

Early Childhood, Elementary and Middle Level Education Department
ELE 2320: Childhood and Early Adolescent Development
 FALL 2009 SECTION 002

Instructor: Helen Wood
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Office Hours: M/W—9:45-11:30 T/Thur—1:00-1:45
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Class Meetings: T and Thurs—2:00-3:15 in Buzzard Auditorium (Room 1501)

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. (2007). *Children* (9th 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	IPTS 2, 7

	their implication to the teaching profession. Students' writings will be evaluated by a rubric.	ICTS <i>1A, 2A, 2E, 5B, 7</i> ICLAS <i>1, 2, 3, 5</i> NAEYC <i>3, 4a, 4b, 4c</i> ACEI <i>3.1, 3.3, 3.5</i> Dispositions: PEP, EC, SDE
Current Event	Performance includes analyzing current information as presented by the media and their influence on education.	IPTS <i>2, 7, 11</i> ICTS <i>2E, 4, 7</i> ICLAS <i>1, 2, 3, 4, 5</i> NAEYC <i>3, 4a, 4c</i> ACEI <i>3.1, 3.5</i> 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 <i>2, 7</i> ICTS <i>1A, 2A</i> ICLAS <i>3</i> NAEYC <i>3, 4a, 4c</i> ACEI <i>3.1, 3.2, 3.3, 3.5</i> Dispositions: EC
Technology Integration	Performance includes knowledge, use, and application of technology tools in teaching, research, and presentation.	IPTS <i>7</i> ICTS <i>1A, 2A, 2E, 4</i> ICLAS <i>3, 5</i> NAEYC ACEI <i>3.5</i> Dispositions: PEP, EC
Participation	Performance includes presence and contribution during class meetings, and support of peer classmates.	IPTS <i>2, 7, 11</i> ICTS <i>11</i> ICLAS <i>4.5</i> NAEYC <i>3, 4a, 4b, 4c, 5</i> ACEI <i>3.1, 3.5</i> Dispositions: PEP, EC, SDE, IWS
Tests and/or Quizzes	The students will demonstrate their content knowledge of child development by completing assessment tools.	IPTS <i>2, 7, 11</i> ICTS <i>1, 2, 3, 7, 9</i> ICLAS <i>4.5</i> NAEYC <i>3, 4a, 4b, 4c, 5</i> ACEI <i>3.1, 3.5</i> Dispositions: PEP, EC, SDE, PTSL

Course Core Requirements	Brief Description	Points/Due Date	Approximate Weight
Article Review	Select two current (2000 -) 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,		5%

	etc. that is relevant to this class		
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 WebCT), 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%

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

REQUIREMENTS:

Analyze two short journal articles—two short papers (1-2 pages, double-spaced)	50
Current event (one current news item about child development)	10
Personal Child Study Paper (five pages from birth thru adolescence)	50
Email instructor	20
Four video reviews (one-half to one page): reaction to video	20
Participation/Attendance	50
Short Chapter/Video/Speaker Quizzes	170
Five tests and the Final	300
Total	670

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

670-603=A 602-536=B 535-469=C 468-402=D Below 402=F Check YOUR POINTS to check your current grades.

EVALUATION: Evaluation of student progress will be on the basis of quizzes/examinations, course assignments and class participation.

Late Assignments: Assignments will NOT be accepted late unless prior approval by teacher. (One point will be deducted for each day for which the paper is late). All late assignments must be submitted by the last day of class for the semester. The instructor reserves the right to make changes in the syllabus upon notification of the change to all students in the course. Due dates are set for all work, and rubrics will be handed out BEFORE each assignment.

Professionalism is EXPECTED. Remember: you are going to be a classroom teacher, and teachers are expected to be in their classrooms each day. If you are unable to attend class, please send assignments with a classmate, have them take notes for you and pick up hand-outs. Good grammar, mechanics, spelling and correct sentence structure is expected in any written work. Points will be deducted for each infraction. Classroom teachers are responsible for all the correspondence leaving their classroom, so mastery of the English language is important; you will be a role model.

COURSE OUTLINE

Week One and Two:

- Overview of course
- The Nature of Children’s Development

Week Three:

- The Science of Child Development

Week Four:

- Biological Development
- Prenatal Development

Week Five:

- Birth

Week Six:

- Infancy
- Physical Development in Infancy
- Cognitive Development in Infancy

Week Seven:

- Psychosocial Development in Infancy

Week Eight:

- Early Childhood
- Physical Development and Health in Early Childhood
- Cognitive Development in Early Childhood

Week Nine:

- Psychosocial Development in Early Childhood

Week Ten:

- Middle and Late Childhood
- Physical Development and Health in Middle Childhood

Week Eleven:

- Cognitive Development in Middle Childhood

Week Twelve:

- Psychosocial Development in Middle Childhood

Week Thirteen:

- Adolescence
- Physical Development and Health in Adolescence

Week 14=BREAK

Week Fifteen:

- Cognitive Development in Adolescence

Week Sixteen:

- Psychosocial Development in Adolescence

FINAL EXAM—Monday, December 14—2:45-4:45

Tentative due dates:

Sept. 3—Email assignment due

10—Test #1 on chapters 1 and 2

17—First Article Review due

24—Second Article Review due

Oct. 1—Test #2 on chapters 3, 4, 5

15—Test #3 on chapters 6, 7, 8

22—Personal Child Study Paper (five pages from birth thru adolescence) due

29—Test #4 on chapters 9, 10, 11

Nov. 17—Test #5 on chapters 12, 13, 14

Nov. 19 and Dec. 3—Current Event Presentations

Videos and other supplement material TBA

Description of Requirements:

Two Short Articles:

Select two current (2005 to present) articles related to research regarding any component of childhood and early adolescent development. Cite title, author, date, and sources of material. Abstract the research into one and one half to two pages of double-spaced typed material. Write your reaction to the research finding. The first article must be from a journal in the library. The second article must be from the Internet. 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 APA format. An APA handout is on reserve in the library.

Grading: Each article is 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 instructor, so please be as complete as possible. The paper should be approximately five typed pages (double-spaced) in length. Include any examples of drawing, writing, etc.

Current Event

Select a current event item from a newspaper, magazine, radio or television that is relevant to this class. It must be about child and adolescent development/behavior. You will orally present this to the class. Write a summary of the news item on a 3 x 5 note card and turn in to the instructor.

Video Reviews:

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

Email Instructor:

Each student is to email the instructor with the name and author of the articles that he/she has chosen to review. This is to check to make sure that each student can use email to send mail via the computer.

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- Funderburg, L. (2000, May). Saving Jason. *Life*. 48-65.
- Greene, B. (2000, March). What happened to Joseph? *Life*, 37.
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- Hollister, A. & Howe Colt, G. (1998, April). Were you born that way? *Life*, 38-50.
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eight (2nd ed.). Washington, DC: Teaching Strategies, Inc. (Original work published 1999)

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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.

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

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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.
