious observances, illness or injury, local inclement weather, medical appointments that cannot be rescheduled Absences relating to illness may be excused by the Director but only if a medical certification is provided. Students who request an approved absence to observe a religious holiday must submit a formal request to the Institute's Director within one week after the add/drop period when course schedules, including any field trips, are finalized. No exceptions will be made after this deadline.

Except in the case of medical emergencies, absences are not accepted when tests are scheduled; tests cannot be made up. Furthermore, scheduled times and dates indicated for exams, quizzes, oral presentations, and any other graded assignments cannot be changed for any reason. Even if more sections of the same class are activated, students may only take exams during the scheduled times and dates for the section they are enrolled in.

Tardiness Policy
Students are expected to attend all classes punctually. Any student arriving up to 15 minutes late or leaving up to 15 minutes earlier than the scheduled class end time will be marked as tardy. Each incident of tardiness (late arrivals to or early departures from class) is 0.5% off the final grade. However, should a student arrive more than 15 minutes late or depart more than 15 minutes before the conclusion of the class, it will be recorded as an absence.

Students are also expected to remain in class during the time of instruction except for a reasonable amount of time to use the restroom. Students who leave class and do not return during the class session will receive an unexcused absence or late penalty.

Academic Integrity
All forms of cheating (i.e., copying during exam either from a fellow student or making unauthorized use of notes) and plagiarism (i.e., presenting the ideas or words of another person for academic evaluation without acknowledging the source) will be handled according to the Institute Academic Policy, which can be found in the Umbra Institute Academic Policies and Conduct Guidelines.

Utilizing ChatGPT or other artificial intelligence (AI) tools for the generation of content submitted by a student as their own as part of any assignment for academic credit at the Institute constitutes a form of plagiarism. Should the Institute become aware of a student's use of such platforms and services, the student will be subject to the same consequences and judicial proceedings as are in place for plagiarism (defined above).

Classroom Policy
Students are expected to follow the policy of the Institute and demonstrate the appropriate respect for the historical premises that the school occupies. Please note that cell phones must be set on silent mode before the beginning of each class. Computers and other electronic devices cannot be used during class lectures and discussions for anything other than note-taking, unless there has been a specific academic accommodation.

Laptop/Smartphone Policy
I, as an instructor and as a person, am dependent on both my computer and my telephone. That said: An ever-increasing body or research shows that open laptops and telephones in the classroom create distraction (both visual and auditory) for those using them and those around them. You can type faster than you can write, and as a result you end up processing less when you're simply typing notes. For this reason, I have a physical notebook policy: I ask you to leave your computers in your bags and phones in your pockets and use a regular notebook. There are three exceptions: 1) if you have accommodations related to your vision; 2) if you make an office hours appointment with me to discuss the use of a computer; 3) if we have an in-class tutorial about online research tools.

Introduction to Human Development

<u>Class 1</u> *Welcome to the Course: Making Sense of Human Development*

Reading Part 1:
Siegler, R. S., DeLoache, J. S., & Eisenberg, N. (2011). *How Children Develop*. London: Worth Publishers. (Chapter 1, pp. 71-120; 49 pages).

<u>Service Learning Project</u> - Project Presentation and Overview (with Manuel Barbato and Margherita Garilli)

<u>Class 2</u> *Developmental Psychology: Problems and Approaches*

Reading Part 2:
Siegler, R. S., DeLoache, J. S., & Eisenberg, N. (2011). *How Children Develop*. London: Worth Publishers. (Chapter 1, pp. 121-170; 49 pages).

Science, Behavior, and Human Development

<u>Class 1</u> *Building a Science of Child Development: Behaviorism*

Reading:
Shute, R. H., & Slee, P. T. (Eds.). (2015). *Child Development: Theories and Critical Perspectives*. London: Routledge. (Chapter 6, 18 pages).

<u>Class 2</u> *Conditioning Applied: Watson and Skinner*

Readings:
Beck, H. P., Levinson, S., & Irons, G. (2009). Finding little Albert: A journey to John B. Watson's infant laboratory. *American Psychologist*, 64(7), 605–614.

Bigelow, K. M., & Morris, E. K. (2001). John B. Watson's advice on child rearing: Some historical context. *Behavioral Development Bulletin*, 10(1), 26–30.

Child Development

<u>Class 1</u> *Sigmund Freud: Observations and Theories*

Reading:
Miller, P. H. (2002). *Theories of Developmental Psychology*. London: Worth Publishers. (Chapter 3, 37 pages).

<u>Class 2</u>

<u>Service Learning Project</u> - Set Team Action Plan: Roles, Responsibilities, Goals, and Deadlines

Reading:

Shute, R. H., & Slee, P. T. (Eds.). (2015). *Child Development: Theories and Critical Perspectives*. London: Routledge. (Chapter 5, 14 pages)

Assignment:
Hand in your Course Journal in person or on Moodle. This will be your first course journal entry grade.

WEEK 4

Socio-Cultural Theories on Language, Culture and Human Development

<u>Class 1</u> *Lev Vygotsky: Language and Culture*

Reading:
Miller, P. H. (2002). *Theories of Developmental Psychology*. London: Worth Publishers. (Chapter 4, pp. 153-188, 35 pages).

<u>Class 2</u> *Socio-Cultural Approaches to Human Development*

Readings:

Hausfather, Samuel J. "Vygotsky and schooling: Creating a social context for learning." *Action in Teacher Education* 18, no. 2 (1996): 1-10.

Shute, R. H., & Slee, P. T. (Eds.). (2015). *Child Development: Theories and Critical Perspectives*. London: Routledge. (Chapter 7, pp. 126-136, 10 pages).

Assignment:
Turn in Research Topic(s)s on Moodle.

WEEK 5

Maria Montessori and Pedagogy

<u>Class 1</u> *Maria Montessori: Background and Principles*

<u>Service Learning Project</u> - Briefing for Friday's Activity

Readings:

Moretti. E. (2021). *The Best Weapon for Peace: Maria Montessori, Education, and Children's Rights*. University of Wisconsin Press. (Introduction, 14 pages).

Moretti. E. (2021). *The Best Weapon for Peace: Maria Montessori, Education, and Children's Rights*. University of Wisconsin Press. (Chapter 1, 51 pages).

<u>Class 2</u> *Montessori Schools and Legacy*

Readings:

Moretti. E. (2021). *The Best Weapon for Peace: Maria Montessori, Education, and Children's Rights*. University of Wisconsin Press. (Conclusions, 14 pages).

O'Donnell, M. (2007). *Maria Montessori*. London: Bloomsbury Publishing. (Chapter 4, 50 pages).

<u>Service Learning Project</u> - Activity at the Elementary School

Part 1: Cognitive Development Theory

<u>Class 1</u> *Jean Piaget's Stages of Development*

<u>Service Learning Project</u> - Work Through Project

> **Reading:**
> Miller, P. H. (2002). *Theories of Developmental Psychology*. London: Worth Publishers. (Chapter 2, pp. 25-82, 57 pages)

<u>Class 2</u> *Jean Piaget's Experiments and Legacy*

> **Reading:**
> Mueller, U., Carpendale, J., & Smith, L. (Eds.). (2009). *The Cambridge Companion to Piaget*. Cambridge: Cambridge University Press. (Chapter 8, 28 pages)

<u>**Assignment:**</u>
Turn in your Analysis of the Current Literature on Moodle.

SEMESTER BREAK

Part 2: Cognitive (Intellectual) Development Theory

<u>Class 1</u> *Howard Gardner: Theory of Multiple Intelligences*

<u>Service Learning Project</u> - Resolve Areas in Need of Improvement

> **Readings:**
>
> Gardner, H. (1998). A multiplicity of intelligences. *Scientific American*, *9*(4), 19-23.
>
> Gardner, H. (2008). The five minds for the future. *Schools*, *5*(1/2), 17-24. (Read pp. 9-21 on PDF)

<u>Class 2</u> Class activity (research and groupwork) on Piaget, Vygostky and Gardner. See prompt on Moodle.

<u>**Assignment:**</u>
Hand in your Course Journal in person or on Moodle. This will be your second course journal entry grade.

Methods in Developmental Sciences

<u>Class 1</u> *Methods in Developmental Sciences*

<u>Service Learning Project</u> - Work Through Project.

Reading:
Hopkins, B., Barr, R. G., Michael, G. F., & Rochat, P. (Eds.). (2005). *The Cambridge Encyclopedia of Child Development*. Cambridge: Cambridge University Press. (Methods in Child Development Research, 36 pages)

<u>Class 2</u> *Tools for Literature Review*

Reading:
Barker, Meg (2014). Doing a literature review. In: Vossler, Andreas and Moller, Naomi eds. *The Counselling and Psychotherapy Research Handbook*. London: Sage, pp. 61–73.

<u>Assignment</u>:
Turn in Outline of Final Paper on Moodle.

WEEK **9**

Writing a Scientific Paper

<u>Class 1</u>

Readings:
Öchsner, A. (2013). *Introduction to Scientific Publishing: Backgrounds, Concepts, Strategies*. Berlin: Springer. (Chapter 7, 17 pages).

Raff, J. (2014, June 18). How to Read and Understand a Scientific Paper. Retrieved December 22, 2022, from <u>Huffington Post</u> website (6 pages).

Pain, E. (2016). How to (seriously) read a scientific paper. Retrieved December 22, 2022, from <u>Science</u> website (6 pages).

<u>Class 2</u> *Scientific Publishing and Writing*

<u>Service Learning Project</u> - Work Through Project

Readings:
Scholz, F. (2022). Writing and publishing a scientific paper. *ChemTexts*, 8(8), 1-7.

Gewin, V. (2018). How to write a first-class paper. *Nature*, 555(7694), 129–130.

WEEK **10**

Social Learning Theory

<u>Class 1</u> *Albert Bandura and Social Learning Theory*

 <u>Service Learning Project</u> - Resolve Areas in Need of Improvement

Reading:

Miller, P. H. (2002). *Theories of Developmental Psychology*. London: Worth Publishers. (Chapter 6, 39 pages)

Class 2 *Albert Bandura and Social Learning Theory*

Reading:

Bandura, Albert. "Social cognitive theory: An agentic perspective." *Annual Review of Psychology* 52, no. 1 (2001): 1-26.

Assignment:

Turn in Draft of Final Paper on Moodle.

WEEK 11

Biological Approaches to Human Development

Class 1 *Biological Approaches to Human Development*

Service Learning Project - Work Through Project

Reading:
Shute, R. H., & Slee, P. T. (Eds.). (2015). *Child Development: Theories and Critical Perspectives*. London: Routledge. (Chapter 2, 23 pages).

Class 2 *Emotions, Brain Chemistry and Learning Development*

Reading:
Pekrun, Reinhard. *Emotions and learning*. Vol. 24. Geneva, Switzerland: International Academy of Education (IAE), 2014**.** (Only pages 8-19).
https://www.ibe.unesco.org/fileadmin/user_upload/Publications/Educational_Practices/EdPractices_24eng.pdf

WEEK 12

Community Engagement Presentation

Class 1: Service Learning Project – Debriefing

Service Learning Project – Work on Community Engagement Final Presentation

Class 2 *Making Sense of Human Development in Culture: A Recap*

Service Learning Project - Practice Community Engagement Final Presentation

Assignments:
Turn in Final Paper on paper (preferred) or on Moodle.
Hand in your Course Journal in person or on Moodle. This will be your last course journal entry grade.

Final Exams and Special Academic Events Week
End of the Semester Community Engagement (date, timing & location TBA after the break).

Assignments:
Turn in Course Journal entries (in person if on paper or on Moodle)
Community Engagement Presentations

EDUC/PSYC/SOC 430: Human Development in Culture
Service Learning Project
Syllabus Appendix

What is service learning?
Service learning is a type of experiential education integrated into a course in which:
- students engage in an organized activity or project aimed to address a community need that is identified in collaboration with the community partner;
- students critically reflect on the link between the experience in the community, course content, and the learning goals; and
- there is reciprocal learning both by the students and by the community partners.

Students will need a certain degree of flexibility, creativity, and self-initiative in order to realize a service learning project. Organization and open communication in-class with the professor and student team members will be key to student success.

Service Learning Project Overview

Community Partner
Partner: Scuola Primaria Statale "Maria Montessori"

Project Description and Goals
Students will investigate the principles and psychological outcomes of the Italian and American education systems through theoretical and direct experience in the Italian classroom setting. Students will prepare and lead cultural-based English language activities in some classes at the elementary school "Maria Montessori". This will allow students to collect data on students' responses and interactions while teaching a language.

Organization, Expectations, and Roles
Students will choose their own team. An important amount of time will be dedicated to the service learning project's progress in class. Teams will be required to meet outside of class for four weeks for approximately 1-2 hours. Teams will be responsible for deciding how to divide the various tasks to ensure members contribute equally throughout the course of the project.

Construction of a Learning Object
Each team will collaborate to create a learning object ("a collection of content, practice, and assessments that are combined based on a single learning objective"), which will be shared with the elementary school teacher before the school visit for feedback.

The learning object should include:
- An introduction that answers the following questions:
    - Where did you get the idea?
    - What cultural aspects are you describing and why?
    - Who will this activity work with and how to adapt it?
- A lesson plan
- Materials used
- A demonstrating tutorial

Group Presentation
Each team will collaborate to create and present a final detailed presentation accompanied by a PowerPoint presentation. Each student will be expected to complete a Presentation Feedback Form and ask questions to the other teams presenting to promote a community of learning and support.

Guidelines:
- PowerPoint (spell-check!).
- 10 minutes.

- Each team member contributes to the preparation and delivery of the presentation.
- Rehearse presentation as a group for content, length, and transitions.

Community Engagement Final Presentations
During Special Academic Events Week, the class will present a 15-minute summary of the project experience to the Umbra community during the Community Engagement Presentations on **Wednesday, April 24** (the final week of the program). Students will receive the guidelines and presentation order after the mid-semester break.
All the presentations will have the same structure:

1. Present the partner
2. Present the project
3. Takeaways & challenges
4. A meaningful activity in line with the course topics (**optional**, it doesn't have to take more than five minutes)

Participation in this event is mandatory and an integral part of the community engagement grade.

Grading Rubric
The Service Learning project is worth a total of 15% of the final course grade, which will be divided into three categories, each worth 5% of the final course grade:
1. Construction of learning project
2. Execution of learning project
3. Community Engagement Final Presentations