

Early Childhood, Elementary and Middle Level Education Department
ELE 2320-004: Childhood and Early Adolescent Development

Spring 2013

Room: Buzzard 2444
Time: 9:30-10:45 (M-W)

Instructor: Ms. Shilpa Maheshwari
Office: 1325 Buzzard Hall (Reading Center)
Office Hours: T-R – 11:00 -1:00 p.m. M- 2:00-3:00pm or by appointment.
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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. (2009). *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	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

Course Core Requirements	Brief Description	Approximate Weight
Article Review	Select two current (2007 -) articles to research regarding any component of childhood and early adolescent development.	10%
Current Event	Select a current event item from a newspapers, magazines, TV or radio, etc. that is relevant to this class	5%
Personal Child Study Paper	Write a paper on your own development from birth to adolescence.	10%
Technology Integration	Search for article, email, navigate the internet, (possible use of D2L), etc.	5%
Participation	Participation in class discussions on a regular basis is expected.	10%
Tests and/or Quizzes	The exams will consist of multiple measures. Questions will be derived from lecture, assigned readings, videos and discussions.	60%

Course Requirements and Evaluation:

<u>Requirements</u>	<u>Points</u>
* Two short papers (1-2 pages): analyze two short journal articles.	30
* Current Event (1 current news item about child development).	10
* Personal Child Study Paper (5 pages from birth thru adolescence).	50
* Mail professor using D2L	10
* Four video reviews (½ -1 page): reaction to video	20
* Attendance and Participation	50
* Six TESTS including a MIDTERM and a FINAL	150
<u>Total</u>	320

GRADING SCALE

90% or above = A
60%-69% = D

80%-89% = B
Below 60% = F

70%-79% = C

Due dates will be set for all work. No submission shall be accepted after the due date.

Guidelines for Assignments

1. **Mail Professor:**

Each student is to mail the professor with the name and author of the article the students choose to review. This is to check to make sure that each student can use mail using D2L. The Assignment is due on **January 16, 2013.**

2. **Article Review 1:** From the **library reserve select an article** of interest and make a copy of the article. Write a two (2) page paper that summarizes the main points of the article AND include a reflection (what you thought about the article). Be sure not to plagiarize. The article needs to be typed in 12' Times Roman Font, Double Space. **Submit a hard copy.** This assignment is due on **January 30, 2013.** No late assignments will be accepted. **(Please include a copy of the article with the submission).**

3. **Article Review 2:** From the **library reserve select an article** and make a copy of the article. Write a two (2) page paper that summarizes the main points of the article AND include a reflection (what you thought about the article). Be sure not to plagiarize. The article needs to be typed in 12' Times Roman Font, Double Space. **Submit a hard copy.** This assignment is due on **Feb. 25, 2013.** No late assignments will be accepted. **(Please include a copy of the article with the submission).**

4. **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 and adolescent development/behavior. You will report on this news item orally to the class. Also, please write a small summary of the news item on a 3x5-note card to be turned into the professor, due on the day of the presentations. The sign-up sheet for the presentations would be presented in class.

5. **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

- 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

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

Page 3 /4: Middle/Late Childhood

- a. Reaction to school
- b. Physical development
- c. Cognitive development
- d. Socio-emotional development (include feelings of joy, self-image, depression, loss of parent or grandparents etc..)
- e. Eating habits

Page 4/5: Adolescence

- a. Physical
- b. Influence of peers (positive, negative, drinking, parties etc.)
- c. Cognitive
- d. Social/ Emotional (include feelings, temperaments etc..)
- e. Deciding on and preparing for college

Make sure your paper is organized and is error-free. This assignment is due on March 27th 2013. No late assignments will be accepted.

6. **Participation:** You are expected to come to class. You are expected to read the text. Attendance will be taken each class period. If you come in after attendance has been taken, it is your responsibility to let me know RIGHT AFTER CLASS that you are present. I will not make any adjustments once we have left the auditorium. **Contribution to Class discussion is highly recommended and counted towards class participation.**
7. **Quizzes and Tests:** There are 6 quizzes. They are open-note, open-book. No late quizzes will be allowed. There is also a final exam which is on Chapters 13-16.
8. **Video Reviews:** You will be required to write a reaction of four videos that will be viewed in class. The reaction should be ½ to 1 page in length. Submitted on D2L.

COURSE OUTLINE

Week One:

Syllabus

Overview of course

Section I – The Nature of Children’s Development

Chapter 1 – Introduction

Week Two:

Continue with Chapter 1

Week Three:
Section II- Beginnings
Chapter 2 – Biological Beginnings

Week Four:
Section II – Beginnings
Chapter 3 – Prenatal Development
Chapter 4 – Birth

Week Five:
Section III - Infancy
Chapter 5 – Physical Development in Infancy

Week Six:
Chapter 6 – Cognitive Development in Infancy
Chapter 7 – Socioemotional Development in Infancy

Week Seven:

Section IV – Early Childhood
Chapter 8 - Physical Development and Health in Early Childhood

Week Eight:
Chapter 9 – Cognitive Development in Early Childhood
Chapter 10 – Socioemotional Development in Early Childhood

Week Nine:
Section V – Middle and Late Childhood
Chapter 11 – Physical Development in Middle and Late Childhood

Week Ten:

Spring Break-No Classes

Week Eleven:

Chapter 12 – Cognitive Development in Middle and Late Childhood

Week Twelve:
Chapter 13—Socioemotional Development in Middle and Late Childhood

Week Thirteen:
Section VI - Adolescence
Chapter 14 – Physical Development in Adolescence

Week Fourteen:

Chapter 15- Cognitive Development in Adolescence

Week Fifteen:
Chapter 16 – Socioemotional Development in Adolescence

Week Sixteen:
Review of Section VI

Week Seventeen:
Finals Week

ELE 2320 References

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

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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](tel:217-581-6696)