Northwestern University
Master of Science in Education
Child and Adolescent Development
COURSE SYLLABUS
MSEd 405
Fall 2019

Faculty Information
Faculty Name: Bahareh Sahebi, Psy.D., LMFT
Contact Information: Dr.Sahebi@northwestern.edu | Cell 847-612-3533
Office Hours: By Appointment Only
Class Time and Location: Classes will be held in Annenberg Hall 303
Mondays 10/7 to 12/9 from 2:00-4:50 PM

Overview
This course is designed to offer a critical perspective and examine child and adolescent development as it is shaped and experienced in various social contexts with an emphasis upon the world of the school. We will focus on normative development of the individual personality, from childhood through adolescence. Theories and empirical literature relevant to the biological, cognitive/intellectual, emotional, social, cultural, and transcultural development of the individual personality are explored. We will explore a variety of lenses to understand child and adolescent behavior and development—models of psychosocial, interpersonal, cognitive, moral and emotional development will be studied within the multiple contexts of family, peer group, community and school. The readings and discussion will be used to encourage you to reflect on your own developmental experiences during childhood and adolescence. The materials and discussions of this course will also help you to challenge assumptions you may unknowingly hold and gain insight on how it has shaped your perspective and behavior. As such, the course is designed to help you better understand the variety of students you will encounter, while remaining mindful of the larger familial and contextual factors in their lives and your own practices as a teacher.

Course Objectives
Upon completion of the course students will be able to:
• Compare, contrast, and critique major theories of child development and their scientific bases.
• Conceptualize the interaction of biological, familial, social, and diversity factors which influence both regularity in development and individual differences.
• Analyze the contributions and limitations of research in the field of child development.
• Identify ways in which they can act to influence the larger contextual factors which impact the well-being of children.
Format
This course will run as a seminar discussing and going more deeply into the assigned readings and their applications within the classroom. Thus, it is vital and essential that you complete all readings prior to each lecture.

Required Text

Recommended Books


Required Journal Readings


Course Requirements
Grades in this course will be based on the following four requirements:

1. **On-time Class Attendance & Participation. 20% of grade**
   You are expected to attend every class session. If an absence (or leaving class early) is expected, please give the instructor at least 24-hour notice. Consistent tardiness or absences may affect your grade in an adverse way. If an assignment is handed in late, you will be penalized unless arrangement was made with the instructor. Students are responsible for obtaining the handouts, announcements and notes from a fellow student. Please note that the participation grade also includes attending at least one of the two observation (both dates are encouraged) days at the Baker Demonstration School and engaging in the classroom discussion about your experience.

2. **Journal Article Reaction Discussions. 20% of grade**
   For each journal article, students will meet in small groups to discuss their reactions identifying the most important points and come up with a critique of the articles. The small group discussions will meet for 20 minutes during each class period and prepare their statements to discuss within the larger classroom setting.

3. **Literature Review & Critique Paper. 30% of grade**
   Choose a topic of interest related to child development. Conduct a literature search of relevant professional journal articles from the past 10 years. Find the 10 -15 most important articles on the topic. Review and critically evaluate the literature and summarize your conclusions.

   For instructions on how to write a literature review the following resource is recommended:

4. **Class Presentation with Participation. 30% of grade**
   As a small group, students will choose a topic related to child development and submit it to the instructor for approval by week 2. The group will then research the topic and prepare a 30-45 minute class presentation, with a comprehensive outline and references to be distributed to class members.

Northwestern University Conceptual Framework:
As active participants in the field of education, our candidates will strive for improvement and innovation based on inquiry that is grounded in reflection and research.

The candidates will have:
1.1 understanding student thinking about the subject matter;
1.2 reflection and research as a means of learning;
1.3 learning as a social practice, which encourages collaborative learning in which people clarify doubts, examine beliefs and work together to address questions and concerns; and
1.4 authentic experience, where class sessions and assignments are designed to engage students’ interests and to have implication for the student beyond the classroom
A Vision of Learners that focuses on:
2.1 lifelong learning and development shaped by social contexts; and
2.2 student diversity as a resource for the educational community.

A Vision of Teaching that focuses on:
3.1 connection of theory to practice, where the candidates understand that theories suggest questions and ideas about practice, and practice suggests modifications of theory; and
3.2 professional conduct that is responsible and ethical.

Dispositions (as implied by the NUCF):
1. Willingness to systematically reflect on one’s own practice (NUCF 1.2. 3.1)
2. Commitment to understanding students’ thinking about the subject matter. (NUCF 1.1)
3. Belief in the value of seeing students as individuals. (NUCF 2.2)
4. Enthusiasm for learning and teaching through collaboration. (NUCF 1.3)
5. Willingness to take the risks associated with engaging students’ interests through real world experiences. (NUCF 1.4)
6. Commitment to conducting oneself professionally and responsibly (NUCF 3.2)

Attendance Policy
Attendance will be recorded at class meetings. It is your responsibility to ensure you have signed the attendance sheet. If you are absent, late, or leave early, you are still responsible for the information, handouts, and assignments for that class. If you anticipate missing class for an emergency (serious illness or injury), it is your responsibility to contact the professor ahead of time. Extenuating circumstances will be considered and taken into account, however if you (a) miss more than two class periods for any reason, or (b) are absent, tardy, or need to leave early from more than three classes, your final grade may be reduced by at least one letter grade.

Scholarly Writing
Your instructor for this course is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through “Turnitin,” (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.
Grading Policy

Each assignment will be assigned a letter grade based on the following criteria:

Outstanding competence. A represents a professional judgment that the performance of a student was truly superior.

Above satisfactory competence. B represents a professional judgment that the performance of a student was distinctly above average.

Satisfactory level of competence. C represents a professional judgment that the performance of a student satisfied the minimum criteria established for awarding credit.

Marginal level of competence. D represents a professional judgment that the performance of a student failed to minimally satisfy all of the criteria established for awarding undergraduate credit, but did meet criteria in some areas.

Unsatisfactory level of competence. F represents a professional judgment that the performance of a student was insufficient to satisfy the criteria for awarding credit.

For each assignment, the letter grade assigned will correspond to a numerical equivalent: A=4, B=3, C=2, D=1, F=0. The final course grade will be determined by a weighted average of all of the assignments for the course using the same numerical scale. These weightings are outlined in the Course Requirements section. For the final course grade, plus/minus letter grades will be assigned only for those students whose weighted average is within 0.1 of the grade boundary.

The cutoff for grades is as follows:

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<thead>
<tr>
<th>Grade Scale</th>
<th>Percentage (%)</th>
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<tbody>
<tr>
<td>Letter Grade</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>60-66</td>
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<tr>
<td>F</td>
<td>59</td>
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<tr>
<td>Lecture/Date</td>
<td>Topic</td>
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**Class Presentation – Group 1**
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<thead>
<tr>
<th>Lecture/ Date</th>
<th>Topic</th>
<th>Text Book Reading</th>
<th>Journal Readings</th>
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<tbody>
<tr>
<td></td>
<td>Guest Lecturer</td>
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<td>Class Presentation – Group 2</td>
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<td>***Class Presentation – Group 3</td>
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<td>9 12/2</td>
<td>Adolescent Development – Identity, Relationships, Decision making</td>
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<td>***Class Presentation – Group 4</td>
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<td>10 12/9</td>
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<td>***Class Presentation – Group 5</td>
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