H- COURSES

H-107 Introduction to Educational Neuroscience
_Todd Rose_
Fall course; four credits.
This course is intended to provide students with an introduction to neuroscience framed from an interdisciplinary systems perspective, emphasizing the role that variability, context, and experience play in shaping behavior and learning. The course is meant for students with little or no background in biology and will be appropriate for researchers, teachers, policymakers, and technologists interested in a balanced perspective about the promise and limits of linking neuroscience and education. Students will acquire the skills and concepts needed to interpret basic neuroscience research in the context of a meaningful interdisciplinary question.
_A background in biology not necessary._
Tuesday, 7:00 - 9:00 p.m. Weekly section days to be arranged.

H-110G *Learning in a Globalizing World: Language Acquisition, Cultural Awareness, and Cognitive Justice*
(formerly titled Learning in a Globalizing World: Language Acquisition, Cultural Awareness, and the Brain)
_Bruno della Chiesa_
Winter module; two credits.
Our globalizing world demands a broader set of linguistic (and, hence, cultural) competencies from individuals than ever before, and while cultural diversity represents a potential enhancement, our educational systems are facing huge challenges (e.g., migration flows). What does this all mean for education policy and practices worldwide? This transdisciplinary module examines international approaches to education policies in contexts of diversity. It develops hypotheses about the role that individual representations (defined as perceptions, values, beliefs, identity and alterity images) play in motivating non-native language learning, and tries to explain why some individuals are more successful at learning (and why some countries are more successful at teaching) languages than others. Does a multilingual education better prepare our young to participate in today's world? From a philosophical standpoint, how does learning one or several new languages lead to meta-cultural awareness, to meta-cognitive awareness to global awareness, as well as to awareness of ourselves? How can education enhance people's motivation to learn languages and to get acquainted with other cultures? Last but not least, what is the purpose of learning about such topics? Is the primary goal of education to produce manpower for the economy? Or to help people to "become who they are" (Goethe) in a humanizing process (Freire)? Or to promote a form of "cognitive justice" as a condition, if not the condition; to make this world of ours a better place to live? Or something else? Our collective intelligence will provide answers to these questions.
_Permission of the instructor required. No prerequisites, but previous experience living abroad useful. Very strong motivation highly recommended. The course is appropriate for students interested in international and transdisciplinary (policy) perspectives. Enrollment procedure will be posted on the course website._
Days and times to be announced.

H-112 *Cognitive Neuroscience and Education*
_Gigi Luk_
Fall course; four credits.
Research in cognitive neuroscience extends our understanding of individual differences in cognitive and brain development. Of particular relevance to educators is the development of the human brain in response to maturational processes and active learning, both of which are considered as experience. This course provides educators with an overview of brain development sensitive to experience-expectant and experience-dependent mechanisms. This foundational knowledge will facilitate the understanding of brain plasticity, allowing participants to develop a critical understanding of cognitive neuroscience research findings. Using this information, participants will be able to design relevant educational experiences sensitive to development and learning. Weekly topics include brain development across the lifespan, neural development of vision, audition, motor, language, bilingualism, and emotions, and changes in the brain related to socioeconomic status. Afternoon activities involve discussions and activities engaging participants to experience learning.
_Permission of instructor required. Enrollment is limited to 45. No prior training in biology, psychology, medical science, or related disciplines necessary. Concurrent enrollment in H-107 or similar course may be helpful, but not required. Should interest exceed 45 students, admission is by lottery. Enrollment procedure will be posted on course website._
Friday, 10:00 a.m. – Noon; Friday, 1:00 - 3:00 p.m.

H-118 [Bilingualism: Language, Cognition, and the Brain]
_Gigi Luk_
Not offered in 2013-2014.
Bilingualism has been extensively studied as a psycholinguistic phenomenon in language development. Recent research has extended the consequence of this language experience to cognitive domains that do not involve language processing. More importantly, the cognitive consequences associated with bilingualism extend across the life span. With bilingualism being an increasingly common experience for the North American population, it is essential for educators to understand the cognitive consequences of this language experience, in classrooms and beyond. The course examines bilingual experience across the life span and evaluates research showing altered cognitive processes in bilinguals compared to monolinguals. Students
will be directed to explore research on the following questions: How is bilingualism defined? Is there a critical period of learning a second language? Does bilingualism confer to cognitive advantages? If so, what kind of cognitive benefits are associated with bilingual experience? Are there differences in language developmental trajectories in bilingual children and adults? The course will be structured to be accessible to students with interests in developmental psychology, cognitive science, and language and literacy.

H-140 * [Seminar on Experimental Research in Psychology and Cognitive Neuroscience]  
Gigi Luk  
Not offered in 2013-2014.

Performing experimental research requires a range of skills in addition to developing a good research question with important educational implications. The “road map” to developing these skills can be learned through hands-on experience, early in one’s research career, to facilitate progress in conducting independent or supervised research. This course allows researchers in education to build a road map for future research through psychological and neuroscience approaches to answering questions relevant to education. Inferential power of experimental research in psychology and cognitive neuroscience can be increased significantly given valid and reliable research design and measurement methods. Educators interested in pursuing research will be introduced to topics focusing on research mechanics essential for developing experimental studies in educational contexts. The objective of this course is to provide educators with step-by-step guidance in turning an idea into an actual experimental study. Upon completion, educators will be able to critically evaluate existing research and gain necessary skills to conduct and refine their quantitative empirical research skills for leading psychological and/or neuroscience studies.

Gabrielle Rappolt-Schlichtmann  
Not offered in 2013-2014.

The relationship between emotion and cognition is complex. Based in social interaction, emotions are biological processes that organize human behavior by constraining thought and action while relationships evoke and shape emotions. This course examines foundational work on emotions and emotional development, from the classics through modern emotion research about attribution, development, culture, and neuroscience. Cases and examples emphasize how emotions interact with learning and development. Core questions will include: How do relationships and learning shape emotions, and how do emotions shape relationships and learning? What are pathways in the development of emotions? And most centrally, how and what applications from the emotion sciences can be made to practical questions in education about teaching and learning? Special attention will be paid to issues of risk and resilience, including poverty, stigmatization, disability, and trauma. Class format combines discussion, case analysis, and lecture. Students will complete a semester-long project, with several checkpoints contributing to their final grade along the way.

H-156 Research Schools  
(formerly titled Doctoral Research Practicum: Models and Methods for Learning and Emotional Development)  
Christina Hinton  
Yearlong course; four credits.

In this course, students will have the opportunity to carry out a yearlong research project with a partner school, part of an international network of “research schools” that partner with researchers to carry out research that is relevant to practice. Students in this course will collaborate with administrators and teachers at a partner school to conduct research, facilitate professional development, and disseminate research findings. Through this work, students will learn about the innovative “research schools” model, existing research on teaching and learning, the process of conducting research, research methods, and how to connect research with practice. Students will complete a final project related to the research they carry out, which can range from an academic report to a technology-based project. This is a yearlong course that meets every other week. Recommended for doctoral and master’s students who would like to conduct research with a partner school. Students who enroll in this course should meet one of the following criteria: (1) previous research experience, (2) enrollment in a research methods course in the Fall semester, or (3) technology skills (e.g., website design, application design, filmmaking, etc.).

Monday, 2:00 - 4:00 p.m.

H-175 GoodWork in Education: When Excellence, Engagement, and Ethics Meet  
Howard Gardner  
Fall course; four credits.

In any profession, and especially in education, whether individuals carry out “good work”—work that is technically excellent, engaging to the worker, and ethical—is paramount. Such good work is at a special premium today in light of new communication and information sources, transient employment patterns, and the assertion of powerful market forces. In this course, we will focus on what it means to do good work in education, at various levels and in various roles. We will discuss the factors that can facilitate or obstruct good work, in the process providing a framework by which work of all sorts can be evaluated. To place the profession of education in context, we will also examine good work in other sectors, such as journalism and genetics, as well as through pertinent examples of good work or compromised work that may arise during the course. The course draws on a nearly 20-year study of good work in various contexts, highlights of which can be viewed at www.thegoodproject.org. The primary assignment is an independent research project, which will be developed, with guidance, over the course of the semester.

Students interested in taking the course should browse the website www.thegoodproject.org as well as these books: Good Work (2001), Making Good (2004), and Responsibility at Work (2007).  
Monday, 4:00 - 7:00 p.m.
H-180  Cognitive Development and Trust in Testimony
Paul Harris

Spring course; four credits.

The classical description of cognitive development implies that children are “stubborn autodidacts.” Relying on their own firsthand observation of the world, and their own independent reflection, children are assumed to construct theories about the world in an autonomous fashion. By implication, children ignore the information or insights that adults can offer, especially when these conflict with what they assume to be true. If this claim is correct, it implies that teaching or indeed any form of testimony or instruction by adults must be tailored to constraints imposed by the child. There is not much likelihood of children stretching their ideas to accommodate what they are told. This course will examine and question this orthodox assumption and also consider the alternative possibility that children’s ideas, from infancy onward, are infused with information supplied by other people.

Tuesday, 9:30 - 11:30 a.m.

H-210A *Inquiries into Adolescence:
Understanding and Supporting the Development of Urban Youth
Noah Rubin

Summer 2013 module; two credits.

This module focuses on specific aspects of adolescent development that are central to teaching middle- and high-school students, particularly in diverse urban schools. Central to this module is the question of how adolescents construct a sense of self in relation to their larger social contexts. Emphasis will be placed on urban school, family, and neighborhood settings as the context for adolescents’ identity development. Readings, class discussions, and activities will facilitate a communal inquiry into the history and uses of development as a concept in education, the role of social and emotional learning, and theories of cognitive development. Racial, gender, and sexual development will also be highlighted as they relate to the practice of education, in general, and to adolescent development, in particular. There are three primary learning goals for the module: (1) to enhance the understanding of adolescent development that new teachers bring into their training and ongoing teaching; (2) to increase recognition of the supporting role education can play in adolescents’ understanding and experience of race and ethnicity, class, gender, and sexuality as defining issues in their development; and (3) to generate ideas for promoting healthy development in all aspects of the learning environment, for both students and teachers. To accomplish these goals, the module will provide an overview of classic and contemporary literature on identity development, and provide opportunities to review and construct practical teaching approaches that explicitly promote healthy development in the classroom.

Permission of director of Teacher Education Program required. Enrollment is limited to, and required for, Teacher Education Program students participating in the Cambridge-Harvard Summer Academy.

Dates to be announced, 9:00 a.m. – Noon.

H-218 *Development in the College Years
Lisa Boes

Spring course; four credits.

Embedded in the learning and developmental goals we have for college students—to pursue and advance knowledge, to promote understanding, and to serve society—are epistemic assumptions and developmental theories about the nature of student learning and growth. From the perspective of students, the college years mark a significant time of transition, often from immersion in the worldview and fundamental assumptions of one’s family of origin into independent, self-chosen, and self-directed adult functioning. The purpose of this course is to understand the underlying process of learning, growth, and development that college students experience and to examine the cognitive, interpersonal, psychosocial, and identity theories of human development that shape how the college experience is structured. By examining specific examples of classroom pedagogy, support services, and student affairs programs, the course will teach students how developmental theories inform the design of practice. A working knowledge of student development theory is essential for professionals in higher education to be reflective and intentional facilitators of the learning environments and experiences of college students.

Permission of instructor required. Preference given to students in the Ed.M. Higher Education Program and in the Ed.D. Higher Education concentration. Enrollment procedure will be posted on the course website.

Thursday, 5:00 - 8:00 p.m. No class on March 13, 2014. Last class meeting will be May 1.

H-236 Adolescent Development
Gretchen Brion-Meisels

Fall course; four credits.

Adolescence marks change on multiple levels (e.g., biologically, cognitively, and socially) and in multiple contexts (e.g., family, school, community, and peers). In fact, it marks the largest growth period in human development outside of infancy. Processes of development during adolescence are functionally and qualitatively different than processes of development in childhood. Adolescents struggle with balancing their desires for autonomy and independence with their desires for guidance and connection. These struggles influence family relationships, social and educational practices, and everyday life. As adults, our interactions with adolescents help to shape their ideas about identity and their developmental pathways. The purpose of this course is to explore adolescent development through various developmental lenses. The course is especially designed to provide educators with a practical understanding of the developmental trajectories of adolescent thinking and reasoning, and to prepare those interested in applied research on adolescence. Beginning with classic conceptions of adolescence, biological and cognitive development, and its hallmark, identity development, the course builds toward a more complex understanding of the roots of relationships and cultural contexts in shaping and reflecting development, multiple identities (racial, ethnic, cultural, gender, and sexual), and the adolescent experience in school.
Students who are planning to work directly with adolescents (e.g., teachers, counselors, youth workers, out-of-school time providers, administrators) or are planning to engage in applied research with adolescents are encouraged to take this course. Prior coursework in developmental psychology is helpful, but the course is designed for students without a psychology background.

**Wednesday, 1:00 - 4:00 p.m.**

**H-250 Developmental Psychology**  
*Paul Harris*

Fall course; four credits.

This course is an introduction to the theories and findings in developmental psychology. It covers the period of early childhood but discussion will often extend to older children and adults. The course will cover attachment; pretense and imagination; theory of mind/autism; language and thought; memory; moral development; emotion and emotion understanding; vocabulary growth; cross-cultural variation in relationships and thinking; trust in others’ testimony; thinking and reasoning; and religious development. An important goal is to allow students to examine for themselves not just the conclusions that psychologists have reached about development but also some of the experiments and observations that have led to those conclusions.

Tuesday and Thursday, 10:00 - 11:30 a.m.

**H-304 Legal and Ethical Issues in Child Advocacy**  
*Abigail Judge*

Spring course; four credits.

The mental health and legal systems are inextricably linked, and interactions between them particularly complex, when children are involved because of the special status of children in society, developmental differences and the controversial nature of many topics related to children and the law. Although counselors and advocates may routinely adopt an ecological approach in their work with children, it is also critical to understand how interactions with formal systems (e.g., education, mental health, juvenile justice, child protection) impinge on professional decision-making and affect child outcomes. Appropriate treatment and advocacy may offer considerable benefit to families involved in these systems, but inappropriate action may escalate conflict and cause considerable damage. Given these high stakes, counselors and other professionals must understand these systems as they bear on professional roles, ethical conduct, and child and family outcomes. Accordingly, the purpose of this course is to provide an orientation to the history and current architecture of these formal systems, with an emphasis on the legal system and law-related matters that affect psychological interventions with children. This course will examine psychosocial problems among children and adolescents that are commonly associated with court involvement, introduce applicable professional guidelines and ethics codes, and provide the opportunity to analyze complex legal and ethical dilemmas relevant to participants’ own work. Topics to be considered include child maltreatment, parental rights and fitness, divorce and custody, children and adolescents as status offenders, delinquents, and young offenders. The course will be presented from the perspective of a child and family education and counseling advocate working with the justice systems directly or through school or community-based organizations. The course is geared toward the perspective of counselors; child and family education and advocates who work in schools, community-based organizations, or the juvenile justice system; and/or students with an academic interest in these topics. The course will include lectures, case studies and vignettes, small-group discussion, and viewing excerpts from documentary films and other media.

Introductory courses in human development and a familiarity with attachment and other developmental theories helpful but not required. No prior knowledge of legal systems necessary. If students are unfamiliar with the U.S. constitutional system of government (equivalent to a high-school civics course), then additional reading may be required. Required for CAS students in the Prevention Science and Practice Program pursuing licensure as a school social worker/school adjustment counselor and required for students in the Human Development and Psychology Program Child Advocacy strand. Students from a variety of disciplines University-wide are welcome.

Monday, 4:00 - 7:00 p.m.

**H-310E [The Promotion of Social Development in Students and a Sense of Community in Classrooms]**  
*Robert Selman*

Not offered in 2013-2014.

The aims of this module are to understand the kinds of knowledge, values, and competencies children and adolescents need to develop to relate with care and respect to peers and adults in a diverse and changing social world; to understand how social competencies and informed civic engagement can be promoted in students, grades PreK to high school; and to understand how schools and classrooms can be designed to prevent classroom and school climates that breed disrespect and cynicism, lead to dysfunction within individuals, and incite disorder within schools. In this course, we will identify, examine, and explore ways to promote in students six core developing psychosocial competencies: identity formation (individual, ethnic, and cultural); social problem-solving and conflict resolution skills; perspective coordination capacities; friendship, peer, and intergroup relationship skills; societal awareness; and informed civic engagement. The focus of this course is on the alignment—or misalignment—of the attempt to promote these psychosocial competencies with the quality of school climates, organizational structures, discipline practices, and educational policies.

**H-310M Establishing Safe Spaces for Adolescent Learning: Preventing Bullying and Discrimination**

(formerly titled Establishing Safe Spaces for Adolescent Learning: Preventing Bullying and Victimization)  
*Gretchen Brim-Meissel*

Fall module; two credits.

Across the United States, educators are working to create spaces that are physically, emotionally, and intellectually safe for their students. Unfortunately, bullying and discrimination continue
to occur in schools, cutting across geographic, socioeconomic, and racial contexts. This module will explore empirical evidence that supports the creation of safe schools and provide examples of best practices for educators seeking to create safe educational spaces. By the end of the course, students should be able to (1) communicate the consequences of bullying and discrimination and the importance of social-emotional supports for the academic development of youth; (2) analyze and critique programs that seek to prevent bullying and discrimination in schools; and (3) apply this knowledge in a practice, policy, or research context. To accomplish these goals, in the first half of the course we will explore theoretical and empirical research on bullying and discrimination in schools. Here, we will consider the ways that multiple stakeholders define “safety.” During the second half of the course, we will explore practical approaches to creating safe educational contexts for young people. Here, we will focus on strategies that empower young people to be active agents in building safe spaces. The course will also provide opportunities to consider specific types of identity-related bullying, such as homophobia, xenophobia, ableism, and racism. Although the central settings examined will be middle and high schools, the course material is applicable to elementary schools and community-based settings.

September 5 - October 17, 2013; Thursday, 5:00 - 8:00 p.m.

H-310W *Developing Effective School and Community Interventions for At-Risk Children
Richard Weissbourd

Winter module; two credits.

How can we develop more effective interventions for at-risk children? This module addresses this question with a focus on children in poverty and children suffering social and emotional risks. Students’ primary work will be to develop a proposal for an intervention that they will then present to Boston city leaders, including the mayor of Boston (schedule permitting), and city leaders from other nearby towns. Students may select an intervention designed to improve students’ academic performance; to reduce children’s social or emotional risks; or to promote social, emotional, or moral development. The module will consider not only whether these initiatives ameliorate deficits and troubles, but whether they nurture strengths and resiliency as well; new models of resiliency will also be examined. Attention will be given to the different sources and different expressions of risk and resilience across race, class, and culture. For each of the interventions, we will explore several questions: How convinced are we—based on the available evidence—that the intervention will, in fact, be effective? In what sense is the intervention effective? For example, what kinds of children are helped by these interventions, how much are they helped, and who is left behind? What is the “theory of change,” and what are the major ingredients of the intervention? What are the factors, including political factors, that determine whether a city leader supports an intervention? How can interventions best be sustained over time? What determines whether interventions can be effectively scaled up? Classes will be a combination of discussion, lectures, and guest speakers involved in interventions, but will also be devoted to students presenting their intervention proposals at various stages.

Permission of instructor required. Enrollment is limited to enable more intensive classroom discussion. Prerequisite: Prior knowledge and background in theories of risk and resilience and current school reforms helpful. Enrollment procedure will be posted on the course website. Jointly offered at the Harvard Kennedy School (HKS) as SUP-425M. Students who have taken the four-credit course numbered H-326 should not take this course.

Dates and times to be announced.

H-310Z Educating for Democracy through Facing History and Ourselves
Dennis Barr

Spring module; two credits.

What are the conditions that create a just society? How important is it that young people around the world have the opportunity to examine this kind of question in depth in their schools? What kind of preparation do teachers need to be able to foster student engagement in the complex and controversial social and civic issues of our times? What role should the study of history play in this enterprise, and how can history and ethics be integrated in ways that promote the development of young people’s capacities for social and civic participation? What are the core competencies underlying thoughtful and active participation, and how might these competencies be assessed? This module examines these and other questions about the role of education in promoting a civil society. A case study based on an international educational program, Facing History and Ourselves, will ground questions about the development of adolescent ethical awareness, social responsibility, and civic participation. Relevant theory and practice-based research will be covered. Students will also gain direct experience with the content, methodology, and pedagogy of Facing History and Ourselves through a two-day professional development workshop and discussions with program staff.

January 28 - March 11, 2014; Tuesday, 2:00 - 4:00 p.m.
There is no class February 18. There is also a required two-day workshop, February 7 and 8, Friday and Saturday, 9:00 a.m. - 4:00 p.m.

H-311Z *Issues of Diversity in Cross-Cultural Counseling and Advocacy
Josephine Kim

Spring course; four credits.

This course is designed to assist students interested in counseling, teaching, program and policy development, guidance, and student support careers in developing a more informed understanding of issues involved in working effectively with diverse students and families in community and school settings. The course is also designed to increase students’ awareness of their own and others’ life experiences, and how these impact the way in which one approaches interactions with individuals who are most “different” from them. In addition, the course is designed to help students develop a deeper understanding of how sociopolitical factors affect selected ethnic and nonethnic
minority groups in the United States. The course is focused on issues that have a direct impact on the helping relationship, and the materials are relevant for any student who seeks to impact the field of education.

Permission of instructor required. Ed.M. and CAS students in the Prevention Science and Practice Program given preference. Enrollment procedure will be posted on the course website.

Tuesday, 5:30 - 8:30 p.m. Required weekly section meetings, Tuesday, 7:30 - 8:30 p.m.

H-327 *Individual Counseling and Psychotherapy with Children and Adolescents
Jacqueline Zeller
Spring course; four credits.

This course examines intervention strategies and their theoretical underpinnings as applied to individual counseling and psychotherapy with children and adolescents in schools and community settings. In addition to familiarizing students with the major counseling theories, emphasis is placed on play therapy, systems approaches, and cognitive-behavioral treatments for children and adolescents. Developmental and contextual factors are addressed with regard to their implications for case conceptualization and treatment planning. Important topics in the field of counseling children and adolescents will also be explored, including abuse reporting, assessment of harm, empirically supported treatments, and cultural and ethical considerations. Students will apply skills introduced in class through role-plays with classmates. This course, in combination with guidance from students’ practicum site supervisors, is designed to provide students with a beginning foundation of counseling skills.

Permission of instructor required. Enrollment is limited; Ed.M. and CAS in Counseling students in the Prevention Science and Practice Program given preference. Prerequisite: Experience working with children and/or adolescents and a background in general psychology helpful but not required. Required for Ed.M. and CAS in Counseling students in the Prevention Science and Practice Program pursuing licensure as a school guidance counselor or a school social worker/school adjustment counselor. Enrollment procedure will be posted on the course website.

Days and times to be announced.

H-331 *Risk and Resilience in Social Contexts from Birth to Young Adulthood: Strategies of Prevention and Intervention
Gretchen Brion-Meisels
Yearlong course; four credits.

This course has two aims: (1) to understand how processes of risk and resilience develop in social contexts, and (2) to explore how interventions based on this developmental information can enhance competence. The course will emphasize how developmental processes of risk and resilience are affected by social contexts. Contexts to be studied range from small-group, organizational, and community contexts up to the level of policy and culture. The course will review strategies and systems of prevention and intervention that target change in these social contexts, and thereby reduce risk or increase adaptation. We

will draw on multidisciplinary content from the fields of human development, education, developmental and community psychology, psychiatry, public health, sociology, and public policy. The first part of the course will focus on developmental theories relevant to a contextual approach to risk, resilience, and competence. The second part will explore, in depth, a range of strategies for prevention, intervention, and social change that show evidence of positive impacts on child and youth development. In this part of the course, attention will focus on stages of program conceptualization, implementation, evaluation, and expansion or replication.

Permission of instructor required. Prerequisite: Some background coursework in developmental psychology helpful but not necessary. Required for Ed.M. students in the Prevention Science and Practice Program. Doctoral students studying in the areas of risk, resilience, social intervention, and social change are encouraged to enroll, as are students enrolled in either practica or research experiences in Prevention Science and Practice. Enrollment procedure will be posted on the course website.

Tuesday, 1:00 - 2:30 p.m. This course meets yearlong, with lecture and section on alternating weeks.

H-340 *Preventative and Developmental Group Counseling
Josephine Kim
Fall course; four credits.

This course presents approaches to group counseling for students across the age span PreK-12. The course will tailor specific group counseling approaches to different developmental levels through course readings and activities, and in separate breakout sections/workshops that will be organized by age/grade-level focus. In addition to addressing differentiated developmental focuses within the course, common themes that run across developmental levels are emphasized, including strategies of preparation for school-based group work, core processes for facilitating group dynamics, and understanding the school/preschool contexts within which group work is conducted. Additionally, specific prevention themes will be addressed throughout: prevention for particular risks such as school failure, aggressive behavior and/or victimization, substance abuse (depending on grade level), etc. The key thrust of the course is the organization of groups by an understanding of prevention and development.

Permission of instructor required. Enrollment is limited; Ed.M. and CAS in Counseling students in the Prevention Science and Practice Program given preference. Prerequisite: Experience working with children and/or adolescents and a background in general psychology helpful but not required. Required for Ed.M. and CAS in Counseling students in the Prevention Science and Practice Program pursuing licensure as a school guidance counselor or a school social worker/school adjustment counselor. Enrollment procedure will be posted on the course website.

Wednesday, 4:00 - 7:00 p.m.
This course demonstrates how developmental theories and research shape career development and college readiness across the PreK-16 pipeline. By drawing on the core processes and principles of development that shape how children, adolescents, and young adults approach their futures, this course provides aspiring administrators, counselors, teachers, higher education staff, researchers, and program developers with specific examples and strategies for applied work. The “inventing the future” theme of the course is an organizer for all the teaching and work presented; that is, particularly for low-income students whose parents may not have experienced higher education, a developmental approach that emphasizes the importance of school engagement, aspiration formation, hopefulness, identity development, and preparation for postsecondary education and career is essential to inventing a positive future. This course has two goals: (1) to understand the nature of career and postsecondary development and (2) to enable students to design appropriate interventions to promote academic and career success. The first half of the course will be dedicated to career and postsecondary development and related theories, paying special attention to the processes by which young people conceptualize and pursue future educational and career opportunities. Students will read literature from the fields of PreK-12 education, school counseling, psychology, higher education, and career development. The second half of the course will be spent examining developmentally appropriate intervention models at the individual, school, community, and policy levels. This course meets the career counseling course requirement for Massachusetts licensure in school social worker/school adjustment and school guidance counseling.

Permission of instructor required. Enrollment is limited; Ed.M. and CAS in Counseling students in the Prevention Science and Practice Program given preference. Interested students must shop this course for consideration. Required for Ed.M. and CAS in Counseling students in the Prevention Science and Practice Program pursuing licensure as a school guidance counselor or a school social worker/school adjustment counselor. Enrollment procedure will be posted on the course website.

Wednesday, 1:00 - 4:00 p.m. Required breakout section to be arranged.

H-371 "Theories and Methods of Child/Adolescent Cognitive and Psychological Assessment"
Holly Lem

Spring course; four credits.

The purpose of this course is to provide a broad theoretical overview of different approaches to the cognitive and psychological assessment of children and adolescents. Students will cultivate diagnostic problem-solving skills, including clinical interviewing with an exposure to cognitive and personality testing. The strengths and limitations of these approaches will be explored in the context of furthering critical inquiry and understanding assessment practices. The course will emphasize using a multifaceted approach in the attempt to capture the complexity of the individual. It should be noted that while students will be exposed to the administration and scoring of a range of psychological tests, this introductory survey course does not qualify them for “real-life” use of these tests without extensive additional training. The course instead should be viewed as providing students with a theoretical background that will help inform their understanding of how evaluations are used in various settings. Ethical considerations, controversies related to assessment, and multicultural issues will be discussed.

Permission of instructor required. Enrollment is limited; Ed.M. and CAS in Counseling students in the Prevention Science and Practice Program given preference. Prerequisite: Because this is an entry-level survey course, students are not required to have specific experience related to psychological and cognitive assessment of children. Previous counseling with children and/or adolescents highly recommended. Required for Ed.M. and CAS in Counseling students in the Prevention Science and Practice Program pursuing licensure as a school guidance counselor or a school social worker/school adjustment counselor. Enrollment procedure will be posted on the course website.

Thursday, 5:00 - 8:00 p.m. Required weekly section, 7:00 - 8:00 p.m., day to be arranged.

H-380A "Childhood Pre-Practicum I: Developmental Interventions for Children in School and Community Settings: Frameworks for Counseling and Prevention"
Jacqueline Zeller

Fall course; four credits.

H-380A and H-380B comprise a sequence of coursework designed to give students a grounding in attachment and systems theories and their applications, which is fundamental to their
practice-based experiences with young children (ages 0-11). The course will focus on connecting theory to practice, specifically in the development of students’ professional competencies for counseling and prevention work at their practicum sites. The Fall pre-practicum course (H-380A) prepares students for the second-semester practicum component by introducing professional competencies and theories necessary for practicing at their internship settings. In the first semester, emphasis is placed on individual, relational, and systemic perspectives. Relationships with developing children are explored through the contexts in which they are embedded, including classroom, school, family, cultural, and community contexts. Guest speakers will help students to explore current practice-based topics. Sections will provide a context for students to discuss and gain support for the unique developmental and contextual aspects of their practicum experiences. Sections will also serve as a supportive environment for students to discuss challenges, questions, and successes related to their practicum sites and course requirements.

Permission of instructor required. Enrollment is limited to, and required for, Ed.M. students in the Prevention Science and Practice Program participating in childhood practicum sites. Students may only enroll in H-380A if they intend to complete the yearlong practicum requirement and take H-380B. Successful completion of the performance standards in H-380A is required to continue practicum work in H-380B.

Tuesday, 2:30 - 5:30 p.m.

H-380B  *Childhood Practicum II: Developmental Interventions for Children in School and Community Settings: Frameworks for Counseling and Prevention
Jacqueline Zeller
Spring course; four credits.

H-380B will apply the theories explored in H-380A to prevention practices and counseling interventions. Emphasis will be placed on creating, assessing, and integrating developmentally appropriate strategies that help build resiliency in children. Students will also learn skills to effectively partner with important individuals in children's lives, including teachers and parents. Guest speakers will help students to explore current practice-based topics. Sections will serve as a supportive environment for students to discuss challenges, questions, and successes related to their practicum experiences.

Permission of instructor required. Enrollment is limited to, and required for, Ed.M. students in the Prevention Science and Practice Program participating in childhood practicum sites. Prerequisite: Successful completion of H-380A.

Tuesday, 2:30 - 5:30 p.m.

H-381A  *Adolescent Pre-Practicum: Developmental Interventions for Adolescents in School and Community Settings: Frameworks for Counseling and Prevention
Mandy Savitz-Romer
Fall course; four credits.

The course is designed to provide students with a grounding in attachment, developmental, and systems theories and their applications, which is fundamental to a school- or community-based practicum experience. Through readings, lectures, guest speakers, discussion, and reflective/analytic papers, students will become familiar with the ethical guidelines and standards of practice of youth development work in classroom, school, family, cultural, and community contexts. The course format is explicitly designed to foster the development of a professional identity through an exploration of personal history and experience and an awareness of the impact of racism, sexism, classism, and homophobia on adolescent experience and development (ages 10-18). Students will learn the theories that drive prevention practice and gain an understanding of how to begin and sustain developmentally appropriate and effective relationships with young people, responsive to the assets and issues they bring, within the constraints and expectations of the educational context. Sections will provide a context for students to receive support and feedback relative to the development of their professional identity. They will also be used for case review, skill development, and reflective inquiry.

Permission of instructor required. Enrollment is limited to, and required for, Ed.M. students in the Prevention Science and Practice Program participating in adolescent practicum sites. Prerequisite: Students must be in a 16-hour-a-week supervised adolescent practicum placement. Satisfactory completion of H-381A is required to continue practicum work in H-381B.

Tuesday, 2:30 - 5:30 p.m.

H-381B  *Adolescent Practicum: Developmental Interventions for Adolescents in School and Community Settings: Frameworks for Consultation, Leadership, and Systemic Change
Mandy Savitz-Romer
Spring course; four credits.

This course will apply the theories and skills explored in H-381A to education and prevention practice with youth, with special attention paid to consultation and partnership with the important individuals in adolescents’ lives. Students will learn to design and implement effective experiential, instructive, preventive, and counseling interventions in peer-group, classroom, and community contexts. Emphasis is placed on individual, relational, and systemic strategies for improving personal and academic development and opportunities for youth. Guest speakers will explore current practice, research, and policy issues in key systems in which children and families may be involved. This second-semester course will utilize the same small- and large-group discussion format as H-381A. Assignments will be designed to foster students’ reflection of their work on-site and their application of coursework to their practicum experiences.
Permission of instructor required. Enrollment is limited to, and required for, Ed.M. students in the Prevention Science and Practice Program participating in adolescent practicum sites. Prerequisites: Satisfactory completion of H-381A. Students must be in a 16-hour-a-week supervised adolescent practicum placement.

Tuesday, 2:30 - 5:30 p.m.

H-382 *The Challenges Kids Face: Developmental, Cultural, and Contextual Perspectives on Risk and Resilience
(formerly titled The Problems Kids Have: Developmental, Cultural, and Contextual Perspectives on Risk and Resilience)

Holly Lem

Fall course; four credits.

This course reviews some of the major psychosocial difficulties facing school-aged children. Using current and classic psychological literature, the class will explore the struggles and the challenges that kids grapple with in dealing with a mental health issue and/or diagnosis. The class will be child/adolescent focused in terms of continuing to infuse the discussion with the child’s perspective. When possible, the voices of the children will be heard through the reading of memoirs or viewing of documentaries. A multifaceted lens will be used to ground the child’s experience in a complex way emphasizing resilience and protective factors. A conceptual thread throughout the class will be the attention paid to the power of relationships in a child’s life—both the productive and the destructive potential of relationships will be investigated.

Permission of instructor required. Fulfills the psychopathology requirement for CAS students in the Prevention Science and Practice Program pursuing licensure as a school social worker/school adjustment counselor. Enrollment procedure will be posted on the course website.

Friday, 1:00 - 4:00 p.m. Required weekly section, 3:00 - 4:00 p.m., day to be arranged.

H-387 *Child Advocacy Seminar/Internship

Betsy McAlister Groves

Yearlong course; four credits.

(New course.) The Child Advocacy Seminar/Internship, a year-long course, serves as the integrative experience for students enrolled in the Child Advocacy Strand. The overarching goal of the Strand is to prepare students to be effective advocates for children, youth, and families within educational and other systems, or at the policy level. The required seminar is designed to assimilate students’ learning from other courses, teach essential skills for effective advocacy, prepare and mentor students for a second-semester internship, and support the development of an advocacy project during that internship. The first semester will begin with a consideration of the fundamental concepts of child advocacy and an introduction to the key skills of successful advocacy. Students will explore the personal meaning of advocacy in the context of their lives, hopes and career goals. Building on their personal interests and passions, the seminar will then focus on the advocacy process: the sequencing of problem analysis, the selection of strategies to achieve one’s goals, and the techniques for successful negotiation. Students will interview potential sites, select an internship that aligns with their topic and career interests, and refine ideas for an advocacy project. The second semester will focus on the internship: building students’ skills in entering a work organization; identifying areas for and strategies for change; and conceptualizing and communicating the change process. Students will focus on the culminating advocacy project and will present their projects to their peers and guests in the final phase of the seminar.

Required for, and limited to, students in the Human Development and Psychology Program Child Advocacy Strand.

Thursday, 2:00 - 4:00 p.m. The class will meet every other week for a total of 14 meetings over the academic year. Fall semester dates will be September 5 and 19, October 3, 17, and 24, and November 7 and 21, 2013. Spring semester dates to be announced.


Holly Lem

Fall course; four credits.

The course’s primary goal is to focus on the immediacy of the work that students will be engaged with and challenged by at their various placements. The first semester of the course, H-390A (Part I), will focus on understanding the complexities of helping a child/adolescent within a school setting. A particular emphasis will be on exploring the delicate interplay between theory and practice as it applies to the work that students will be doing on-site. We will discuss advanced counseling theories as a way to better hone and develop class members’ own school counseling competencies. Ethical challenges associated with school-based counseling will be incorporated as a significant part of the discussion. Multicultural awareness and sensitivity will be discussed at length. The second semester of the course, H-390B (Part II), will focus more extensively on counseling within various systems, including the challenges of involving parents in school-based work. Connections between school, home, and peer groups will be addressed as well. Students will be encouraged to think critically and thoughtfully about the child/adolescent who is embedded in multiple systems and how best to incorporate preventative and intervention-based strategies to better help the child succeed. Students will be responsible for presenting an ongoing case presentation over the course of the year that will highlight both the challenges and their growth as professional school counselors.

Permission of instructor required. Prerequisites: H-380A/B or H-381A/B. Students must enroll in H-390B in the Spring. Required for CAS in Counseling students in the Prevention Science and Practice Program pursuing licensure as a school guidance counselor or a school social worker/school adjustment counselor. Enrollment procedure will be posted on the course website.

Tuesday, 2:30 - 5:30 p.m. Required 90-minute weekly section, 4:00 - 5:30 p.m.
**H-390B  *Theory, Practice, and Technique in Working with Children, Adolescents, and Families: Part II***  
*Holly Lem*

Spring course; four credits.

The course's primary goal is to focus on the immediacy of the work that students will be engaged with and challenged by at their various placements. The first semester of the course, H-390A (Part I), will focus on understanding the complexities of helping a child/adolescent within a school setting. A particular emphasis will be on exploring the delicate interplay between theory and practice as it applies to the work that the students will be doing on-site. We will discuss advanced counseling theories as a way to better hone and develop class members' own school counseling competencies. Ethical challenges associated with school-based counseling will be incorporated as a significant part of the discussion. Multicultural awareness and sensitivity will be discussed at length. The second semester of the course, H-390B (Part II), will focus more extensively on counseling within various systems, including the challenges of involving parents in school-based work. Connections between school, home, and peer groups will be addressed as well. Students will be encouraged to think critically and thoughtfully about the child/adolescent who is embedded in multiple systems and how best to incorporate preventative and intervention-based strategies to better help the child succeed. Students will be responsible for presenting an ongoing case presentation over the course of the year that will highlight both the challenges and their growth as professional school counselors.

Permission of instructor required. Prerequisites: H-380A/B or H-381A/B and H-390A. Required for CAS in Counseling students in the Prevention Science and Practice Program who are pursuing licensure as a school guidance counselor or a school social worker/school adjustment counselor. Enrollment procedure will be posted on the course website.

Tuesday, 2:30 - 5:30 p.m.  Required 90-minute weekly section, 4:00 - 5:30 p.m.

**H-397  *Research Experience in Prevention Science and Practice***  
*Robert Selman*

Yearlong course; four credits.

This course is designed for graduate students enrolled in the Prevention Science and Practice Program with an interest in research focused on the study of youth positive development, the prevention of negative life outcomes (such as victims or perpetrators of violence, mental illness, etc.), and the design of interventions for both. The course is structured as a yearlong ‘research apprenticeship’ providing opportunities for PSP students to gain sustained, hands-on research experience. Students work as research assistants supporting various facets of research, including design and data collection, management, analysis, interpretation of evidence, and presentation of findings. The lab site also provides students with the opportunity to craft a research project of their own that may take the form of a publishable paper in a peer reviewed journal and/or a presentation at a research conference in Prevention Science. (See the Prevention Science and Practice website or contact the PSP Office for detailed descriptions of current projects.)

Permission of instructor required. Enrollment is limited to 40. Prerequisite: Prior knowledge or experience in basic counseling and/or child development helpful. Enrollment procedure will be posted on the course website.

Monday, 4:00 - 7:00 p.m.

**H-392  *Childhood Trauma: Dynamics, Interventions, and Cross-Cultural Perspectives***  
*Betsy McAlister Groves*

Fall course; four credits.

Evolving research on the developing child and the neurobiology of trauma has dramatically changed our understanding of childhood trauma and its impact on the growing child. This research is accompanied by expanding knowledge of effective interventions. This course focuses on both areas: the nature of childhood trauma and effective interventions for children affected by trauma. The overarching perspective of the course is the consideration of the child's traumatic experience in an ecological context. Child trauma reverberates not only through the family but also across the larger systems in which the child lives: neighborhoods, schools, and health institutions. Conversely, these systems shape the child's adaptation to traumatic experiences. The family's culture is an important determinant of how the child makes meaning of the experience and how the child/family seeks help. The first portion of the course explores the consequences of early traumatic experiences in the context of psychosocial, biological, and developmental processes. We will focus on both the short-term responses and the longer-term consequences of trauma. We will consider the meaning of trauma in different cultural contexts. The second portion of the course considers intervention, both clinical and systemic. What do we know about effective interventions? How do ethnicity, culture, and immigrant experiences inform appropriate intervention? How can educational systems be responsive to children affected by trauma? The third portion of the course addresses questions of change at the macro level: What current policy initiatives promote trauma-informed interventions or systems? What about prevention? The course will include lectures, case studies, and discussion. Students will be required to write a case study.

Permission of instructor required. Enrollment is limited to 40. Prerequisite: Prior knowledge or experience in basic counseling and/or child development helpful. Enrollment procedure will be posted on the course website.

Tuesday, 3:00 - 6:00 p.m.

**H-517  Contemporary Immigration Policy and Educational Practice***  
*Roberto Gonzales*

Spring course; four credits.

(New course.) Today's immigration debates have brought to the fore conflicting visions regarding the place of immigrants in our society and educational systems. This course will examine legal and undocumented immigration from both community-level and policy frames of understanding and interrogation. We will
This course explores how children's moral capacities develop in their relationships with adults. While the primary focus of the course is on the parent-child relationship, students will also examine how teachers, sports coaches, and other key adults shape moral growth. Attention will be given to conditions and interventions that positively shape parent-child, teacher-student, and coach-athlete relationships. The course will also take up salient class, race, and cultural differences in parenting practices and beliefs, in how moral qualities develop and are expressed, and in the obstacles children face to developing important moral qualities.

Thursday, Noon - 2:00 p.m. Weekly one-hour section meetings to be arranged.

H-613 *Gender and Education
Laura Johnson
Spring course; four credits.

(New course.) This course explores the impact of gender on educational opportunities, experiences, and outcomes in the United States. We will look at the role gender plays in interpersonal relationships in educational settings, in classroom practices, in school rituals, in expectations for behavior and disciplinary actions, and in the content and structure of the curriculum. We will also examine the role beliefs about gender play in students' extracurricular choices and experiences. Finally, we will look at the complicated ways gender intersects with race, class, and sexual orientation to shape students' identities, opportunities, and experiences.

Permission of instructor required. Enrollment is limited to 18. Enrollment procedure will be posted on the course website. Jointly offered at the Faculty of Arts and Sciences (FAS) as Studies of Women, Gender, and Sexuality 1167.

Friday, 1:00 - 3:00 p.m. Required weekly one-hour section meetings to be arranged.

H-700 From Language to Literacy
Catherine Snow
Fall course; four credits.

Students in this course will learn about children's development of oral language, their development of literacy skills, and both the parallels and the differences in the two developmental trajectories. Students will be exposed to research on the major domains of development in oral language (communicative intents, phonology, vocabulary, grammar, and extended discourse), with attention to the following questions: Is skill in this domain a prerequisite to the trouble-free acquisition of literacy? Does variation in this domain relate to variation in literacy skills? Is the variation related to social, cultural, or cognitive factors? What implications does the variation have for practices in early-childhood settings, in initial literacy instruction, and in later supports to reading comprehension? Students will be expected to (1) process information presented in lectures; (2) participate in class discussions; (3) write brief papers, integrating material from readings and lectures and considering their educational implications; and (4) design and carry out an individual or small-group research project to be presented in a poster symposium at the end of the semester. Class format will be a combination of lecture, hands-on analysis of children's oral/written production, and discussion.

Monday and Wednesday, 10:00 a.m. – Noon.
H-800  *Reading Specialist Licensure Practicum  
**Pamela Mason**  
Spring course; four credits.  
This course places students in a local K-8 school as a Reading Specialist teacher-intern. In this role, students will develop an intervention plan for an elementary student and design lessons for small groups and whole classes. Students will also collaborate with a Reading Specialist mentor and classroom teachers at their school. Weekly class discussions on research and effective instructional practices build a community of practice that supports each student’s development as a Reading Specialist teacher, and addresses the role of the Reading Specialist as a literacy leader and literacy coach. This practicum course is designed to meet the Standards for Reading Professionals—Revised 2010 of the International Reading Association and the standards for Reading Specialist Teacher licensure established by the Massachusetts Department of Elementary and Secondary Education.  
Permission of instructor required. Enrollment is limited to, and required for, Ed.M. students in the Language and Literacy Program pursuing licensure as a Reading Specialist Teacher. Prerequisites: H-801 and teaching experience at the elementary, middle, or high-school level.  
Tuesday, Wednesday, and Thursday, 8:00 a.m. - 12:30 p.m., Tuesday, 1:30 - 3:30 p.m.

H-801  *Literacy Assessment and Intervention Practicum  
**Pamela Mason**  
Fall course; four credits.  
Children learn to read and write at different rates and through different instructional strategies. This course addresses the issues around literacy learning for typically developing and struggling readers as evidenced in the research and addressed in practice. In this course, each student, paired with an elementary school-aged child, will learn how to administer and interpret a battery of literacy assessments and then design an intervention for the child. The course will connect research, theory, and practice through course readings, class presentations, and collaboration with colleagues. Students will share effective practices from their tutoring and address the role of language, culture, and socioeconomic background in the assessment and remediation of reading difficulties. The Standards for Reading Professionals of the International Reading Association serve as the guiding principles for this course.  
Permission of instructor required. Enrollment is limited; Ed.M. students in the Language and Literacy Program’s Reading Specialist licensure strand given preference. Prerequisite: Teaching experience at the elementary, middle, or high-school level. Required for Ed.M. students in the Language and Literacy Program pursuing licensure as a Reading Specialist Teacher. Enrollment procedure will be posted on the course website.  
Tuesday and Thursday, 8:00 - 11:30 a.m.

H-803  Developing Adolescent Literacy  
**Nonie Lesaux**  
Spring course; four credits.  
As the literacy demands of the workplace and postsecondary education increase, many adolescents do not demonstrate the reading and writing skills that they will need to meet these demands. Although most students succeed in learning to read simple texts in elementary school, a substantial number struggle when asked to learn content from reading complex texts in middle and high school. This course will investigate the variety of reasons that adolescents struggle (e.g., low vocabulary, lack of text-based strategic knowledge, decreased motivation) while exploring instructional approaches and organizational strategies to address each of these challenges. Readings and discussions will pay particular attention to the language and literacy demands within the content areas, to the needs of linguistically and culturally diverse learners, and to the organizational challenges of improving literacy instruction in middle and high schools. Using a combination of lecture, discussion, and small-group activities, the course will strike a balance between examining recent research and policy reports in this growing field and discussing its application and implementation in schools and classrooms. Focused case studies will be embedded in the course, grounding the theoretical and empirical work in what school leaders, teachers, and policymakers can do to effectively provide meaningful opportunities for their adolescent readers and writers to succeed.  
Suitable for Ed.D. students in Human Development and Education, Ed.M. students in Language and Literacy, School Leadership, Prevention Science and Practice, and Learning and Teaching, as well as Ed.L.D students and students in other programs interested in learning about and/or leading improvement in literacy instruction for adolescents.  
Wednesday, 1:00 - 4:00 p.m.

H-804  Writing Development  
**Beth Faller**  
Spring course; four credits.  
This course is intended to provide a research-based understanding of the development of writing, beginning with children’s earliest attempts at communicating intent in written form and continuing through the middle-school years. We will consider the multiple linguistic, pragmatic, cognitive, and technical challenges that children come to address with increasing sophistication across this age span. Topics include connections between oral and written communication; orthography-specific representational demands; the addressing of audience needs; acquisition and implementation of genre-specific knowledge; and the interplay between cognition, analysis, and writing. Class format will be a combination of lecture and analysis of writing samples, emphasizing connections among theory, assessment, and instructional approaches to writing. Students will be asked to respond in class and online to readings and questions/comments of classmates, analyze samples of student writing in light of the material presented, and design a research project or writing intervention that addresses an issue of interest in the field.  
Wednesday, 4:00 - 7:00 p.m.

H-810C  Advancing Literacy through Learning in Content Classrooms  
(formerly titled Literacy and Learning in the Content Classroom)  
**Vicki Jacobs**  
Fall module; two credits.  
This module is intended for classroom and reading teachers, literacy coaches, and school administrators who want to understand how to translate current theories about adolescent
literacy into classroom practice. Using a workshop format, participants investigate questions such as: What is the validity of the claim that “every teacher is a teacher of reading?” How do purposes for content-learning and definitions of content-literacy complement each other? How do differences between successful and struggling readers develop, and what are the implications of that development for teaching and learning content? What is the role of writing in content-learning? How do the processes of comprehension, composition, and inquiry-based learning reinforce each other, and how can teachers capitalize on their synergy to serve the needs of diverse learners? How can a focus on content-literacy promote professional development and provide a means for school change? Through these investigations, participants will become familiar with a range of resources, strategies, and decision-making processes that they can use to meet the demands of their future practice.

This module may be of particular interest to students in the Learning and Teaching, Language and Literacy, and School Leadership Programs. It is meant to complement courses such as H-805, T-407, and other curriculum-design and literacy-focused courses.

September 10 - October 22, 2013; Tuesday, 1:00 - 4:00 p.m.

H-810F Children’s Literature
Lauren Adams, Lolly Robinson

Spring module; two credits.

This module offers an exploration of illustrated literature for children in PreK through elementary school (ages 4 to 11), with an emphasis on finding new books to supplement an existing curriculum. Each class will include a lecture, book discussions, and student participation; there may be an occasional guest speaker. While reading a number of new and classic children’s trade books, we will explore strategies for evaluating books, finding the best books, learning about authors and illustrators, and using books to ignite a lifelong love of reading. Students will write one short paper, participate in a group project, and create a focused bibliography of 20 books on the topic of their choice.

Dates and times to be announced.

H-810G Adolescent Literature
Lauren Adams

Fall module; two credits.

This module offers an exploration of literature written for middle- and high-school-aged children and adolescents (ages 11-18), with emphasis on finding new books to supplement an existing curriculum. Each class will include a lecture, book discussions, and student participation; there may be an occasional guest speaker. While reading a number of new and classic trade books for children and young adults, we will explore strategies for evaluating books, finding the best books, learning about authors, using books in the classroom, and igniting a lifelong love of reading. Students will write one short paper, participate in a group project, and create a focused bibliography of 12 books on the topic of their choice.

Class meets Monday, October 21, 28, November 4, 18, 25, and December 2, 2013; 5:00 - 8:00 p.m.

H-810H Introduction to Literacy Coaching
Lisa Messina

Fall module; two credits.

This module provides participants with an overview of the literature on literacy coaching across grade levels and school contexts. It is appropriate for master's and doctoral students wanting to learn more about the theory and practices current coaching models rely on to support and strengthen teachers’ literacy instruction. Research and theory addressed in the module will focus on the intersection of the following fields: adult development, professional development, the relationship between teacher quality and student achievement, teacher change, and school improvement. In a workshop format, participants will address the module’s overarching questions: What does literacy coaching look like across grade levels and coaching models? How does research support or conflict with current coaching practices as enacted in schools? Which coaching practices do teachers, coaches, and researchers agree are effective? How does coaching support school improvement efforts? The module’s final assignment and weekly activities have been specifically designed to allow those interested in literacy education, professional development, and school improvement to pursue their academic interests as related to current literacy coaching research and practice.

No prerequisites or prior experience with literacy coaching assumed.

September 5 - October 17, 2013; Thursday, 5:00 - 8:00 p.m.

H-811C Connecting Literacy Assessment with Instructional Improvement: Response to Intervention in Practice
Nonie Lesaux, Sky Marietta

Winter module; two credits.

In schools in developed countries, several factors are converging to make student improvement in reading outcomes an especially multilayered process—the changing demographics of the population, the institutionalization of systemwide student assessments, and, as part of the accountability movement, the push for systems to use student data to drive instructional improvement. And while we are at a time when unprecedented amounts of data are gathered on children’s skills and achievement to pursue their academic interests as related to current literacy coaching research and practice.

Dates and times to be announced.

In schools in developed countries, several factors are converging to make student improvement in reading outcomes an especially multilayered process—the changing demographics of the population, the institutionalization of systemwide student assessments, and, as part of the accountability movement, the push for systems to use student data to drive instructional improvement. And while we are at a time when unprecedented amounts of data are gathered on children’s skills and achievement, focused especially on literacy development in elementary schools, all too often data are collected and scored primarily for compliance reasons, without actually benefiting teachers or students. The purpose of this module is to investigate how to move past this inefficient scenario, and as such, how to effectively implement a comprehensive literacy assessment approach that includes action steps to link assessment results to the day-to-day instruction in classrooms. Through weekly class meetings, using a combination of lecture, discussion, and small-group activities, students will gain theoretical knowledge as well as experience in application, anchored in the study of a school and several profile students from that school. Specifically, the course is designed in two parts, focusing on both structure and process in relation to the Response to Intervention (RTI) model. The first part focuses on the design and architecture of the RTI model—a data-based process for preventing reading difficulties and providing timely intervention for those who
struggle—and the second part on the more complex issues of the model’s implementation (including instructional practices) for literacy improvement.

Open to all students with an interest in literacy or instructional improvement more generally; no prior coursework in Language and Literacy or statistics is required.

January 6 - 9, 2014; Monday - Thursday, times to be announced.

**H-813 Bilingual Learners: Literacy Development and Instruction**  
*Paola Uccelli*

Spring course; four credits.

As the number of children who speak, or are exposed to, more than one language increases in U.S. classrooms and in classrooms around the world, educators at all system levels and across varied settings must be prepared to provide high-quality, rigorous education to ever more linguistically diverse groups of students. Designed for researchers and practitioners, this course focuses on the pressing issues related to bilingual students’ language and literacy instruction. The term “bilingual” in this course will be used to refer to a variety of students who have diverse and unequal experiences in more than one language and who speak or hear a language different from the societal language at home, but who might receive bilingual or monolingual instruction at school. The course employs an interdisciplinary perspective, drawing on sociocultural, psycholinguistic, and educational frameworks of research conducted in the United States and in various international contexts. A number of societal factors related to language, literacy, and academic achievement will be explored: the many modes of being bilingual or multilingual, the role of linguistic minorities in society, the role of educational resources, and the impact of educational policies on bilingual populations. The course will provide opportunities to discuss and investigate the literacy development of bilingual learners, reflect on the important contribution of literacy skills to academic achievement, and learn and reflect about research-based instructional approaches.

This course is intended for students who anticipate working with linguistically diverse populations as practitioners, policymakers, or researchers.

Monday, 4:00 - 7:00 p.m.

**H-818 Reading Instruction and Development**  
*Pamela Mason*

Fall course; four credits.

Theories on the development of reading skill have been influenced by the research in the field and the contexts in which reading has been situated. In this course, reading development and instruction will be explored through the lenses of research and best practices. The goal for this course is to explore how children from kindergarten through high school learn to read across a variety of texts and contexts, and how teachers can use a variety of instructional strategies to address the literacy learning of students from diverse home and language backgrounds. The influences that first language, cultural background, and geographical setting have on reading development will be explored; the literacy learning of diverse readers will be a central theme throughout the course. Reading programs and the research that supports them will be presented, and instructional strategies will be demonstrated. Policies that have influenced literacy programs and practices will also be discussed. The format of the course will be a combination of lectures, discussions, group presentations, and activities designed to create an understanding of the complicated process of learning to read. Topics will include (but are not limited to) the history and perspectives on learning to read, developmental stages of reading, evaluation of materials for reading instruction, and effective reading programs, K-12.

Prerequisite: Teaching experience recommended but not required. Required for Ed.M. students in the Language and Literacy Program’s Literacy Coach strand and those pursuing licensure as a Reading Specialist Teacher.

Wednesday, Noon - 2:00 p.m.

**H-821 *Literacy Coaching***  
*Lisa Messina*

Fall course; four credits.

In this course, participants will learn what it means to be a literacy coach—an onsite, ongoing professional developer and instructional leader—by reviewing current research on coaching and interacting with coaches and teachers in local public schools. The course is appropriate for master’s and doctoral students wanting to learn more about the theories and practices of current coaching models rely on to support and strengthen teachers’ literacy instruction. Research and theory addressed in the course will focus on the intersection of the following fields: adult development, professional development, the relationship between teacher quality and student achievement, teacher change, and school improvement. Using a workshop format, participants will address the following overarching course questions: What does literacy coaching look like across grade levels and coaching models? How does research support or conflict with current coaching practices as enacted in schools? Which coaching practices do teachers, coaches, and researchers believe are effective? How can coaching support school improvement efforts? What qualifications do coaches need, and how do we evaluate their effectiveness? The course goes above and beyond H-810H, *Introduction to Literacy Coaching*, by focusing on coaching practices and providing participants with the opportunity to observe a coach in a local public school. The final assignment and weekly activities are specifically designed to allow those interested in literacy education, professional development, and school improvement to pursue their academic interests as related to current literacy coaching research and practice.

Permission of instructor required. A 15-hour practicum observing a literacy coach in a local public school is required. Required for Ed.M. students in the Language and Literacy Program’s Literacy Coach strand. Enrollment procedure will be posted on the course website.

Thursday, 5:00 - 8:00 p.m.

**H-860 Reading Difficulties**  
*Melissa Orkin*

Spring course; four credits.

This interdisciplinary course explores the research on reading, specifically why certain individuals struggle with learning to read and write. The course will cover the behavioral, cogni-
tive, linguistic and perceptual, and neurological underpinnings of reading and reading disabilities. A focus is on the etiology of reading disabilities and the contribution of factors such as cultural differences, linguistic variation and disability; motivation, variation in neurological functioning, and instructional approaches.

Prerequisite: A background in language and reading development. Required for Ed.M. students in the Language and Literacy Program pursuing licensure as a Reading Specialist Teacher.

Tuesday, 4:00 - 7:00 p.m.

H-870 Reading Comprehension
Paola Uccelli

Spring course; four credits.

Synthesizing and critically evaluating complex information and ideas are particularly relevant skills in our current knowledge-based society. Students need to be equipped with the skills that allow them to update their knowledge independently in order to continue to be efficient learners, workers, and critical members of society. Thus, reading comprehension constitutes a central instructional area that encompasses not only remembering a text but also learning from text. As the ultimate goal of literacy instruction, reading comprehension has been defined both as a process of acquiring meaning from written language and as an outcome of accuracy or depth of text understanding. Beyond word reading ability, there are skills such as fluency, attention, and working memory and factors such as vocabulary, background knowledge, sociocultural knowledge, and motivation that influence one’s ability to construct meaning and learn from text. During the course, the interplay of these skills and factors throughout development—from the early years to adolescence—will be examined, focusing specifically on the interaction between four key elements: the reader, the text, the activity, and the sociocultural context. This course is designed to help participants (1) become familiar with the major issues and key research literature in the field of reading comprehension; (2) critique and integrate findings from that research literature; (3) conceptualize effective teaching of reading comprehension for both students and teachers of reading; and (4) critique and design research on reading comprehension. Assessment of reading will also be investigated in order to consider the impact of different factors on readers’ performance.

No prerequisites. Required for Ed.M. students in the Language and Literacy Program pursuing licensure as a Reading Specialist Teacher, but open to all students.

Thursday, 2:00 - 4:00 p.m.

H-876 *[Advanced Seminar in Literacy Research]

Instructor to be Announced

Not offered in 2013-2014.

This seminar is designed for doctoral students at the qualifying paper proposal, qualifying paper, or dissertation stage with an interest in literacy acquisition and instruction. The seminar will have a dual focus: (1) to disseminate and discuss seminal research on literacy acquisition and instruction; and (2) to support each student’s academic development through research study conceptualization, literature review development, proposal writing, and scholarly issues related to career advancement (e.g., grant writing, curriculum vitae building).

Course requirements include group and individual readings, leading and actively participating in group discussions, providing constructive feedback on classmates’ work, and developing a literature review or proposal in an area of interest. The course will meet every other week for the full academic year.

H-884 *Doctoral Research Practicum: Comprehension, Discussion, and Debate: Implications for Literacy, Subject-Matter Knowledge, and Curricular Design

Catherine Snow

Yearlong course; four credits.

This research practicum provides students the opportunity to participate in the development and multifaceted evaluation of discussion-focused curricular units for grades four through eight, as part of the work being carried out in the fourth year of a Reading for Understanding grant titled “Catalyzing Comprehension through Discussion and Debate.” Students will have the opportunity to learn (1) about research in reading comprehension and writing; (2) about the development of perspective taking and academic language; (3) about assessments of these domains; (4) about conducting and interpreting classroom observations; and (5) about how to design and implement individual research projects in the context of a larger evaluation and developmental study.

Permission of instructor required. Enrollment is limited to 20; students with substantive knowledge in the domains of literacy, curriculum design, and/or professional development given preference. Recommended for students interested in the development and facilitation of language, literacy, and socioemotional skills among urban middle-grade students. Those wishing to gain expertise in the use of either qualitative or quantitative research methods would benefit, as well as those interested in understanding and contributing to the design of instruments to support teacher change and innovative educational practices. If enrollment limit is reached, interviews will be conducted.

Monday, 4:00 - 7:00 p.m. Class meeting dates for Fall will be September 2, 16, 30, October 7, 21, November 4, and 18, 2013. Spring meeting dates to be announced.

HT-100 Cognitive Development, Education, and the Brain: Theory and Practice

Kurt Fischer

Spring course; four credits.

This course provides an integrative, interactive, and collaborative introduction to the emerging interdisciplinary field of mind, brain, and education (MBE). Through classroom discussions, video lectures, and guest lectures, students will draw on knowledge from cognitive psychology, biology, and education to explore the theoretical foundations, methods, and applications of MBE. The course will connect diverse theoretical orientations, including Piaget, Vygotsky, cognitive-affective science, neuroscience, and dynamic skill theory. Leading scholars and practitioners will join the class to provide insight into the emergence of this new and exciting field.

Prerequisite: A background in education, biology, cognitive science, or psychology is desirable. Required for Ed.M. students in the Mind, Brain, and Education Program, but open to all students. Jointly offered at the Faculty of Arts and Sciences (FAS) as Psychology 1607a.

Monday and Wednesday, 10:00 a.m. - Noon.
HT-104 Foundations of Developmental Pedagogy, Assessment, and Research
Kurt Fischer

Fall course; four credits.

(New course.) This course is about the nature of human learning and how to catalyze growth through practice and design. Through engagement with readings, lectures, discussions, and structured assignments, participants will explore the pedagogical implications of a wide range of developmental theories while learning how to support optimal development through the use of formative assessments. The course is divided into three parts—history, concepts, and applications. In the historical review, we will examine the origins of the study of learning and developmental psychology, tracing the evolution of key ideas across over a century of research and theorizing. In the second part, we will focus on concepts, reviewing the state of contemporary research and theory about learning and development and exploring key concepts that form the basis of advances in research methods and assessment technology. Finally, we will shift our focus to applications, focusing on the ways in which the study of development has been used in research and to foster radical innovations in standardized testing and education. In every class, we will explore at least one concrete educational application of the ideas and research findings.

Tuesday, 1:00 - 4:00 p.m.

HT-107 Topics in Educational Psychology
Jon Star

Spring course; four credits.

(No course.) For those interested in learning in school settings, an understanding of educational psychology, including theories of how students learn and what motivates students to learn, is fundamental. This course offers a broad introduction to psychological theory and research that has attempted to better understand students’ learning and motivation. The first third of the course explores theories of learning, including behaviorist, cognitivist, and situated perspectives. The second third dives into motivational constructs such as self-efficacy, goal theory, and stage-environmental theory. Finally, the course concludes with several weeks devoted to examining research on school-based interventions that target learning and/or motivation. Course readings will be grounded in theoretical and empirical literature related to theories of learning and motivation. Case studies will be foundational to class sessions, as a way to ground our discussion of theory and research. Class assignments will draw heavily on interactions with students in schools as a way to investigate and document theoretical constructs encountered in course readings and discussions. The course is suitable for all HGSE masters and doctoral students but particularly those who have not already had an introductory course in educational psychology.

Wednesday, Noon - 3:00 p.m.

HT-123 Informal Learning for Children
Joseph Blatt

Winter course; four credits.

Today’s young people grow up in a media-saturated environment. As parents and teachers know all too well, remarkably few of these media offerings are deliberately designed to benefit children or adolescents educationally. In the realm of informal media designed specifically for learning, the most successful intervention ever devised is Sesame Street. Students in this practicum course will have the opportunity to work with researchers, creative talent, and senior executives from Sesame Workshop—and from other outstanding media producers, community centers, and museums—to develop concepts for a new, informal learning venture. Students will learn how to recognize opportunities and assess needs for informal learning interventions; how to conduct and synthesize research on media-based learning; how to design, test, and revise materials that are responsive to specific audiences and objectives; how to make diversity a fundamental component of the design process; and how to gauge the short- and longer-term impact of an intervention. Course activities will include expert presentations, discussions, and field experiences. The capstone project for the course, to be completed in small groups, is a proposal for a large-scale, multimedia-based informal learning intervention. Student groups will select educational objectives and target audiences, submit written project proposals, and also present them orally to media industry participants, who may evaluate them and provide feedback. Project topic options will be announced in late Fall. Previous topics have included improving children’s health and fitness, promoting civic engagement and political participation, developing print and digital literacy, and helping children and teens to become wiser consumers.

Open to all students, including cross-registrants.

Dates and times to be announced.

HT-500 Growing Up in a Media World
Joseph Blatt

Fall course; four credits.

Young children spend more than 30 hours every week in front of a television set. As they grow up, add listening to music, going to the movies, using computers and smartphones, and playing video games—the amount of time most young people invest in media is more than twice the time they spend in school. What is the impact of growing up immersed in this digital world? What do children learn from media, and what issues does it raise for them? This course examines the pervasive role of electronic media—videos, movies, games, apps, social networking, and other online activities—in educating and socializing children and teenagers. The course draws on students’ own experience with media, and introduces a wide range of psychological, sociological, and survey research. We will explore the variety of content available to young people and their families; document the developing child’s patterns of use and understanding of media; examine research on the role of media in shaping individual identity and responses to social issues; and analyze public policies that affect content providers, consumers, and citizens. A special feature this year: a unique relationship with Disney, including videoconferences with Disney producers and guided research opportunities for students. Learning activities include lectures, screenings, presentations by guest experts, class discussions, and student presentations. Section meetings take place during the scheduled class time. Students will carry out two structured research assignments, deliver a brief presentation in class, and write a final paper on an individually chosen topic of special interest.

Open to all students, including cross-registrants.

Tuesday, 2:30 - 5:00 p.m., and Thursday, 2:30 - 4:00 p.m.
HT-820 *Introduction to Psychoeducational Assessment
Rachel Currie-Rubin

Fall course; four credits.

This course introduces the conceptual, practical, ethical, and legal issues related to psychoeducational assessment of school-age children and adolescents. Topics include discussion of standards for educational testing (e.g., validity, reliability, norming, test development, avoidance of cultural bias) and general guidelines for selections of particular types of assessment methods for individual children (e.g., standardized test, direct observation, questionnaire, interview). Special emphasis will be placed on the contributions and limitations of tests for students with learning difficulties, particularly in language and literacy. Supervised clinical practice in assessment will provide students with experience in the oral and written communication of assessment results to parents, teachers, and other professionals. Requirements include individual readings and written clinical reports.

Permission of instructor required. Enrollment is limited to 25. Prerequisite: Background knowledge in language and reading development. Required for Ed.M. students in the Language and Literacy Program pursuing licensure as a Reading Specialist Teacher. Enrollment procedure will be posted on the course website.

Tuesday, 4:00 - 6:30 p.m.