

**Early Childhood/Elementary/Middle Level Education Department  
ELE 2050.005**

The Whole Child: Teaching and Learning in the Educational Environment

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**Class Meetings:** M/W 2:30-3:45, 1121 Buzzard

**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 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.

**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	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. Recognize and reflect on the impact educational issues have (both current and historical) on children’s learning. Interpret how teachers’ backgrounds, philosophies and personal choices within the larger school and community context shape dispositional behavior and pedagogical decisions. Develop and display professional behavior that reflects honesty, integrity, confidentiality, altruism, respect and other identified professional dispositions which lead to becoming a reflective practitioner. Apply professional language and dispositional awareness.	IPTS: 1B, 1E, 1F, 1I, 1K, 2A, 3A, 3F, 3H, 4B, 4D, 4E, 5F, 8I, 8B, 8M, 9D, 9H, 9I, 9J, 9K, 9T  SEL: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C  ACEI: 1.0, 2.1, 2.6, 2.7, 3.2, 5.1  NAEYC: 1a, 1b, 2a, 3a, 4a, 6a, 6b, 6d  Dispositions: IWS, PEP, EC, PTSL, SDE

Course Core Requirements	Demonstrated Competencies	Aligned Standards
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.	<p>IPTS: 1K, 3A, 3C, 3F, 3H, 4H, 5O, 8B, 9T</p> <p>SEL: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C</p> <p>ACEI: 1.0, 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.	<p>IPTS: 1F, 1I, 3C, 3F, 3H, 6E, 9K, 9T, 9U</p> <p>ACEI: 1.0</p>
Current Event on Relevant Educational Topics	Performance includes analyzing current information as presented by the media and their influence on education.	<p>IPTS: 2A, 2D, 2N, 6S,</p>
Quizzes and Exams	The students will demonstrate their content knowledge of child development within an educational setting through the completion of varying assessment tools.	<p>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</p> <p>SEL: 1A, 1B, 1C, 2A, 2B, 2C, 2D</p> <p>ACEI: 1.0, 3.2</p> <p>NAEYC: 1a, 1b, 2a, 3a, 4a</p>

Course Core Assignments	Brief Description	Points/Due Date	Approximate Weight
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 syllabus/course packet.	Written Report: up to 20 points each, total of 100 points (submit through D2L)  Module 1: Feb. 9, 11:30 pm Module 2: March 2, 11:30 pm Module 3: March 23, 11:30 pm Module 4: April 12, 11:30 pm Module 5: May 4, 11:30 pm	28%
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.	Journal Entries: 5 for each Module, 10 points per Module, 5 Student Choice Journal Entries; possible 55 points for all journal entries (submit through D2L)  5 Journal Entries for Module 1: Feb. 8, 11:30 pm 5 Journal Entries for Module 2: March 1, 11:30 pm 5 Journal Entries for Module 3: March 22, 11:30 pm 5 Journal Entries for Module 4: April 11, 11:30 pm 5 Journal Entries for Module 5: May 3, 11:30 pm  5 Student Choice Journal Entries may be submitted at any time before the final Journal Entry deadline of May 3, 11:30 pm	14%
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.	Up to 25 points (submit through D2L)  April 23, 11:00 am (class time)  Directions available on D2L	7%

Course Core Assignments	Brief Description	Points/Due Date	Approximate Weight
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.	Due Dates Vary  Submit in Hard Copy, Present in Class  Directions available on D2L	3%
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.	Feb. 5 Feb. 24 March 17 April 2 April 16  Final: <b>THURSDAY, May 8, 8:00-10:00 AM</b>	42%
Participation	Participation in class discussions on a regular basis is expected. This includes contributions to discussions and activities, both in class and electronically.	Attendance will be taken daily. 15 points total, not including extra points given for periodic class/group activities.	4%
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. <u>Observation hours may not take place during ELE 2050 class time or during any of your other regularly scheduled classes.</u></p> <p>Observation hours required:</p> <p style="padding-left: 40px;">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 <b>early</b> 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 and date of observation. Log sheets will be submitted to your instructor on the class period after the weekend the Module Reports are due. Specific instructions for submitting the log sheets will be provided by your instructor.</p>		Required to pass the course

Course Core Assignments	Brief Description	Approximate Weight
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. Guidelines for involvement with children verification are available on D2L.	Required to pass the course

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

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. Please bring your notes and text to class.

**Assignments:** Due dates are clearly indicated in the syllabus and on D2L. No late assignments will be accepted. All observation hours, and associated reports, must be completed by the dates stated in the syllabus.

**Observation Hours and PDR Sheet:** There are two “required to pass” assignments in this course. 1.) Each student must have completed log sheets verifying a minimum of 30 clock hours this semester in birth-grade 8 learning environments, spread out across the ages as indicated in the syllabus and on D2L. Any student who does not successfully complete a minimum of 30 clock hours following these guidelines by the date indicated in the syllabus, a grade of no higher than a D will be assigned to them at the end of the semester, regardless of the number of points earned on other assignments. 2.) Additionally, the Professional Development Requirement (PDR) of attending one educational student organization professional development meeting (verification required) and having a minimum of 3 hours of involvement with children this semester (verification required) must also be successfully completed. Failure to turn in the completed PDR sheet by the due date will result in a grade no higher than a D at the end of the semester, regardless of the number of points earned on other assignments. The 30 clock hours and PDR sheet are pass/fail components of the course; verification of completion of each component is required to pass the course.

**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%
- B= 84%-92%
- C= 75%-83%
- D= 66%-74%
- F = Below 66%

## COURSE OUTLINE

Class Session	Session Content	Reading/Preparation	Due
<p><b>Week 1</b></p> <p><b>Class Session 1</b></p> <p><b>M: Jan 13</b></p>	<p>Introduction</p> <p><b>Educational Beginnings</b></p> <p>Historical</p> <p>Political</p> <p>Philosophical issues</p>	<p>print Week 1 lecture notes from D2L for class</p> <p>discuss participation</p> <p>discuss PDR sheet</p> <p>use Week 1 lecture notes for Monday and Wednesday of this week</p>	<p>make arrangements for fingerprinting</p>
<p><b>Class Session 2</b></p> <p><b>W: Jan 15</b></p>	<p><b>Professional Behavior</b></p> <p>Dispositions</p> <p>Advocate for students (e.g. mandatory reporting, sexual misconduct, corporal punishment, confidentiality)</p> <p>Collaboration</p> <p>Learning communities</p> <p>Reflection</p> <p>Openness to diversity</p> <p>Ethical behavior including the use of digital tools</p> <p>Impact personal perspectives and biases have on one's teaching</p>	<p>use Week 1 lecture notes to review and be prepared to discuss in class</p> <p>discuss Current Event</p> <p>discuss 30 hours of observation</p>	<p>make arrangements for fingerprinting</p>
<p><b>Week 2</b></p> <p><b>M: Jan 20</b></p>	<p>NO CLASS</p>		
<p><b>Class Session 3</b></p> <p><b>W: Jan 22</b></p>	<p><b>Current Trends in Education</b></p> <p>Illinois Teacher Performance Standards</p> <p>Test of Academic Proficiency</p> <p>Response to Intervention (problem solving teams)</p> <p>Common Core Standards</p> <p>Teacher proficiency</p> <p>Assessment</p> <p>Standards-based movement</p> <p>Qualities of effective schools and teachers</p>	<p>print Week 2/3 lecture notes from D2L</p> <p>use Week 2/3 lecture notes for today and Monday of next week</p> <p>discuss Journal Entries</p>	<p><b>Be sure you have been fingerprinted!</b></p>

Class Session	Session Content	Reading/Preparation	Due
<b>Week 3</b> <b>Class Session 4</b> <b>M: Jan 27</b>	<b>Theorists/Theories in Education</b> Dewey Bloom Mann Committee of Ten Froebel Montessori Reggio, Rousseau Pestalozzi Locke	use Week 2/3 lecture notes to review and be prepared to discuss in class  Discuss Written Reflection Module Reports  Read chapter 1 in text for next class	
<b>Class Session 5</b> <b>W: Jan 29</b>	<b>Theorists/Theories in Child Development (ch. 1)</b> 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 <b>Current Debates in Child Development</b> Nature/nurture controversy Continuity/discontinuity controversy Active/passive controversy	Be prepared to discuss chapter 1  print Week 4 lecture notes from D2L for next week	
<b>Week 4</b> <b>Class Session 6</b> <b>M: Feb 3</b>	<b>School Curriculum</b> 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	Be prepared to discuss Week 4 lecture notes	
<b>Class Session 7</b> <b>W: Feb 5</b>	How Theory Impacts Children's Learning and Teacher's Decision Making in the Academic Environment	You are strongly encouraged to bring your book and notes to the exam.  Read chapter 3 for next class	<b>Exam 1</b> (educational beginnings, professional behavior, current trends, theories and theorists, current debates and school curriculum)  5 Journal Entries are due by Feb. 8 at 11:30 pm  One Module is due by Feb. 9 at 11:30 pm



Class Session	Session Content	Reading/Preparation	Due
<b>Week 5</b> <b>Class Session 8</b> <b>M: Feb 10</b>	<b>Assessing Children's Development</b> (ch. 3) The importance of child study Typical/atypical development Ways to gather information on children 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, SES, English Language Learners, gender, gender identity) that each child brings to learning across the curriculum	Be prepared to discuss chapter 3	Bring Completed Log Sheets and Summary Sheet for Module 1 to class
<b>Class Session 9</b> <b>W: Feb 12</b>	<b>Genetics and Heredity</b> Genes Chromosomes Genetic principles Dominant/recessive genes Reproductive challenges/choices Chromosomal abnormalities Gene-linked abnormalities Pre-natal tests	Print Week 5/6 lecture notes from D2L  use Week 5/6 lecture notes for today and Monday of next week	
<b>Week 6</b> <b>Class Session 10</b> <b>M: Feb 17</b>	<b>Conception and Prenatal Development</b> Fertilization Cell differentiation Germinal/embryonic/fetal Periods Sensitive periods/teratogens Nutrition Brain development Myelination	use Week 5/6 lecture notes to review and be prepared to discuss in class	
<b>Class Session 11</b> <b>W: Feb 19</b>	<b>Birth through the Toddler Years</b> 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	use Week 5/6 lecture notes to review and be prepared to discuss in class	

<b>Class Session</b>	<b>Session Content</b>	<b>Reading/Preparation</b>	<b>Due</b>
<b>Week 7</b> <b>Class Session 12</b> <b>M: Feb 24</b>		You are strongly encouraged to bring your book and notes to the exam.  Read chapter 2 for next class	<b>Exam 2</b> (assessing children's development, genetics and heredity, conception and prenatal development, birth through the toddler years)
<b>Class Session 13</b> <b>W: Feb 26</b>	<b>Classroom Implications of Physical/Motor Development in Children – Birth Through Adolescence (ch. 2)</b> Age trends Individual differences Physical activity Health challenges Strategies to promote motor development in the classroom	Be prepared to discuss chapter 2 in text  Read chapter 4 for next class	5 Journal Entries are due by March 1 at 11:30 pm  One Module is due by March 2 at 11:30 pm
<b>Week 8</b> <b>Class Session 14</b> <b>M: Mar 3</b>	<b>Classroom Implications of Cognitive Development in Children – Birth Through Adolescence, part 1 (ch. 4)</b> 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	Be prepared to discuss chapter 4  Read chapter 5 for next class	Bring Completed Log Sheets and Summary Sheet for Module 2 to class
<b>Class Session 15</b> <b>W: Mar 5</b>	<b>Classroom Implications of Cognitive Development in Children – Birth Through Adolescence, part 2 (ch. 5)</b> Intelligence Individual diversity in intelligence Challenges in intelligence Achievement Strategies to support cognitive development in the classroom	Be prepared to discuss chapter 5	
<b>M: Mar 10</b>	NO CLASS		
<b>W: Mar 12</b>	NO CLASS		

Class Session	Session Content	Reading/Preparation	Due
<b>Week 9</b> <b>Class Session 16</b> <b>M: Mar 17</b>		You are strongly encouraged to bring your book and notes to the exam.  Read chapter 6 for next class	<b>Exam 3</b> (motor development, cognitive development part 1, cognitive development part 2)
<b>Class Session 17</b> <b>W: Mar 19</b>	<b>Classroom Implications of Personality Development in Children – Birth Through Adolescence</b> (ch. 6) Attachment Temperament Personality Strategies to support healthy personality development in the classroom	Be prepared to discuss chapter 6  Read chapter 7 for next class	5 Journal Entries are due by March 22 at 11:30 pm  One Module is due by March 23 at 11:30 pm
<b>Week 10</b> <b>Class Session 18</b> <b>M: Mar 24</b>	<b>Classroom Implications of Self-Control and Discipline in Children – Birth Through Adolescence</b> (ch. 7) Learning self-control Purpose of discipline: Role of parent, role of teacher Classroom implications of discipline How to teach elements of self-regulation Differing parenting styles and its effects on discipline Strategies to support control and discipline (self-regulation) development in the classroom	Be prepared to discuss chapter 7	Bring Completed Log Sheets and Summary Sheet for Module 3 to class
<b>Class Session 19</b> <b>W: Mar 26</b>	Field Experience Discussion Group Projects Reflections	Read chapter 8 for next class	
<b>Week 11</b> <b>Class Session 20</b> <b>M: Mar 31</b>	<b>Classroom Implications of Emotional Development in Children – Birth Through Adolescence</b> (ch. 8) Age trends Emotional regulation Discipline Emotions/thoughts Strategies to support emotional development in the classroom and to maximize student engagement and attentiveness	Be prepared to discuss chapter 8  Discuss Autobiography	

<b>Class Session</b>	<b>Session Content</b>	<b>Reading/Preparation</b>	<b>Due</b>
<b>Class Session 21</b> <b>W: Apr 2</b>		You are strongly encouraged to bring your book and notes to the exam.  Read chapter 9 for next class	<b>Exam 4</b> (personality development, self-control and discipline, emotional development)
<b>Week 12</b> <b>Class Session 22</b> <b>M: Apr 7</b>	<b>Classroom Implications of Social Cognition in Children – Birth Through Adolescence</b> (ch. 9) Theory of Mind Humor in Children Moral Judgment: Kohlberg, Piaget Age Trends in Social Cognition Strategies to support social cognition of children in the classroom	Be prepared to discuss chapter 9  Read chapter 10 for next class	
<b>Class Session 23</b> <b>W: Apr 9</b>	<b>Classroom Implications of Social Development in Children – Birth Through Adolescence</b> (ch. 10) 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 promote social development in the classroom	Be prepared to discuss chapter 10  Read chapter 11 for next class	5 Journal Entries are due by April 12 at 11:30 pm  One Module is due by April 12 at 11:30 pm
<b>Week 13</b> <b>Class Session 24</b> <b>M: Apr 14</b>	<b>Classroom Implications of Peers, Friends and Play in Children – Birth Through Adolescence</b> (ch. 11) Peer Status Accepted/Rejected/Ignored Friendship and Peer Networks How Children Play and Why Age Trends Strategies to support positive peer relationships in the classroom	Be prepared to discuss chapter 11	Bring Completed Log Sheets and Summary Sheet for Module 4 to class

<b>Class Session</b>	<b>Session Content</b>	<b>Reading/Preparation</b>	<b>Due</b>
<b>Class Session 25</b> <b>W: Apr 16</b>		You are strongly encouraged to bring your book and notes to the exam.  Read chapter 12 for next class	<b>Exam 5</b> (social cognition, social development, peers/friends and play)
<b>Week 14</b> <b>Class Session 26</b> <b>M: Apr 21</b>	<b>Classroom Implications of Language and Literacy Development – Birth Through Adolescence</b> (ch. 12) Children’s language Development Verbal/Non-verbal Diversity in language ability Literacy development Theories that influence views on literacy Strategies to promote language and literacy skills in the classroom	Be prepared to discuss chapter 12  Read chapter 13 for next class	
<b>Class Session 27</b> <b>W: Apr 23</b>	<b>Classroom Implications of the Self-System and Motivation in Children – Birth Through Adolescence</b> (ch. 13) Self-esteem Self-concept Self-efficacy Differences among individuals Social identity Gender/ethnicity Motivation development Age trends Strategies to promote positive self- identity and encourage motivation in children	Be prepared to discuss chapter 13  Read chapter 14 for next class	Autobiography due by April 23 by 11:00 am (class time) through D2L
<b>Week 15</b> <b>Class Session 28</b> <b>M: Apr 28</b>	<b>Classroom Implications of the Child in Context: Family Structure, Child Care and the Media – Birth Through Adolescence</b> (ch. 14) Varying family structures Intact/estranged parents Maternal employment and child care Kinds and quality of child care Television and other media Classroom implications of media use Strategies to promote a school/home connection and encourage age-appropriate media choices	Be prepared to discuss chapter 14	

Class Session	Session Content	Reading/Preparation	Due
<b>Class Session 29</b> <b>W: Apr 30</b>	Field Experience Discussion Review Conclusion		5 Journal Entries are due by May 3 at 11:30 pm  One Module is due by May 4 at 11:30 pm
<b>FINAL EXAM</b> <b>THURSDAY</b> <b>MAY 8</b> <b>8:00-10:00 AM</b>		You are strongly encouraged to bring your book and notes to the exam.	Bring Completed Log Sheets and Summary Sheet for Module 5 to class  <b>Exam 6</b> (language and literacy, motivation, child in context)

### 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,  
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