Early Childhood, Elementary and Middle Level Education Department
ELE 2320: Childhood and Early Adolescent Development

FALL 2012

Tuesdays/Thursdays 11:00-12:15 1501 Buzzard

Professor: Dr. Dale
Office: 2219 Buzzard
Email: cmdale@eiu.edu
Office Hours: T/TH 10:00-11:00, 12:15-12:45; W 9:00-10:30
Phone: 581-7889 (email preferred)

Unit Theme*:* Educators as creators of effective educational environments, integrating diverse students, subjects, strategies, societies, and technologies.

Course Description: Concepts and issues in the physical, social, emotional, and intellectual growth and development of children and early adolescents: prenatal through middle school/junior high. Field based activities will be provided in conjunction with ELE 2000.

Prerequisites & Concurrent Enrollment:
Concurrent enrollment with ELE 2000 is desirable.

Course Purpose:
This course will orient students to learning principles/theories and child development principles/theories and will serve as a foundation for higher level courses. This course is intended to increase knowledge of ways children grow, develop, and learn from the time they are conceived until they have matured beyond early adolescence. The physical, social, emotional, and intellectual development of children and adolescents will be explored. Appropriate activities which promote the growth of children and adolescents, and societal changes which influence their development, will also be investigated.

Course Textbook:
Santrock, J. W. (2010). *Children* (11th ed.). New York: McGraw-Hill Company.

Teaching Model:
The Information-Processing Models

- Information-processing models emphasize ways of enhancing the human being's innate drive to make sense of the world by acquiring and organizing data, sensing problems and generating solutions to them, and developing concepts and language for conveying them.

Joyce, B., Weil, M., & Calhoun, E. (2009). *Models of teaching* (8th ed.). Boston: Pearson.

Dispositions:
Teacher candidates in the Department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, sensitivity to diversity, and the ability to provide varied teaching practices evidenced in a supportive and encouraging environment.

Live Text Assessment Requirement: For those classes with Live Text or Practicum- If the portfolio or Live Text requirements are rated, by the instructor, to have been completed in less than a satisfactory manner then no more than a "D" may be earned in the class regardless of the number of points earned.

Standards
Course Requirements and Demonstrated Competencies are Aligned with the Standards:

- *Illinois Professional Teaching Standards: (IPTS):* http://www.isbe,net/profprep/CASCDvr/pdfs/24100_ipts.pdf
- *Illinois Core Technology Standards: (ICTS):* http://www.isbe,net/profprep/CASCDvr/pdfs/24100_coretechnology.pdf
- *Illinois Core Language Arts Standards: (ICLAS):* http://www.isbe,net/profprep/CASCDvr/pdfs/24100_corelangarts_std.pdf
- *National Association for the Education of Young Children (NAEYC):* http://www/naeyc.org/faculty/pdf/2001.pdf (actual standards start on page 11)
- *Association for Childhood Education International (ACEI):* http://ncate.org/ProgramStandards/ACEI/ACEIstandards.doc

Outcomes specific to ELE 2320:

- The student will gain a better understanding and practice higher order and critical thinking.
- The student will strive to develop their intellectual, social, ethical, and moral skills and behavior.
- The student will understand the uniqueness of individuals, recognizing the characteristics of culturally pluralistic and "at risk" populations, and foster appreciation of those differences.
- Through modeling by the professor, the student will learn to recognize the cognitive processes associated with learning.

Course Core Requirements	Demonstrated Competencies	Aligned Standards
Article Review	Performance includes analyzing professional articles and their implication to the teaching profession. Students' writings will be evaluated by a rubric.	IPTS *2, 7* ICTS *1A, 2A, 2E, 5B, 7* ICLAS *1, 2, 3, 5* NAEYC *3, 4a, 4b, 4c* ACEI *3.1, 3.3, 3.5* Dispositions: PEP, EC, SDE
Current Event	Performance includes analyzing current information as presented by the media and their influence on education.	IPTS *2, 7, 11* ICTS *2E, 4, 7* ICLAS *1, 2, 3, 4, 5* NAEYC *3, 4a, 4c* ACEI *3.1, 3.5* Dispositions: PEP, EC, SDE
Personal Child Study Paper	The students will gain a better understanding of the developmental needs of their future students by examining their own developmental background.	IPTS *2, 7* ICTS *1A, 2A* ICLAS *3* NAEYC *3, 4a, 4c* ACEI *3.1, 3.2, 3.3, 3.5* Dispositions: EC
Technology Integration	Performance includes knowledge, use, and application of technology tools in teaching, research, and presentation.	IPTS *7* ICTS *1A, 2A, 2E, 4* ICLAS *3, 5* NAEYC ACEI *3.5* Dispositions: PEP, EC
Participation Through Completion of Chapter Outlines	Performance includes attendance and contribution during class meetings, and support of peer classmates. For the chapter outlines, the students will create chapter outline notes as a means to learn the material before class lectures, and as a means to study the material for quizzes and exams.	IPTS *2, 7, 11* ICTS *11* ICLAS *4.5* NAEYC *3, 4a, 4b, 4c, 5* ACEI *3.1,3.5* Dispositions: PEP, EC, SDE, IWS
Tests and/or Quizzes	The students will demonstrate their content knowledge of child development by completing assessment tools.	IPTS *2, 7, 11* ICTS *1, 2, 3, 7, 9* ICLAS *4.5* NAEYC *3, 4a, 4b, 4c, 5* ACEI *3.1, 3.5* Dispositions: PEP, EC, SDE, PTSL

Course Core Requirements	Brief Description	Points/Due Date	Approximate Weight
Article Review	Select 1 article from one of the books on reserve in the library regarding any component of childhood and early adolescent development and write a review. LMS submission.	POINTS POSSIBLE: 20	8%
Current Event	Select a current event item from a newspapers, magazines, TV or online print source, etc. that is relevant to this class	POINTS POSSIBLE: 5	2%
Personal Child Study Paper	Write a paper on your own development from birth to adolescence. LMS submission.	POINTS POSSIBLE: 30	12%
Technology Integration	Check e-mail, check grades, submit quizzes and assignments through the Learning Management System assigned to this course, navigate the internet, etc.	P/F	P/F
Participation Through Completion of Chapter Outlines	Participation in class discussions on a regular basis is expected. Using a template, students will read each assigned chapter, take notes and create a chapter outline for each class session. Chapter outlines will be submitted through the Learning Management System for review and assessment by the professor.	Attendance is expected every class period. Chapter Outlines Due: Aug 23 Aug 30 Sep 4 Sep 6 Sep 18 Sep 20 Sep 25 Oct 9 Oct 11 Oct 16 Oct 25 Oct 30 Nov 1 Nov 13 Nov 15 Nov 27 16 X 3 = 48 POINTS POSSIBLE	18%
Tests and/or Quizzes	The exams will consist of multiple measures. Questions will be derived from lecture, assigned readings, videos and discussions. The quizzes will be taken online through the LMS Assessment link and due on the assigned day/time. Taking a quiz either late or early will not be permitted. The midterm and final exams will be taken in the auditorium on the assigned day/time. Taking a midterm or final exam late or early will not be permitted.	Sept 13-Q (15 pts) Oct 2-Q (15 pts) Oct 4 –M (40 pts) Oct 23-Q(15 pts) Nov 8-Q (15 pts) Dec 4-Q (15 pts) Dec 10-F (40 pts) POINTS POSSIBLE: 155	60%

* Detailed instructions and expectations for each assignment will be provided by the individual instructor.

Optional Assignments for Instructor's Consideration:

- Day Care Design Activity
- Video Reviews
- Group Research Project

Grading Scale: A = 90-100%, B = 80-89%, C = 70-79%, D= 60-69%, F = below 60%

TOTAL POSSIBLE POINTS: 258

COURSE OUTLINE

Class Session	Session Content	Reading Assignment	Due
1: Aug 21	Introduction		
2: Aug 23	The Nature of Children's Development	Ch 1	**Chapter Outline though LMS**
3: Aug 28	Review of Child Development Theories		**Bring Hard Copy of Chapter 1 Outline**
4: Aug 30	Biological Beginnings	Ch 2	**Chapter Outline though LMS**
5: Sept 4	Prenatal Development	Ch 3	**Chapter Outline though LMS**
6: Sept 6	Birth	Ch 4	**Chapter Outline though LMS**
7: Sept 11	Review of chapters 1-4		**Bring Hard Copy of Chapters 2 3 & 4 Outlines**
8: Sept 13	No class, take online quiz 1		**Online Quiz 1**
9: Sept 18	Physical Development in Infancy	Ch 5	**Chapter Outline though LMS**
10: Sept 20	Cognitive Development in Infancy	Ch 6	**Chapter Outline though LMS**
11: Sept 25	Socioemotional Development in Infancy	Ch 7	**Chapter Outline though LMS**
12: Sept 27	Review of chapters 5-7		**Bring Hard Copy of Chapters 5, 6 & 7 Outlines**
13: Oct 2	No class, take online quiz 2		**Online Quiz 2**
14: Oct 4	**Midterm Exam (Ch 1-7) in auditorium** **No notes/books permitted.**		
15: Oct 9	Physical Development in Early Childhood	Ch 8	**Article Review through LMS** **Chapter Outline though LMS**
16: Oct 11	Cognitive Development in Early Childhood	Ch 9	**Chapter Outline though LMS**
17: Oct 16	Socioemotional Development in Early Childhood	Ch 10	**Chapter Outline though LMS**
18: Oct 18	Review of chapters 8-10		**Bring Hard Copy of Chapters 8, 9 & 10 Outlines**
19: Oct 23	No class, take online quiz 3		**Online Quiz 3**
20: Oct 25	Physical Development in Middle and Late Childhood	Ch 11	**Chapter Outline though LMS**
21: Oct 30	Cognitive Development in Middle and Late Childhood	Ch 12	**Chapter Outline though LMS**

Class Session	Session Content	Reading Assignment	Due
22: Nov 1	Socioemotional Development in Middle and Late Childhood	Ch 13	**Chapter Outline though LMS**
23: Nov 6	Review of chapters 11-13		**Bring Hard Copy of Chapters 11, 12 & 13 Outlines**
24: Nov 8	No class, take online quiz 4		**Online Quiz 4**
25: Nov 13	Physical Development in Adolescence	Ch 14	**Chapter Outline though LMS**
26: Nov 15	Cognitive Development in Adolescence	Ch 15	**Chapter Outline though LMS**
Nov 20 NO CLASS			
Nov 22 NO CLASS			
27: Nov 27	Socioemotional Development in Adolescence	Ch 16	**LAST DAY FOR CURRENT EVENT Chapter Outline though LMS**
28: Nov 29	Review of chapters 14-16		**Child Study through LMS Bring Hard Copy of Chapters 14, 15 & 16 Outlines**
29: Dec 4	No class, take online quiz 5		**Online Quiz 5**
30: Dec 6	Conclusion		
FINAL EXAM Monday Dec 10 10:15-12:15	**Final Exam (Ch 8-16) in auditorium** **No notes/books permitted.**		

Guidelines for Assignments

1. Article Review: Over at the reserve desk in the library are several books reserved specifically for our section. Each book contains a series of journal articles. Select **one** article of interest from any of the books. Make a copy of the article. Write a **full** one (1) page paper that summarizes the main points of the article (what the article was about) AND write a minimum of a one (1) **full** page reflection (what you thought about the article) including examples from personal experience to support your position. Be sure not to plagiarize. This assignment is due on October 9, 2012 through the LMS Assignments link. Be sure to attach not only your full 2-page write up, but the article as well, probably in scanned form. Any Article Review papers turned in Oct. 4 by 12:15 pm or earlier will receive one extra point as an incentive. No late assignments (after Oct. 8 at 1:15 pm) will be accepted. [1 inch margins, double space, 12 point font, no name or date on top of paper]
2. Current Event: You will search for a current newspaper/magazine article related to children from birth through age 18. It might be from your local newspaper, an online newspaper or a familiar magazine. On the day you choose to present, you will provide me, in hard copy form, with a one (1) **full** page summary and reflection on the article. Attach the news article with your 1-page paper. You will then orally present to the class a summary of the article and your reaction to it. Presentation dates will vary until the actual due date on November 27, 2012 at 1:15 pm. Any Current Event turned in Oct. 4, 2012 by 12:15 pm or earlier will receive one extra point as an incentive. No late assignments (after Nov. 27) will be accepted. [1 inch margins, double space, 12 point font, include name and date on top of paper]
3. Personal Child Study: You will write a **no-less-than 5 page** paper talking about your own child development. Include your development during the prenatal, infancy, early childhood, middle/late childhood and adolescent years. You may need to talk to older members of your family to get some of this information. Throughout your paper you should address your physical, cognitive and socio-emotional development.

   It is suggested that you consider dividing your five pages into approximately 1 page per development period.

   There are 5 categories you need to address under the *prenatal/infancy* section. Since responding to these 5 required categories will not take up a whole page, you will obviously need to fill in this section with other information you know about yourself that is relevant to this area.

There are 4 categories you need to address under the *early childhood* section. Since responding to these 4 required categories will not take up a whole page, you will obviously need to fill in this section with other information you know about yourself that is relevant to this area.

There are 5 categories to address under the *middle/late childhood* section. Since responding to these 5 required categories will not take up a whole page, you will obviously need to fill in this section with other information you know about yourself that is relevant to this area.

There are 4 categories to address under the *adolescent* section. Since responding to these 4 required categories will not take up a whole page, you will obviously need to fill in this section with other information you know about yourself that is relevant to this area.

The following categories need to be included in your paper. **Be sure to make the word/category bold type when you use it so it can be found easily.**

Page 1/2: Prenatal/Infancy (In paragraph form, provide the following information and then add your own items to your experiences in this period of your life):

a. Whether gender was known before birth
b. Early, on-time or late arrival
c. Weight/length at birth
d. Reason for given name
e. Secure/insecure

Page 2/3: Early Childhood (In paragraph form, provide the following information and then add your own items to your experiences in this period of your life):

a. Gross motor skills
b. Fine motor skills
c. Language development
d. Temperament

Page 3 /4: Middle/Late Childhood (In paragraph form, provide the following information and then add your own items to your experiences in this period of your life):

a. Reaction to school
b. Physical development
c. Cognitive development
d. Socio-emotional development
e. Eating habits

Page 4/5: Adolescence (In paragraph form, provide the following information and then add your own items to your experiences in this period of your life):

a. Puberty
b. Influence of peers
c. Rite of passage
d. Deciding on and preparing for college

Make sure your paper is organized and is error-free. This assignment is due on November 29, 2012 by 1:15 pm through the LMS assignments link. Any Child Study paper turned in before Nov. 15, 2012 by 11:00 am will be given an extra point for early submission. No late assignments will be accepted. [1 inch margins, double space, 12 point font, no name or date on top of paper]

4. Technology Integration: We will be using a Learning Management System extensively in this class. This part of your course will be graded on a Pass/Fail basis. If you are able to take the quizzes, submit assignments and check your grades via the LMS. you will pass this Technology Integration component of the class.
5. Participation Through Completion of Chapter Outlines: You are expected to come to class. You are expected to read the text. A template will be provided on the main LMS website home page. Use this template to take notes while you read the chapter. Each chapter outline template will be submitted through the LMS Assignments link by the assigned day/time. You are also required to print out a hard copy of the chapter outlines and bring those copies to class with you on the assigned days for a group activity. You are permitted two (2) missed chapter outlines during the semester to account for any emergencies that may occur. When final grades are computed, an adjusted formula will be used that takes into account these two missed chapter outlines so they will not count against you. Therefore, if you have all course outlines submitted on time and receive perfect scores on all quizzes, exams and written assignments, it is possible for you to end up with more than 100% average at the end of the semester. [1 inch margins, double space, 12 point font, no name or date on top of paper]

6. Quizzes and Tests: There are 5 on-line quizzes. They will be taken on the days outlined in the syllabus. We will **no**t have class on the day of the quizzes. This gives you the time to take the quizzes. They are open-note, open-book. Each quiz will have a day and time that it becomes "open" and a day and time that it becomes "closed." No late (or early) quizzes will be allowed. There is also one midterm exam which is NOT open-note, open-book and will be given in the auditorium. The quizzes and chapter outlines will be your study guides. There is also a final exam. It is NOT open-note, open-book and will be given in the auditorium. The quizzes and chapter outlines will be your study guide. No late (or early) final exams will be allowed.

Points Summary

A.	Article Review	20 points
B.	Current Event	5 points
C.	Child Study	30 points
D.	Technology Integration	P/F
E.	Chapter Outlines	48 points
F.	Quizzes	75 points
G.	Midterm	40 points
H.	Final	40 points

TOTAL: 258 possible points

Two (2) missed chapter outline will be permitted during the semester without penalty. These 6 points will be factored into the percentage formula that is used to calculate your final percentage grade for the course.

Academic Integrity

"The Department of EC/ELE/MLE is committed to the learning process and academic integrity as defined within the Student Conduct Code Standard I. "Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship." Students are expected to develop original and authentic work for assignments submitted in this course. "Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data" or "submitting work previously presented in another course unless specifically permitted by the instructor" are considered violations of this standard."

Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to first contact their instructor. If needing additional help, please contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

ELE 2320 References

Adler, J. (1998, March 30). The tutor age. *Newsweek*, 46-49.

Bandura, A., (1977). *Social learning theory*. Englewood Cliffs, N.J: Prentice Hall.

Begley, S. (1999, September, 27). Shaped by the life in the womb. *Newsweek*, 50-56.

Brazelton, T. B. (1992). *Touchpoints*. New York: Addison-Wesley Publishing Co.

Blum, D. (1999, July). What's the differences between boys and girls? *Life*, 45-57.

Cloud, J. (2001, March 12). Should SAT's matter? *Time, 157* (10), 62-73.

Crain, W. (2000). *Theories of development* (4th ed.). New Jersey: Prentice-Hall, Inc.

Elliott, M. (1998, March 30). American education isn't so terrible. *Newsweek*, 57.

Erikson, E. (1963). *Childhood and Society*. New York: W.W. Norton & Company, Inc.

Frankenburg, W. K. & Dodds, J. B. (1992). *Denver II*. Denver, Co.: Denver Developmental Materials, Inc.

Freud, S. (1962). *The ego and the id.* New York: W.W. Norton and Company, Inc.

Funderburg, L. (2000, May). Saving Jason. *Life*. 48-65.

Greene, B. (2000, March). What happened to Joseph? *Life*, 37.

Hollandsworth, S. (1999, December). Born twice. *Life*. 115-123.

Hollister, A. & Howe Colt, G. (1998, April). Were you born that way? *Life*, 38-50.

Jablon, J. R., Dombro, A. L., & Dichtelmiller, M. L. (2007). *The Power of observation for birth through eight* (2nd ed.). Washington, DC: Teaching Strategies, Inc. (Original work published 1999)

Kantrowitz, B. & Kalb, C. (1998, March 11). Building a better boy. *Newsweek*, 54-60.

Kohlberg, L. (1981). *The Philosophy of Moral Development*. San Francisco: Harper Row.

Lemonick, M. D. (2000, October 30). Teens before their time. *Time 156*, (18), 66-75.

Mathews, J. (1998, March 30). Homework doesn't work. *Newsweek*, 50-51.

McAfee, O., & Leong, D. J. (2002). *Assessing and guiding young children's development and learning* (3rd ed.). Boston, MA: Allyn & Bacon. (Original work published 1994)

McGinn, D. (1999, September 6). The big score. *Newsweek*, 46-49.

Meehan, A.M., & Astor-Stetson, E. (Ed.). (2001-2002). *Adolescent psychology.* Connecticut: McGraw- Hill/Dushkin.

Meisels, S. J., & Atkins-Burnett, S. (2005). *Developmental screening in early childhood: A guide* (5th ed.). Washington, DC: National Association for the Education of the Young Child. (Original work published 1980)

Nilsson, L. (1993). *A Child is Born*. New York: Dell Publishing.

Pavlov, I. P. (1927). *Conditioned reflexes*. London: Oxford University Press.

Piaget, J. (1932). *The moral judgment of the child*, NewYork: Harcourt Brace Jovanovich.

Piaget, J. (1952). *The origin of intelligence in children.* New York, International Universities Press.

Piaget J. & Inholder B. (1969) *The psychology of the child*, New York: Harper and Row.

Skinner, B.F. (1968), *Technology of teaching*. New York: Appleton, Century Croft.

Viorst, J. (1998, March 11). Boys will endure. *Newsweek*, 61.

Vygotsky, L.S. (1962). *Thought and language.* Cambridge, MA: MIT Press

****

Students with Disabilities: If you have a documented disability and wish to discuss academic accommodations, please contact the Office of Disability Services at 581-6583.

****