COURSE SYLLABUS
Fall, 2019

EDD 1003 Psychological, Sociological, and Cultural Aspects of Human Development
(3 Doctoral Credits)

JOHANNES VERMEER, THE GEOGRAPHER

(http://www.essentialvermeer.com/catalogue/geographer.html#.XUeF6-hKiUk)

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COURSE CATALOGUE DESCRIPTION

The purpose of this survey course is to involve students in tracing the path leading to our current understanding of the ways in which psychological, social, and cultural factors intersect and serve as the basis for human development.

LEARNING OUTCOMES

Learning outcomes are what you are able to do as a result of the activities, readings, instruction, etc. that will occur during this course. These also connect to the overall expectations the EdD program has for you. Assignments and activities related to these outcomes are described in this syllabus. In general, student learning outcomes for this course will be demonstrated through individual and group projects, class discussions, research papers, online postings, and course professionalism. The student learning outcomes for this course are the following:

The student will:
- Demonstrate an understanding of theorists and theories in human development supporting teaching and learning through class discussions, group presentations, online postings, and research projects
- Demonstrate an understanding of social, cultural, psychological, and neuropsychological perspectives on human development using an integrative, interdisciplinary approach through class discussions, group presentations, online postings, and research projects
- Demonstrate an understanding of the course of lifespan development by examining behaviors across infant, child, adolescent, and adult populations through class discussions, group presentations, online postings, and research projects
- Demonstrate an understanding of the developmental and distributed nature of learning including topics in physical, emotional, social, and intellectual growth and identify ongoing debates on these topics through class discussions, group presentations, online postings, and research projects
- Demonstrate an understanding of, critique, and practice designing empirical studies differentiating between high and mediocre quality studies and their everyday application through class discussions, group presentations, online postings, and research projects
- Demonstrate an understanding of empirical research and juxtapose multiple theoretical perspectives through class discussions, group presentations, online postings, and research projects
- Demonstrate an understanding of the connection between empirical research and its informing of effective teaching practice through class discussions, group presentations, online postings, and research projects
- Demonstrate an understanding of multiple technologies throughout all aspects of the course through class discussions, group presentations, online postings, and research project

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<u>SUGGESTED</u> COURSE TEXT

Note: Because you will have access to multiple documents, texts, websites etc., <u>purchasing the textbook is not a course requirement</u>. It will be useful to you as context to many of the topics we discuss and will probably serve as a resource as you continue through the EdD program. There are a variety of formats in which to order the book if this is what you choose to do. You can also purchase a used version, access the text by subscription, or order it as an e-book. If you do decide to purchase the text, please be sure to obtain only one format. You can order the book from any online source you're able to find, as well. (On reserve in the Library as well).
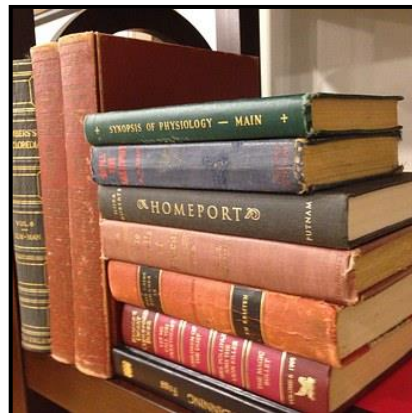
1. Feldman, Robert. (2017). *Development across the Lifespan (8th Ed.)*. Upper Saddle River, NJ: Pearson -Prentice-Hall. Pearson webpage:
https://www.pearsonhighered.com/product/Feldman-Development-Across-the-Life-Span-8th-Edition/9780134225890.html

CourseSmart Subscription (to access text as an e-Textbook- 180 days digital rental):

Amazon (various versions):
https://www.amazon.com/Development-Across-Robert-Ph-D-Feldman-ebook/dp/B01FSAZ952/ref=mt_kindle?_encoding=UTF8&me=

2. American Psychological Association. (2020). *Publication manual of the American Psychological Association* (Seventh edition). Washington, D.C.: Author
 https://apastyle.apa.org/manual/new-7th-edition

http://www.apastyle.org/manual/index.aspx

There are also tutorials available on the APA web site to help familiarize you with the Style Manual.
http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx
https://www.apastyle.org/ . From the LIU Library: https://liu.cwp.libguides.com/APAstyle

Make sure you purchase the new **Seventh** edition of the APA Manual either in soft cover, hardcover, or spiral bound format (prices vary). (You can also follow the APA on Twitter for any updates @APA_Style).

(Note APA is planning an updated Seventh Edition of the APA Manual for release sometime in October, 2019.)

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APA Links re: Seventh Edition:

https://www.apa.org/news/press/releases/2019/08/publication-manual?utm_source=twitter&utm_medium=social&utm_campaign=apa-press-release&utm_content=apastyle-updates-aug6

Pre-ordering information:
https://apastyle.apa.org/manual/new-7th-edition?_ga=2.239689921.316975387.1565275676-813002894.1554168548

3. Internet websites throughout the course containing hypertexts of various readings in educational psychology. Online articles, distributed learning tools, and supplementary readings provided by instructor. These reading assignments will be periodically updated on the course website.

SUPPLEMENTARY READINGS

Articles and selections from professional books and journals, periodicals, newspapers, and reviews of relevant websites will be discussed throughout the course. Some of these supplemental readings will be distributed in class. One effective way for professionals in the field to keep up is by reading Students *Education Week* at: http://www.edweek.org/ and

Subscription information- http://www.edweek.org/offer_stud_prof.html?cmp=profess10

COURSE APPROACH

This course mirrors a 21st Century, interdisciplinary approach to education advocated by the overall EdD program by varying learning conditions and approaches throughout the semester and makes use of Blackboard for online course delivery. Class sessions will be conducted in the

Computer Lab in the Library. There will be the conventional lecture format, hands-on experiences, multimedia, and class discussions. There will be student presentations as well as (possible) guest speakers. Some lectures will be augmented by PowerPoints and other mixed-media presentations.

The course will be technology-rich with a good portion of hypertext reading assignments able to be accessed online. In addition, students are expected to infuse as much technology-informed strategies as possible in both learning the course material and developing the assignments that are part of the course. For each week's assignments, you will see a variety of websites, some required, some recommended. You are not expected to view entire web sites. You should browse the web sites for their contents to determine the information most relevant and useful to you. The fact that most of the readings in the course are web-based should add to their accessibility and availability.

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We will also make use of webinars during the semester using the conferencing software gotomeeting.com. We will try to schedule some class sessions using this conferencing software. Additional details will be presented during the semester.

Throughout the course, I welcome your input on the effectiveness and usefulness of this approach.

EdD Interdisciplinary Studies:
http://www.liu.edu/CWPost/Academics/Schools/SOE/Dept/Doctoral.aspx

GRADING POLICY

Course grades will be accumulation of points over the semester calculated as follows

Quality of Performance	Letter Grade	Range %	GPA/ Quality Pts.
Excellent - work is of exceptional quality	A	93 - 100	4
	A-	90 - 92.9	3.67
Good - work is above average	B+	87 - 89.9	3.33
Satisfactory	B	83 - 86.9	3
Below Average	B-	80 - 82.9	2.67
Poor	C+	77 - 79.9	2.33
	C	70 - 76.9	2
Failure	F	< 70	0

INCOMPLETE GRADE POLICY

The LIU Incomplete Grade Agreement provides that an Incomplete grade may be assigned "when, due to extenuating circumstances, a student needs additional time to complete a course." Should individual circumstances warrant a grade of Incomplete, the course instructor must be notified ten days before the close of the semester that a grade of INC grade is requested. To request an Incomplete grade, students must submit a written request – with appropriate documentation (e.g., doctor's note) to the

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appropriate faculty member, chairperson (i.e., Ed.D. Program Director), and the Dean. If the request is approved, the professor will assign the Incomplete grade as per the policies of LIU Post. All requests for an INC must be approved by the course instructor and Dean of CEIT.

COURSE REQUIREMENTS

Student involvement in the course will take the following five forms:
- Dyad Presentation
- Abstract and Keywords
- Review of the Literature
- Research Project
- Attendance & Course Professionalism

ASSIGNMENT	PERCENT	DUE DATE(S)
1. Dyad Presentation Summary	35%	Throughout the semester
2. Sequenced Project on Human Development- Three Components including: Abstract/Keywords (5%); Literature Review (15%); and Final Research Paper (35%)	55%	Abstract- October 14th Lit Review- Nov. 11th Final Project & Class Presentation – December 16th
3. Attendance & Course Professionalism	10%	Ongoing during the semester

1. Dyad Presentation

Throughout the course, we will be examining a range of empirical studies that are related to psychological, social, and cultural aspects of human development. These studies will "anchor" our discussion for many of the classes during the semester. In order for us to understand the proper context of these studies, students will be assigned one study for they are to prepare an in-depth explication to teach to the class. This project will be in the form of a dyad (that is, two students working together). Students should begin the presentation by summarizing the major theoretical ideas as they appear in the document followed by the study itself, and how it connects to the theory. Dyad teams could discuss the overall intent and design of the study, its empirical efficacy, and its psychological, social, and/or cultural implications (otherwise known as its ecological validity or generalizability). Note that students' dyad presentations will be partly graded on their ability to generate discussion and debate.

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These anchor studies will require a substantial amount of interpretation. Some of the statistically related discussions in articles may be challenging to you. However, using the strategy of a learning triad in approaching these studies should result in a useful degree of mutual input and interaction to help make some sense and some meaning of the study.

To prepare for this assignment, we will spend a class session at the beginning of the term learning how to locate and review professional articles using LIU's electronic data base system available through the C.W. Post Library (http://www.liu.edu/University-Libraries.aspx) website. This review will acquaint you with the many resources available to you through the Library web site and how this can assist your own research as you continue your studies. In general, we will be addressing these studies using the following framework:

1. Overall objective and rationale including any theoretical connection you find
2. Research Hypothesis
3. Methodology (subjects, research design, procedure)
4. Results
5. Discussion & Generalizability/Ecological Validity

The dyad presentation consists of and will be evaluated on three parts:
- submitting three (3) Discussion *Questions* **24 hours** before the presentation;
- a classroom presentation with some form of visual aid and class discussion and debate;
- a critical summary of up to **four** pages in which you summarize the article (e.g., hypothesis, total N, methodology, findings), discuss your impressions of the results, and comment on its generalizability

The 3 **discussion questions** should center on major points related to the topic under discussion for that weeks's session along with specific references to issues outlined in the Anchor Study. They should be succinct but thought-provoking.

The **classroom presentation** should begin with a review of theory related to the study and then review the posted discussion questions. This should be followed by the major components of the study including its hypothesis, the research population, methodology/research design, statistical information, and overall conclusions. Dyad Team will present their report in any visual form they choose, e.g. SmartArt, PowerPoint, Keynote, Prezi, Video Scribe, iMovie, podcast, curated board (e.g., Pinterest, Scoop.it), Infographic, Glogster, Wordle, Padlet, etc. Also, feel free to quote directly from the study under discussion itself.

The **critical summary** should follow the framework above and include key information (sample population, *N*, hypothesis, methodology etc.) and discussion points within the article, its general findings and/or conclusions, and some form of analysis by the triad about the researcher's conclusions and their efficacy for psychology, classroom practice, and any issues discussed during the class presentation that you feel are of importance.

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2. SEQUENCED PROJECT IN HUMAN DEVELOPMENT

Throughout the course, we will be looking at various human developmental and lifespan stages (infancy, early childhood, adolescence, early adulthood, etc.) and become acquainted with research in psychological and neuropsychological studies that relate to topics under discussion. What you are to do is select any topic related to human developmental behavior, review the psychology literature to explain various facets of it using an informed selection of data bases, and discuss and interpret how it is presently viewed in the field. You can make use of the topics under review in the course this semester such as language development, pro-social behavior, intelligence, sleep, and moral development, or you can select one of your own. Basically, the purpose of the paper is to deepen your knowledge of the topic and provide you with a solid, comprehensive research experience. You may also focus your paper on one specific point in the lifespan. For example, you may wish to examine moral development in adolescence or language acquisition in infancy. We will be utilizing a 'modular' approach to constructing the paper. Its four components are due at various timepoints during the semester. You should build upon the feedback you receive at each point in the process to enhance the depth, scope, and quality of your research.

While various modalities will be used in the process employed to complete the steps to the final document, the document, itself, should take the form of a research paper anywhere from 15-20 pages in length (including title page, abstract, text, bibliography and appendices). It should also follow APA style as outlined in American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th Ed.). Washington, D.C.: Author. We will discuss potential topics and their presentation during the semester.

Component One: Abstract and Keywords Assignment
In a one-page (150-250 word) abstract, present your topic and discuss your reasons for choosing it. Talk about why you selected the topic that you did and how the research can make a case for its implementation. **This is due by Monday, October 14th, by 5:00 pm (EST.)** Before continuing to the next step, make sure your topic has been approved by me.

Component Two: Review of the Literature Assignment
The purpose of this assignment is to acquaint you with the literature on the topic you chose and give you opportunities to locate research on the issue you have selected. It should also give you experience in conducting literature searches using electronic databases, as well as acquaint you with some of the more important journals in the field you are examining.

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This review of the literature should include **five** studies from scholarly, peer-reviewed journals related to your topic and should show that you understand how to find scholarly literature on the teaching and learning topic you've selected. Your goal for this review is synthesis-- that is to present what is already known about your topic, how others have researched it, where this research can be located, and how it relates to the teaching/learning process.

The review of literature should address the major points of the research and how these can be applied as evidence to support educational decision-making. The first paragraph should briefly summarize the article and the second paragraph should indicate how it will be useful to you for your final project. Each entry should be no more than **250** words (one page). **It is due Monday, November 11th, by 5:00 pm (EST.)**

Again, this literature review should communicate the sense that you understood the research presented and its purpose and have elicited a meaningful behavioral connection. You should also feel free to comment on the quality and accuracy of the ideas, results, opinions etc. presented by the authors and how you feel they square with your own experiences as students and education professionals.

APA format must be followed. You should also link to each citation in some manner. Generally, a link to a journal Abstract is suitable. If the paper is available in its entirety (e.g., as a PDF), you should link to that document. The report should be formatted with a title page, followed by each annotated entry. A running head should also be included, and page numbers should be inserted in the upper right-hand corner. Samples will be available on Blackboard.

Component Three: Final Paper/Project preparation- During the course, we will communicate as

you continue to compose your research paper on human development. This communication may take place during class, by e-mail (I will try to provide you with any resources I come across in my own research and readings) through Blackboard, by appointment during office hours, peer reviews with other students, Twitter, and/or by individual GTM conferences. All these discussions will focus on your continuing interest in the topic, your conception and understanding of it, some of the major findings you've discovered, and how you think this will contribute to your scholarly and

professional development as well as improve the quality of the field itself. **The final Paper/Project is due on Monday, December 16th, by 11:59 pm (EST).**

Component Four- Final Paper Presentation-All students are required to present a summary of your final paper which will be factored into its final grade. This will occur during the scheduled final two sessions of the course**.** More information on this will be made available during the semester.

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3. COURSE PROFESSIONALISM

The quality of the professionalism of your class participation will be assessed on: (a) evidence of reading and preparation before each class; (b) active participation in and informed contributions to class discussions and exercises; (c) thoughtful, relevant questions and observations in class reflecting critical thinking and intellectual engagement in lectures, activities, and class discussions; and, where applicable. The performance rubrics for class participation are as follows:

Excellent Contributor	*Contributions reflect outstanding thought and thorough preparation. Substantive ideas offered and frequent references made to assigned readings to support points of view. Offers exciting direction for the class.*
Good Contributor	*Contributions reflect meaningful thought processes and preparation. Usually provides substantive ideas with occasional references made to assigned readings to support points of view. Offers good direction for the class.*
Fair Contributor	*Contributions reflect adequate thought and preparation. Some references made to assigned readings, but these are generally vague and random. Offers adequate direction for the class.*
Non-Contributor	*Contributions to the class are non-existent.*
Unsatisfactory Contributor	*Contributions reflect inadequate preparation. Ideas are not substantive and usually off topic. Offers no direction for the class.*

ATTENDANCE, PROMPTNESS, & COURSE PROFESSIONALISM

Each class is more than a meeting-- it is an exchange of thoughts and ideas. These types of exchanges lead to a course with energy and vitality. As professional educators, you may know there are certain markers to indicate students are learning. Among these markers, I believe, are engagement in discussion, the posing of interesting questions, and demonstrating a connection with course content. This course will use similar markers to assess student engagement level.

Participation in large and small group form discussions is also required. Participation does not just mean talking in class. Its components include careful listening, meaningful attempts to interpret what is being discussed, active involvement, and critical thinking-- in summary, informed and enthusiastic participation.

Prompt attendance is a must. Excessive absence and lateness, especially if unexplained, will result in reduction of grade. Thus, please make every effort to notify the instructor of any impending absence. All work missed through any absences must be made up pending discussion between student and instructor. An attendance sheet will be passed around during each class period; please be sure to sign it. Failure to sign may result in an unexcused absence being recorded for that day.

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All applicable policies and procedures of Long Island University- Post and the Doctoral Program in Interdisciplinary Educational Studies will be observed in this course. See the *Graduate Bulletin* and the *Doctoral Program Handbook.*

 Students with documented disabilities
The University follows federal and state guidelines regarding students with documented disabilities, and I will gladly make reasonable accommodations for those students whom the University certifies as eligible. LIU Post is committed to providing qualified individuals with disabilities the opportunity to participate in all University programs and activities, curricular and extracurricular, which are available to non-disabled individuals. Students with disabilities who desire accommodations must submit appropriate documentation of their disability to the Office of Disability Support Services (DSS) located in the Learning Support Center.

Professional staff will confidentially review and evaluate this documentation, interview the student, and provide the student with completed Accommodations Forms for presentation to the teaching faculty. Campus departments will be notified, as necessary, of the need for additional accommodations noted in the student's documentation. Accommodations Forms must be obtained each semester, before the semester begins. DSS files are confidential thus students may not request accommodations from a professor or instructor without first obtaining documentation from the Office of Disability Support Services (DSS).

 If you are a student with a documented disability, medical condition, or think you may have a disability, and will need accommodations, academic adjustments, auxiliary aids, or other services, please contact Marie Fatscher in Disability Support Services (Post Hall, Lower Level, C10) at 516-299-3057 or marie.fatscher@liu.edu to request services, accommodations or for additional information. Additional information is also available on the DSS website: www.liu.edu/post/dss
 I will gladly work out a plan of reasonable accommodations for students with documented disabilities who present a current Accommodations Form from the Office of Disability Support Services. Also see the Graduate Bulletin and the Doctoral Program Handbook. EdD Interdisciplinary Studies:
        http://www.liu.edu/CWPost/Academics/Schools/CEIS/Dept/Doctoral.aspx

COURSE TECHNOLOGY

As future (and probably present) leaders in education, it is important that you develop a working familiarity with multiple aspects of technology in order to meet the increasing challenges of education in the 21st century. Throughout the course we will use both synchronous and synchronous learning methodologies to support academic growth and personal and professional productivity to help further prepare for a wide range of professional opportunities that require

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competency and collaboration in a technology driven environment. In weekly classroom meetings, we will follow a *BYOD* policy that is "Bring Your Own Device" to each session. This can be a tablet, netbook, or iPad. Even though we are meeting in a computer lab where you will also have access to a desktop, these portable devices will be useful. We will also be using Blackboard as a course management site. You will also be required to infuse technology into your presentations and projects. We will also schedule webinars where we will meet online using http://www.gotomeeting.com. For these virtual meetings, it is suggested that you have a headset with a built-in microphone available as well as (high speed) Internet access. You might also perform a "browser test' to ensure that your present browser is the most recent version. Further instructions will be provided during the semester.

From experience, I am fairly certain that there will be a range of technology proficiency within the class so you should not feel uncomfortable if your skills are at the developing stage.

These skills will be improved throughout the course and, by the close of the semester, you should see a noticeable "bump" in your level of technological skills as well as your confidence in using technology and your knowledge of technological resources integratable into teaching and learning.

Course Management Website: Blackboard
This course will make use of a website uploaded to LIU's Blackboard address https://blackboard.liu.edu/ that will contain a variety of information related to the course.
It is important that you check into the website at least once a day to keep up with any news, announcements, messages etc. related to the course.
You can utilize the Blackboard Mobile Learn app if you wish to access the course on your iOS device.

Podcasts in Psychology: https://digest.bps.org.uk/2007/03/11/psychology-podcasts-a-clickable-list/

Twitter
Social media is changing how students learn at all levels of education. When employed properly, these media can enhance communication of ideas and learning engagement. Because of this, I would like all students to follow my Twitter feed which is @profpiro. We will discuss details about this during the first week of class. This Twitter feed will update you on articles, websites, data etc. on topics related to both doctoral courses as well as major issues in education. Providing access to this type of information will serve to keep you updated on related developments concerning topics we are exploring in class.

Twitter: http://twitter.com/   **How to sign up for Twitter**: http://tinyurl. com/29sr875

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Online Library Resources
Online library resources for the course are available through http://tinyurl.com/edlibrary

Useful Technology Site: http://www.schrockguide.net

ADDITIONAL COURSE ITEMS

Computer Lab Protocol: Acceptable Use Policy
The weekly meetings will take place in the Computer Lab located in the Library. It is expected that students understand and follow the appropriate procedures when participating in those classes. Remaining on-task and focused on the activities happening in the lab is a good way for future teachers to understand the self-discipline and commitment required when classes are held in a variety of learning environments. **As per University rules, no food or drink is allowed in the labs.**

Flash Drive- You might consider bringing a flash drive to class to store any documents, web sites etc. you create or use during class. Alternately, you might consider opening a Cloud Storage account (e.g., Dropbox, SpiderOak) to store documents throughout the semester. This will give you access to them regardless of your location

Emergency Notifications, Campus News, Class Cancellations and Campus Closings
For information on class cancellations and campus closings at C. W. Post, you may telephone 516-299-EMER (3637) or 516-299-2000 or the main page of the C. W. Post Campus web site at http://www.liu.edu/cwpost.

You should also be aware of the Emergency Notification System at LIU-Post to which you can subscribe to receive alerts in case of an emergency. Here is a link to the web page with this information:
http://www.liu.edu/CWPost/About/Offices/Public-Safety/Emergency-Mgmt/Alerts

You might want to follow LIU-Post on Twitter or Facebook as well for up-to-date campus news.

Facebook: https://www.facebook.com/LIUPost

Twitter: https://twitter.com/LIUPost

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GENERAL COURSE POLICIES & EXPECTATIONS

1.   **All work submitted for this course must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrases, websites etc.) must be properly documented.** You are cautioned to give proper attribution to the ideas, words, and other intellectual or creative products of others. If you have any doubt about the need to credit another's ideas, words, or other intellectual property, you should err on the side of using quotation marks and giving formal credit in APA-style citations. (You may ask me for advice if you are unsure about whether you need to give formal credit in specific cases.)

Please understand that I only assign course credit for original academic work – including, of course, original work that uses appropriately credited references to the words, ideas, or other intellectual or creative property of others. Again, even if you paraphrase the ideas of someone else without using that person's exact words, you still must give credit to the original author. Please see me if you have any questions about your use of sources. **Also, you may wish to check this website (on the Post Library web page as well for additional information).**

http://www.liu.edu/CWPost/StudentLife/Services/Counseling/AcadPolicies/Conduct/Standards

2. Course-Related E-Mail Policy

Under the email policy of the College of Education, Information, and Technology, all faculty and students are required to use LIU email accounts for all correspondence connected to courses and other University-related matters. In order to keep e-mail correspondence organized, please use the following e-mail address: joseph.piro@liu.edu

If you e-mail me through the joseph.piro@liu.edu address, please make certain your name is in the subject line of the mail as well as EDD 1003 so that it may be identified as sent from a student in the class. I will also ask you to provide a working e-mail account as well through which we will communicate during the semester. This e-mail account must be one that you check frequently (including weekends and holidays), if not daily. If your e-mail address changes during the course, please send me an e-mail from the new account immediately, so that I can change your address in my records and can stay in touch with you via e-mail during the course. Please understand that you will not be excused from responsibility for course requirements or other course changes/ announcements due to a failure to check your e-mail regularly (including spam/junk folders) or to inform me of changes in your email address. I will respond to your emails promptly, typically within a few hours but certainly within 24 hours. I request the same courtesy of you in acknowledging or replying to my course-related emails within 24 hours, if not sooner.

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3. **Late submission of assignments**, regardless of the reason (including health), may be rejected or may result in serious grade penalties or failures (up to a half a grade reduction per day), solely at my discretion based on my assessment of the circumstances and your overall pattern of attendance, preparation, class participation, and performance. I will normally not consider a request for an extension of a deadline from a student without some form of documented evidence.

4   **No beepers or cell phones**. If you have these items please turn them off or to vibrate/quiet mode, to not disrupt other students during class.

5. This syllabus is only a guide and, as such, it is subject at any time to change by the professor. Any changes will be announced in class, through e-mail, and/ or on Blackboard.   It is your responsibility to be aware of any and all such changes made during the semester.

6. All applicable policies and procedures of the LIU Post Campus and the Doctoral Program in Interdisciplinary Educational Studies will be observed in this course. See the *Graduate Bulletin* and the *Doctoral Program Handbook.*

Some additional information:

ACADEMIC INTEGRITY
Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the educational mission of Long Island University and the students' personal and intellectual growth. Please see:
http://www.liu.edu/CWPost/StudentLife/Services/Counseling/AcadPolicies

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ANTI-HARASSMENT
Long Island University's anti-harassment/discrimination policy and complaint procedure can be accessed here: http://www.liu.edu/Human-Resources/Human-Resources-Policies/Anti-Harrassment-Discrimination-Policy

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STUDENT SUPPORT SERVICES
Students with disabilities, who require accommodations, should contact the appropriate office during the first week of the semester. In Brooklyn, contact Student Support Services: 718-488-1044. At Post, contact Disability Support Services: 516-299-3057. For more information, see:
http://www.liu.edu/CWPost/StudentLife/Services/LSC/DSS

TECHNICAL SUPPORT
Blackboard is available at http://blackboard.liu.edu. For student help, go to:
https://help.blackboard.com/en-us/Learn/9.1_2014_04/Student or access help directly from your course by selecting "Help" in the course menu. The help site provides a wide variety of tutorials and videos that will help you navigate the Blackboard environment. IT staff is available to respond readily to student and faculty questions Monday to Friday 9 a.m. to 5 p.m. at it@liu.edu or 718-488-3300 or

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516-299-3300 (or x3300 from the Brooklyn or Post campus). Students and faculty may email after hours and will receive a response as soon as a staff member is available. Often, staff members are able to answer questions in the evening or on the weekends, but an immediate response is not guaranteed.

Technology Guidelines: You can access Blackboard anywhere you have Internet access, but there are some guidelines to follow that will make your experience more productive:

- The Firefox web browser works best with Blackboard.

- Be sure that your computer has the latest Flash player installed. Flash enables videos from YouTube and other sources to be played within Blackboard.

- Sometimes Wi-Fi connections can be slow; if you encounter problems, it is best to switch to a hardwired connection.

NETIQUETTE

- Treat all course users with respect.

- It's fine to disagree but do so with professional courtesy.

- When offering criticism, remember to also point out the positives and areas that are well done.

- Do not type posts in ALL CAPS. It's the online equivalent of yelling.

- Stay on topic to avoid rambling.

- Look out for acronyms or jargon. Spell things out the first time and then use the acronym.

- Use appropriate grammar, punctuation, and spelling.

Text messaging shortcuts and emoticons should be used judiciously

Note: This syllabus is only a guide and, as such, it is subject at any time to change by the instructor. Any changes will be announced in class or through e-mail. It is your responsibility to be aware of all such changes.

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COURSE SCHEDULE

WEEK ONE
September 9th

INTRODUCTION AND COURSE OVERVIEW; COURSE EXPECTATIONS; REVIEW OF BLACKBOARD LEARNING MANAGEMENT SYSTEM (LMS)

Theme   Why do we behave the way we behave? What is the role of the brain in learning?

Required Readings Blackboard documents

Websites   Harvard Braintour
http://braintour.harvard.edu/

Knowing Neurons
https://knowingneurons.com/

Brookings Paper on Brain Sciences and Classroom Learning
http://www.brookings.edu/research/reports/2015/12/17-research-base-improved-learning-bruer

Our World in Data
https://ourworldindata.org

WEEKS TWO & THREE
September 16th & 23rd

EMPIRICAL RESEARCH AND ITS ROLE IN TEACHING AND LEARNING

Feldman, pp. 2-41

Theme   How does research support teaching and learning? How can research support best practices in education? How should a research study be processed by the researcher?

Websites   LIU Post Library   http://www.liu.edu/CWPost/Post-Campus-Library

Google Scholar   http://scholar.google.com/

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NCBI Pub Med   http://www.ncbi.nlm.nih.gov/pubmed

Science Direct   http://www.sciencedirect.com/

Scopus   http://liu.cwp.libguides.com/scopus

NCES Digest   https://nces.ed.gov/pubs2017/2017094.pdf

The TOC Alert (APA- Table of Contents) Alert
http://www.apa.org/pubs/databases/psycarticles/index.aspx

IES: The Condition of Education- 2019

WEEKS FOUR & FIVE
September 30th & October 7th

NEUROCOGNITIVE DEVELOPMENT IN INFANCY: THE ROLE OF SES

Feldman, **pp. 142-171**

Theme   How are human neurodevelopment and socio-economic status (SES) related?

Websites   Brain Atlas
http://www.dartmouth.edu/~rswenson/Atlas/

http://serendip.brynmawr.edu/exchange/brains

http://www.mrc-cbu.cam.ac.uk/people/jessica.grahn/neuroanatomy.html

http://www.brain-map.org/

3D Brain application Cold Spring Harbor Laboratory
http://www.g2conline.org/2022

Cognitive Development
http://www.edpsycinteractive.org/topics/cognition/piaget.html

ƒMRI Studies explained
http://www.vox.com/2016/9/8/12189784/fmri-studies-explained

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WEEKS SIX & SEVEN
October 14th* (Columbus Day) & October 21st

We will not meet on campus on October 14th. There will be an online assignment for this class.

SOCIAL AND MOTIVATIONAL BEHAVIORS DURING CHILDHOOD AND ADOLESCENCE

Feldman, pp. 348- 379

Themes   How do behaviors change during childhood and adolescence?

Dyad Studies   Hair, N., Hanson, J., Wolfe, B., & Pollak, S. (2015). Association of child poverty, brain development and academic achievement. *JAMA Pediatrics. 1*69(9):822-829. doi:10.1001/jamapediatrics.2015.1475
Published online July 20, 2015. Corrected on August 10, 2015. (Week 6)

Schall, J., LeBaron-Wallace, T., & Chhuon, V. (2016) 'Fitting in' in high school: how adolescent belonging is influenced by locus of control beliefs. *International Journal of Adolescence and Youth, 21*(4), 462-475. (Week 7)

https://www.unicefirc.org/publications/pdf/adolescent_brain_a_second_window_of_opportunity_a_compendium.pdf

Neuroscience and Education:
http://www.edweek.org/ew/articles/2016/10/12/neuroscience-should-inform-school-policies.html

Websites: *International Journal of Adolescence and Youth*
This journal is an open access journal:
 http://www.tandfonline.com/loi/rady20#.VJL30yvF_h5

The teenage brain (website): http://www.abcdstudy.org/

Adolescent Brain Project: http://adolescentbrain.org/

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WEEK EIGHT
October 28th

THE CONVOY MODEL: EXPLAINING SOCIAL RELATIONS FROM A MULTIDISCIPLINARY PERSPECTIVE

Theme   What is a social convoy and why does it matter?

Dyad Study   Antonucci, T., Ajrouch, K., & Birditt, K. (2013), The convoy model: Explaining social relations from a multidisciplinary perspective. *The Gerontologist. 54*(1). 82- 92.

WEEKS NINE & TEN
November 4th & November 11th

SLEEP AND COGNITION IN CHILDREN WITH AND WITHOUT DISABILITIES

Feldman, pp. 112- 141

Theme   What are some factors affecting sleep behaviors in children?

Dyad Studies   Fuligni, A., Arruda, E., Krull, J., & Gonzales, N. (2018). Adolescent sleep duration, variability, and peak levels of achievement and mental health. *Child Development, 89(*2), 18- 28. (Week 9)

Cohen, S., Conduit R., Lockley, S., Rajaratnam, S., & Cornish, K. (2014). The relationship between sleep and behavior in autism spectrum disorder (ASD): A review. *Journal of Neurodevelopmental Disorders, 6*(44). (Week 10)

Websites   How sleep works (website) https://www.howsleepworks.com/

NCBI site on sleep https://www.ncbi.nlm.nih.gov/books/NBK20359/#A834

World Economic Forum: Sleep and teens
https://www.weforum.org/agenda/2016/09/sleep-teenage-brains-and-getting-up-for-school

NIH Teachers Guide to Sleep
https://science.education.nih.gov/supplements/webversions/SleepDisorders/guide/guide_toc.html

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NIH Teachers Guide- PDF
https://science.education.nih.gov/supplements/webversions/SleepDisorders/guide/nih_sleep_curr-supp.pdf

The Sleep Foundation
http://www.sleepfoundation.org/

The American Academy of Sleep Medicine
http://www.aasmnet.org/

Sleep Education
http://www.sleepeducation.com/

Sleep (Professional Journal)
http://www.journalsleep.org/

WEEKS ELEVEN & TWELVE
November 18th & November 25th

MORAL IDENTITIES

Feldman, pp. 238- 271; 380- 415; 506-533; 566- 595

Theme	How do moral behaviors develop? What is moral identity? What is the role of school in identity formation?
Dyad Studies	Krettenauer, T., & Victor, R. (2017). Why be moral? Moral identity motivation and age. *Developmental Psychology, 53*(8), https://doi.org/10.1037/dev0000353 (Week 11) Barnes, C., Gunia, B., & Wagner, D. (2015). Sleep and moral awareness. *Journal of Sleep Research, 24,* 181- 188.
Websites	Studies in Moral Development and Education http://tigger.uic.edu/~lnucci/MoralEd/ Ethical decision-making and action (theories of J. Rest- Four Components Model) http://www.sagepub.com/upm-data/12906_Chapter3.pdf

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WEEK THIRTEEN
December 2nd

**APPLICATIONS OF EXPERIMENTAL STUDIES IN CLASSROOM TEACHING & LEARNING
(BLENDED LEARNING ASSIGNMENT)**

WWC Practice Guides
 https://ies.ed.gov/ncee/wwc/

APA Twenty Principles: https://www.apa.org/ed/schools/teaching-learning/principles/

WEEKS FOURTEEN & FIFTEEN
December 9th & December 16th

FINAL PROJECT PRESENTATIONS

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