

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

**Fall 2012**

**Instructor:** Timothy Croy, Assistant Professor  
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**Office Hours:** M – 11:00 a.m. to 1:00 p.m. and W – 10:00 a.m. to 1:00 p.m. or by appointment.  
**Phone:** Office: 217/581-7890; Home/Cell: 217/254-4878  
**Class Meetings:** M/W 1:00 p.m. to 2:15 p.m.

**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* 11<sup>th</sup> 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* (8<sup>th</sup> 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](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](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](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	Performance includes presence and contribution during class meetings, and support of peer classmates.	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
Video Reviews	Performance includes analyzing videos presented in class 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

Course Core Requirements	Brief Description	Points/Due Date	Approximate Weight
Article Reviews	Select two current (2007 -) articles to research regarding any component of childhood and early adolescent development.	2 @ 25/each	10%
Current Event	Select a current event item from a newspapers, magazines, TV or radio, etc. that is relevant to this class	10	2%
Personal Child Study Paper	Write a paper on your own development from birth to adolescence.	50	10%
Video Reviews	Analyze videos and their influence on education.	4 @ 10/each	8%
Participation	Participation in class discussions on a regular basis is expected.	50	10%
Tests and/or Quizzes	The exams will consist of multiple measures. Questions will be derived from lecture, assigned readings, videos and discussions.	300	60%
Technology Integration	Search for article, email, navigate the internet, (possible use of WebCT), etc.		

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

**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](http://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](tel:217-581-6696), or go to 9<sup>th</sup> Street Hall, Room 1302.

**Note:** A grade of C or better is **required** of those who are planning to continue their professional course work in the teacher preparation program of the Early Childhood, Elementary, and Middle Level Education department.

<b><u>Course Requirement and Evaluation:</u></b>	<b>Points</b>
• Two short Papers (1-2) pages (analyze two short articles)	50
• Current Event (1 current news item about child development)	10
• Personal Child Study Paper (5 pages from birth thru adolescence)	50
• Four video reactions (1/2-1 page)	40
• Attendance and Participation	50
• Six TESTS including MIDTERM and a FINAL	<u>300</u>
<b>Total</b>	<b>500</b>

**Grading Scale:**

90% and above = A	450 – 500 = A
80% - 89% = B	400 – 449 = B
70% - 79% = C	350 – 399 = C
60% - 69% = D	300 – 349 = D
Below 60 % = F	Below 300 = F

At any point in this course, a student can determine the letter grade at which he/she is achieving by dividing the number of points earned on tasks required. The above percentage levels can be matched with the designated letter grade equivalents. EXTRA CREDIT POINTS will be available throughout the semester. Students may complete one extra current event. A maximum 30 points can be earned through extra credit.

Due dates will be set for all work, one point shall be deducted for each calendar day that a paper or project is late. No work will be accepted after Wednesday, December 5, 2012.

A 10% deduction will be assessed on all tests not taken on the assigned test day. This means tests taken early or late.

**Tentative Due Dates:**

09/19/12 – First Article  
 10/17/12 – Second Article  
     TBA – Video reactions  
 11/14/12 – Personal Child Study Paper  
 11/28/12 – Current Event  
     TBA – Tests  
 12/11/12 – (T) @ 12:30 p.m.-2:30 p.m. - Final Exam

**Two Short Articles:**

Select two current (2007-) articles related to research regarding any component of childhood and early adolescent development. Cite title, author, date and source of material. Abstract the research into one to two pages of double-spaced typed material. Write your reaction to the research findings. The first article must be from the selection of articles on reserve in the library. These articles are listed under my name and this course (password is tc2320-1). The second article must be from a Professional Journal of your choice. These articles must be typed with a 12-point font and double-spaced.

Components of the paper will include:

- Reference in APA formats (top of page).
- Summary of article.
- Reaction to the article.
- Copy of the article.

All written assignments will follow the American Psychological Association (APA) style 5<sup>th</sup> Edition and format. An APA handout is on reserve in the library. As prospective teachers, all students will be expected to meet criteria associated with grammar, spelling, and sentence structure.

Grading: The article will be worth 25 points.

Reference cited in APA style.....	5
Summary of Article.....	10
Reaction to the Article.....	5
Quality – grammar, spelling, punctuation, page length.....	5

**Personal Child Study Paper:**

You will be writing a paper on your development from birth to adolescence. Discuss your physical, social, emotional, intellectual, and language development in your paper and relate your development to what the textbook states regarding children’s growth and development. Children’s development in these areas may vary greatly. Please include in the paper if you were gifted in any particular area or if you might have been more delayed in some areas. This paper will be read only by the professor, so please be as complete as possible. This paper should be at least five typed pages (double-spaced) in length. You can include examples of drawings, pictures, writings, etc.

**Current Event:**

You will select a current event item from a newspaper or magazine that is relevant to this class. It must be about child development/behavior. You will report on this item orally to the class. Also, please write a summary of the news item on a 3x5 note card to be turned in to the professor.

**Video Reaction:**

You will be required to write a reaction to four videos that will be viewed in class. The reaction should be ½ to 1 page in length, typed, double-spaced.

## COURSE OUTLINE

**Week One:**

- Overview of course, syllabus, etc.
- Section One: The Nature of Children's Development
- Chapter 1: Introduction

**Week Two:**

- Current Events
- (*Theories of Development*)
- Test #1 (Chapter 1)

**Week Three:**

- Current Events
- Section Two: Beginnings
- Chapter 2: Biological Beginnings
- Chapter 3: Prenatal Development
- Chapter 4: Birth

**Week Four:**

- Current Events
- Chapter 4 con't.
- (*Birth: Eight Women's Stories*)
- Test #2 (Chapters 2-4)

**Week Five:**

- Current Events
- Section Three: Infancy
- Chapter 5: Physical Development in Infancy (*The Psychological Development of the Child: The Birth Process*)
- Chapter 6: Cognitive Development in Infancy
- Chapter 7: Socioemotional Development in Infancy

**Week Six:**

- Current Events
- Chapter 7 con't
- (*The Secret of Genie, a modern-day "Wild Child"*)\*
- Test #3 (Chapters 5-7)

**Week Seven:**

- Current Events
- Section Four: Early Childhood
- Chapter 8: Physical Development and Health in Early Childhood
- Chapter 9: Cognitive Development in Early Childhood
- Chapter 10: Socioemotional Development in Early Childhood

**Week Eight:**

- Current Events
- Test #4 (Chapters 8-10)

**Week Nine:**

- Current Events
- Section Five: Middle and Late Childhood
- Chapter 11: Physical Development and Health in Middle Childhood
- (*48 Hours: Attention Deficit/Hyperactivity Disorder*)\*
- Chapter 12: Cognitive Development in Middle and Late Childhood

Week Ten:

- Current Events
- Chapter 12 con't.
- (*Educating Peter*)\*
- Chapter 13: Socieomotional Development in Middle and Late Childhood

Week Eleven:

- Current Events
- (*Graduating Peter*)
- Test #4

Week Twelve:

- Current Events
- Section Six: Adolescence
- Chapter 14: Physical Development in Adolescence

Week Thirteen:

- Current Events
- Chapter 15: Cognitive Development in Adolescence
- Chapter 16: Socioemotional Development in Adolescence

Week Fourteen:

- Thanksgiving Break – No Class

Week Fifteen:

- Current Events
- Chapter 16 con't.
- (*The Lost Children of Rockdale County*)\*

Week Sixteen:

- Current Events
- Finish up chapters, etc.

Week Seventeen:

- Final Exam: 12/11/10 @ 12:30 p.m.
- Test #6 (Chapters 14-16)

## ELE 2320 References

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