

**Early Childhood/Elementary/Middle Level Education Department**  
**ELE 2050: Fall 2013**

The Whole Child: Teaching and Learning in the Educational Environment

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Class Meetings: M & W: 2:30-3:45PM. Buzzard 1121

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**Unit Theme:** Educators as Creators of Effective Educational Environments: Integrating diverse students, subjects, strategies, societies and technologies.

**Course Description:** This course is designed to introduce students to the influences that development (physical, social and emotional, cognitive, linguistic), past experience, prior knowledge, economic circumstances and issues of diversity have on the learning process. Educational beginnings, curricular trends, professional issues in teaching, characteristics of schools and other learning environments will be explored. Students will become familiar with professional dispositions and begun to practice habits of positive dispositional behavior both in and out of the classroom. Students will complete a minimum of 30 observation hours of preschool through middle school environments.

**Prerequisites:** The prerequisite for this course is ELE 1050. For transfer students, concurrent enrollment in ELE 1050 during the semester they enroll in ELE 2050 will be permitted with department chair approval.

**Prerequisites for Observation:** A background check is required for ELE 2050 before observing in schools. You may not go out to any school for an observation until the Dean's office has your background check on file and your ELE 2050 professor has received notification from the Dean's office indicating your eligibility for observations.

**Course Purpose:** This course is designed to introduce students to the influences that development (physical, social and emotional, cognitive, linguistic), past experience, prior knowledge, economic circumstances and issues of diversity have on the learning process. Educational beginnings, curricular trends, professional issues in teaching, characteristics of schools and other learning environments will be explored. Students will become familiar with professional dispositions and begin to practice habits of positive dispositional behavior both in and out of the classroom. Students will complete a minimum of 30 observation hours of preschool through middle school environments.

**Course Textbooks:** Bergin, C.C. & Bergin, D. A. (2012). *Child and adolescent development in your classroom*. Belmont, CA: Cengage.

**Supplemental Materials:** Course Packet

**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.

The Social Family Models: Building the Learning Community

- When we work together, we generate a collective energy that we call synergy. The social models of teaching are constructed to take advantage of this phenomenon by building learning communities. Essentially, "classroom management" is a matter of developing cooperative relationships in the classroom. The development of positive school cultures is a process of developing integrative and productive ways of interacting and norms that support vigorous learning activity.

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 following standards:**

**Outcomes Specific to ELE 2050:**

Pre-service teachers enrolled in this course will:

1. Recognize and reflect on how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, prior knowledge, economic circumstances and issues of diversity.
2. Recognize and reflect on the impact educational issues have (both current and historical) on children's learning.
3. Interpret how teachers' backgrounds, philosophies and personal choices within the larger school and community context shape dispositional behavior and pedagogical decisions.
4. Develop and display professional behavior that reflects honesty, integrity, confidentiality, altruism, respect and other identified professional dispositions which lead to becoming a reflective practitioner.
5. Apply professional language and dispositional awareness.

Course Core Requirements	Demonstrated Competencies	Aligned Standards
Written Reflective Reports	<p>Recognize and reflect on how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, prior knowledge, economic circumstances and issues of diversity.</p> <p>Recognize and reflect on the impact educational issues have (both current and historical) on children's learning.</p> <p>Interpret how teachers' backgrounds, philosophies and personal choices within the larger school and community context shape dispositional behavior and pedagogical decisions.</p> <p>Develop and display professional behavior that reflects honesty, integrity, confidentiality, altruism, respect and other identified professional dispositions which lead to becoming a reflective practitioner.</p> <p>Apply professional language and dispositional awareness.</p>	<p>IPTS: 1B, 1E, 1F, 1I, 1K, 2A, 3A, 3F, 3H, 4B, 4D, 4E, 5F, 8I, 8B, 8M, 9D, 9H, 9I, 9J, 9K, 9T</p> <p>SEL: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C</p> <p>ACEI: 1.0, 2.1, 2.6, 2.7, 3.2, 5.1</p> <p>NAEYC: 1a, 1b, 2a, 3a, 4a, 6a, 6b, 6d</p> <p>Dispositions: IWS, PEP, EC, PTSL, SDE</p>

Educational Autobiography	The students will gain a better understanding of the developmental needs of their future students by examining their own developmental background.	IPTS: 1F, 1I, 3C, 3F, 3H, 6E, 9K, 9T, 9U  ACEI: 1.0
Regular Journal Entries	Performance includes participation according to instructor guidelines. Reflections are the internalization of the knowledge and pedagogical learning of each participant. Reflections consist of both a description of what happened and a thoughtful analysis of those events for the progress of learning for the child, the class, and the teacher candidate.	IPTS: 1K, 3A, 3C, 3F, 3H, 4H, 5O, 8B, 9T  SEL: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C  ACEI: 1.0, 5.1  NAEYC: 1a, 1b, 2a, 3a, 4a, 6a, 6b, 6d  Dispositions: IWS, PEP, EC, PTSL, SDE
Current Event on Relevant Educational Topics	Performance includes analyzing current information as presented by the media and their influence on education.	IPTS: 2A, 2D, 2N, 6S,
Quizzes and Exams	The students will demonstrate their content knowledge of child development within an educational setting through the completion of varying assessment tools.	IPTS: 1A, 1B, 1C, 1E, 1I, 2A, 2C, 2D, 2E, 2G, 2H, 3A, 3C, 3F, 4F, 4H, 5A, 5B, 5O, 6C, 7A, 8B, 8E, 8F, 8M, 9B, 9F, 9H  SEL: 1A, 1B, 1C, 2A, 2B, 2C, 2D  ACEI: 1.0, 3.2  NAEYC: 1a, 1b, 2a, 3a, 4a

<b>Course Core Assignments</b>	<b>Brief Description</b>	<b>Points/Due Date (check on the assignment Description)</b>	<b>Approximate Weight</b>
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		<b>paper)</b>	
Written Reflective Reports	Comprehensive Written Reflective Reports on 30 hours of assigned Field Experiences (Total of 5 reports, one specific report for each age/grade level) Specific instructions on submitting the reports will be in course packet.		25%
Educational Autobiography	Through reflection, students will analyze their personal educational experiences to gain insight for future professional practice. Specific instructions will be provided by your course instructor. This paper will be a minimum of 5 pages, double-spaced, 12 point font, Times New Roman, and one inch margins.		10%
Regular Journal Entries	Maintain on-going reflection about field placement experiences (teacher dispositions, classroom management, student-teacher interaction) and course content (child development and educational issues). You will need to write a reflection of each hourly individual observation. The reflection must be submitted in d2L by assigned dates. Each reflection should be a minimum of one page, typed, double-spaced, 12 point font, Times New Roman, with one inch margins. For each hour of observation, your written report will begin with a statement including location, class size, diversity, class set-up, and age/grade level. Reflect upon the learning you observed, using concrete examples as evidence. For example, you may provide student responses, student engagement, questions/answers, and participation. Instead of stating “everyone was good”, be specific about behaviors. Do not make blanket judgments or statements about the students, teacher(s), or school.		15%
Current Event on Relevant Educational Topics	Summarize current information as presented by the media and reflect on its impact on education. Specific instructions will be provided by your instructor.		5%
Quizzes and Exams	Quizzes and Exams on Course Content. There will be a minimum of five exams. Additional informal assessment tools may be determined by the individual instructor.		40%
Participation	Participation in class discussions on a regular basis is expected. This includes contributions to discussions and activities, both in class and electronically.		5%

Detailed instructions and expectations for each assignment will be provided by the individual instructor.		
30 hours of documented observation time	<p>Students will log in 30 hours of observation time in Birth through Grades 8. Teacher signature verifying attendance, professional appearance, and engagement with class is required for each observation. Most of these observations will be done in the Charleston/Mattoon area. Observation hours may not take place during ELE 2050 class time or during any of your other regularly scheduled classes.</p> <p>Observation hours required:          Birth – Age 2: 5 hours          Ages 3- 5: 5 hours          Kindergarten – Grade 2: 5 hours          Grade 3 – Grade 5: 5 hours          Grade 6 – Grade 8: 5 hours          Student Choice (Birth through Grades 8): 5 hours</p> <p>Students wanting to schedule the student choice hours while at home (maximum of 5 hours) will need to make early arrangements with the Department of Student Teaching. All schools used as Student Choice must be approved schools which have a contract with Eastern Illinois University.</p> <p>Specific sign-up for observations will be provided by the instructor.</p> <p>Students will be required to keep a log sheet for each visit. All parts of the log sheet must be completed including the cooperating teacher’s signature. Log sheets will be submitted to your instructor on the same dates as your written reflective reports. Specific instructions for submitting the log sheets will be provided by your instructor.</p>	Required to pass the course
Professional Development Requirement	Students will be expected to attend at least one student professional development meeting and have at least 3 hours of involvement with children through community outreach during the semester. Verification documents will be required.	Required to pass the course

This course is writing active because it incorporates a variety of writing assignments. The following assignments will be evaluated for correctness of factual understanding, quality of analysis and level of detail: Written Reflective Reports, Educational Autobiography, Journal Entries, Current Event and Quizzes/Exams.

**Reading Assignments & Discussion Questions** – It is your responsibility to keep up with the reading assignments and to come to class prepared to discuss the information contained in the assigned reading and be able to apply this to the information presented in class.

**Grading Scale:** Students will need to participate productively in class, attend class consistently and complete all assignments satisfactorily, demonstrating effective critical thinking, critical writing and reflection. The grading scale for this course will be:

- A = 93%-100% =372-400
- B= 84%-92% =336-371
- C= 75%-83% =300- 335
- D= 66%-74% =264- 299
- F = Below 66% =263 and below

## Course Outline and Weekly Schedule

### Week 1

- **Educational Beginnings**
  - Historical
  - Political
  - Philosophical issues

### Week 2

- **Professional Behavior**
  - ⇒ Dispositions
  - ⇒ Advocate for students (e.g. mandatory reporting, sexual misconduct, corporal punishment, confidentiality)
  - ⇒ Collaboration
  - ⇒ Learning communities
  - ⇒ Reflection
  - ⇒ Openness to diversity
  - ⇒ Ethical behavior including the use of digital tools
  - ⇒ Impacts personal perspectives and biases have on one's teaching

### Week 3

- **Current Trends in Education**
  - ⇒ Illinois Teacher Performance Standards
  - ⇒ Test of Academic Proficiency
  - ⇒ Response to Intervention (problem solving teams)
  - ⇒ Common Core Standards
  - ⇒ Teacher Proficiency Assessment
  - ⇒ Standards-Based Movement
  - ⇒ Qualities of effective schools and teachers

### Week 4

- **Educational Theories and Theorists in Curriculum Development and Instruction**
  - ⇒ Dewey
  - ⇒ Bloom
  - ⇒ Mann
  - ⇒ Committee of Ten
  - ⇒ Froebel
  - ⇒ Montessori
  - ⇒ Reggio, Rousseau
  - ⇒ Pestalozzi
  - ⇒ Locke

### Week 5

- **Child Development Theories and Theorists**
  - ⇒ Psycho-Analytic/Freud
  - ⇒ Cognitive Developmental/Piaget
  - ⇒ Classical Conditioning/Pavlov
  - ⇒ Socio-Cultural/Vygotsky
  - ⇒ Behaviorism/Watson and Skinner
  - ⇒ Social-Cognitive/Bandura
  - ⇒ Ethological/Lorenz
  - ⇒ Ecological/Bronfenbrenner
  - ⇒ Psycho-Social/Erikson

- **Current Debates in Child Development**

- ⇒ Nature/nurture controversy
- ⇒ Continuity/discontinuity controversy
- ⇒ Active/passive controversy

### **Week 6**

- **Assessing Children's Development**

- ⇒ The importance of child study
- ⇒ Typical/atypical development
- ⇒ Ways to gather information on children including universal screening, curriculum-based assessment, and progress monitoring
- ⇒ How learning takes place
- ⇒ Importance of play
- ⇒ Effects of abuse and/or challenging home environments on development
- ⇒ Effects of diversity (e.g. race and ethnicity, socioeconomic status, English Language Learners, gender, gender identity) that each child brings to learning across the curriculum

### **Week 7**

- **The Whole Child: How Theory Impacts Learning**

### **Week 8**

- **School Curriculum**

- ⇒ How it is used to guide what is taught
- ⇒ How children are assessed
- ⇒ How teachers use this information to inform their instruction to meet the needs of all learners
- ⇒ Differentiated instructional practices
- ⇒ Collaboration/co-teaching

### **Week 9**

- **Biological Beginnings**

- ⇒ Evolutionary perspective on development
- ⇒ Genetic foundations of development
- ⇒ Dominant/recessive genes
- ⇒ Reproductive challenges/choices
- ⇒ Effects of teratogens on organogenesis

### **Week 10**

- **Conception and Prenatal Development**

- ⇒ Fertilization
- ⇒ Cell differentiation
- ⇒ 3 periods of development
- ⇒ Nutrition
- ⇒ Brain development
- ⇒ Myelination

### **Week 11**

- **Birth through the Toddler Years**

- ⇒ 3 stages of birth
- ⇒ Various birthing methods
- ⇒ Assessing the newborn
- ⇒ Premature/full term births
- ⇒ Personality characteristics based on genetics
- ⇒ Bonding
- ⇒ Physical/cognitive/socio-emotional development

- ⇒ Importance of physical activity and play

### **Week 12**

- **Classroom Implications of Physical/Motor Development in Children – Birth Through Adolescence**

- ⇒ Age trends
  - ⇒ Individual differences
  - ⇒ Physical activity
  - ⇒ Health challenges
  - ⇒ Learning strategies to promote motor development in the classroom

### **Week 13**

- **Classroom Implications of Cognitive Development in Children – Birth Through Adolescence**

- ⇒ Development of schema
- ⇒ Speech/language development
- ⇒ Memory
- ⇒ Development of learning skills including critical thinking and problem solving
- ⇒ Cognitive processes needed to master the Common Core Learning Standards
- ⇒ Strategies to support cognitive development in the classroom

### **Week 14**

- **Classroom Implications of Emotional Development in Children – Birth Through Adolescence**

- ⇒ Age trends
- ⇒ Emotional regulation
- ⇒ Discipline
- ⇒ Emotions/thoughts
- ⇒ Strategies to support emotional development in the classroom and to maximize student engagement and attentiveness

### **Week 15**

- **Classroom Implications of Social Development in Children – Birth Through Adolescence**

- ⇒ Age trends
- ⇒ Importance of friends/peers
- ⇒ Moving beyond the home environment
- ⇒ Pro-social/anti-social behavior
- ⇒ Learning and behavior
- ⇒ Social identity
- ⇒ Self efficacy
- ⇒ Strategies to support social development in the classroom

### **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.

### ELE 2050 References

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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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