

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

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Office Hours: M/W 10:00 a.m. to 1:00 p.m.; or by appointment
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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. (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 their implication to the teaching profession. Students'	IPTS 2, 7 ICTS 1A, 2A, 2E, 5B, 7

	writings will be evaluated by a rubric.	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	Points/Due Date	Approximate Weight
Article Review	Select two current (2000 -) articles to research regarding any component of childhood and early adolescent development.	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	5%

Personal Child Study Paper	Write a paper on your own development from birth to adolescence.	50	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.	50	10%
Tests and/or Quizzes	The exams will consist of multiple measures. Questions will be derived from lecture, assigned readings, videos and discussions.	500	60%

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

Course Requirement and Evaluation:

	Points
• 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
• Email Professor	20
• Four video reactions (1/2-1 page)	20
• Attendance and Participation	50
• Six TESTS including MIDTERM and a FINAL	<u>300</u>
	Total 500

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 09, 2009.

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:

09/09/09 – Article selection E-mailed.
 09/23/09 – First Article due.
 10/22/09 – Second Article due.
 TBA – Video reactions due.
 11/18/09 – Personal Child Study Paper due.
 12/02/09 – Current Event
 TBA – Tests

Two Short Articles:

Select two current (2000-) 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. The second article must be from the Internet from a Professional Journal. 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 5th 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.

Email Professor:

Each student will email the professor with the name and author of the article the students chooses to review. This is to check to make sure that each student can use email to send mail via the computer.

COURSE OUTLINE

Week One and Two:

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

Week Three:

- The Science of Child Development (*Theories of Development*)

Week Four:

- Biological Development
- Prenatal Development

Week Five:

- Birth (*Birth: Eight Women’s Stories*)

Week Six:

- Infancy
- Physical Development in Infancy (*The Psychological Development of the Child: The Birth Process*)
- Cognitive Development in Infancy (*The Secret of Genie, a modern-day “Wild Child”*)

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 (*48 Hours: Attention Deficit/Hyperactivity Disorder*)

Week Eleven:

- Cognitive Development in Middle Childhood (*Educating Peter*)

Week Twelve:

- Psychosocial Development in Middle Childhood

Week Thirteen:

- Adolescence
- Physical Development and Health in Adolescence

Week Fourteen:

- Cognitive Development in Adolescence

Week Fifteen:

- Psychosocial Development in Adolescence (*The Lost Children of Rockdale County*)

ELE 2320 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.
