

**Eastern Illinois University**  
**Department of Early Childhood, Elementary, and Middle Level Education**

**ELE 2321-001: Child Growth and Development (Birth to Age 8)**  
**Fall 2009**

Tuesday & Thursday: 1-2:15 PM, Buzzard 2440

Instructor: Dr. Sham'ah Md-Yunus  
Office: 2203 Buzzard Hall  
Office Hours: M: 4-6:30PM; T: 3-4 PM; T & R: 9-10 AM. Other times by appointment  
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**Unit Theme:** Educators as creators of effective environment, integrating diverse students, subjects, strategies, and societies.

**Catalog Course Description:** A study of characteristics of children from before birth to age eight. Ways for teachers and other caregivers to respond to their needs and learning styles. Fifteen clock hours of clinical experiences in early childhood centers through primary grades.

**Course Purpose:** This course will prepare prospective teacher of young children with the necessary understanding of normal patterns of growth and development from the prenatal stage to age eight. This course meets the state requirement for a course in child development that focuses on the first eight years of life and satisfies the requirement for clinical involvement by requiring 15 hours of field experience.

**Current Textbooks:** Berk, L.E. (2005). *Infants and children: Prenatal through middle childhood* (5<sup>th</sup> ed.). Boston, MA: Allyn & Bacon.

**Supplemental Materials:** Live Text, Web CT, and West Educational Far West lab teaching materials.

**Model of Teaching: Information-Processing Family**

Information-processing models emphasizing 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. This model provides the learner with information and concepts emphasize concept formation and hypothesis testing, and generate creative thinking to enhance general intellectual ability, to use for studying the self and society, and for achieving the personal and social goals in education (Joyce, B., Weil, M., & Calhoun, E. (2009). *Models of teaching*. (8<sup>th</sup>. ed.). NY: Pearson.

If you have a documented disability and wish to discuss academic accommodation, please contact the Office of Disability Services at 581-6583.

**Dispositions:** Teacher candidates in the department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, sensitivity to diversity, the ability to provide varied teaching practices evidenced in a supportive and encouraging atmosphere from learning.

Four dispositions modules will be part of the ELE 2321 course. These will be in-class activities.

Disposition Module One: identified/unidentified

Disposition Module Two: able/unable

Disposition Module Three: larger/smaller

Disposition Module Four: student/other

College of Education and Professional Studies Dispositions:

<http://www.eiu.edu/~clinical/Dispositions%20web/homedispo.html>

- Interaction with Students (IWS)
- Professional and Ethical Practices (PEP)

- Effective Communication (EC)
- Planning And Teaching for Student Learning (PTSL)
- Sensitivity to Diversity and Equity (SDE)

Live Text and Field Experience: Live Text and portfolio are required in this class. They will be graded by the instructor and if students have been completed in less than a satisfactory manner then no more that a “D” may be earned in the class regardless of the number of points earned.

**Teaching Standards Related to ELE 2321:**

Illinois Professional Teaching Standards (IPTS): <http://www.isbe.net/profprep/standards.htm>

Illinois Core Technology Standards (ICTS): [www.isbe.state.il/profprep/standards.htm](http://www.isbe.state.il/profprep/standards.htm)

Illinois Core Language Arts Standards (ICLA):

[http://www.isbe.net/profprep/CASCD/pdfs/24110\\_corelangartsstd.pdf](http://www.isbe.net/profprep/CASCD/pdfs/24110_corelangartsstd.pdf)

National Association of Education for Young Children Standards (NAEYC):

[http://www.naeyc.org/accreditation/next\\_era.asp](http://www.naeyc.org/accreditation/next_era.asp)

**Outcomes Specific to this Course:**

- Identify and describe the major theories of child development
- Describe prenatal development and demonstrate knowledge of major factors that can influence human development including chromosomal and genetic problems
- Describe the development of children from the point of view of a maturationist, cognitivist, humanist, behaviorist, psychoanalyst, and how to use their viewpoints in a school setting.
- Demonstrate knowledge of how to promote physical well-being, emotional health, prosocial behaviors, creativity and language skills in various school settings.
- Demonstrate knowledge of observation techniques by submitting written observations of children to be included in a field experience and child study notebook.
- Become knowledgeable about technology, in particular the Internet and to use computer to create and produce class assignments.
- Develop and understanding of how children’s friendships and coping behaviors, and how the family influences the development of the child during early childhood.
- Demonstrate the ability to collaborate with early childhood education teachers when planning instruction during field experience.
- Participated in workshops and meetings that encourage the development of professionalism for the purpose of the Professional Development Requirement sheet.

**Course Requirements**

<b>Course Requirements</b>	<b>Demonstrated Competencies</b>	<b>Aligned Standards</b>
Participation	Performance includes presence, participation and preparation for group and whole class discussions.	IPTS: 1,10,11 ICTS: 2,5,7 ICLA: 1 NAEYC: 5
Readings and Written Responses (Textbook & Journal Articles)	Performance will be include reading, reflecting, and preparing for discussions of content related to the child growth and development and current issues related to the children and families.	IPTS: 1,2,3 ICTS: 1,2,3, 5,7 ICLA:1, 2 NAEYC: 1,2,3,4

Tests and Examinations	Tests and examinations are one of the forms of assessment of students' content knowledge about child growth and development.	IPTS: 1,2,3,4,5,6,7,7,8 ICTS: 1,2,3,4,,7,8 ICLA: 2,3 NAEYC: 1,2,3,4
Child Study	Performance includes a study of a child between three and five years of age. The competency of using observational instruments to collect data and report the findings according to the "The Creative Curriculum Goals and Objectives" to determine the developmental level of a child.	IPTS: 1,2, 3,7,8,9,10,11 ICTS: 1,2,4,5,7,8 ICLA:1,2,3 NAEYC: 1,3,5
Field Experience	Performance includes fifteen hours of field experience, teaching two lessons, 15 journal entries, and 10 activity file, to be submitted in the portfolio form or CD.	IPTS: 1, 2,3 ICTS: 1, 2,3,7 ICLA:1,2,3 NAEYC: 1,2,3,4,5

### Core Assignments

Core Assignments	Brief Description	Approximate Weight
Article Reflections	The article must be selected from professional journals and reflected the current issues or topics in the early childhood education. The article must include summary of the article, discussions, and reflections.	10%
Tests and Examination	Tests and examination consists of multiple measures, including multiple choice, short answers, and essay questions. Questions will be derived from lecture, assigned readings, article handouts, and class discussions.	25%
Child Study	An observational study of a child between three and five years of age in the selected area of development. The anecdotal notes and check lists will be used to collect information of the child in the home or preschool setting, interacting with other children, siblings, parents, or other adults. Using "The Creative Curriculum Goals and Objectives," information form the data collection will be used to determine the developmental level of the child.	20%
Field Experience	Fifteen hour observation at the early childhood centers. Required to have two lessons plan using Live Text and teach the lessons based on the plans. Teaching will be evaluated by the instructor and cooperating teacher. Students must submit their field experience portfolio which includes the evaluations forms, dispositions form, log sheets, journal entries, activities file, and other artifacts collected from the center.	35%

Attendance, Class Participation, and Dispositions	Regular attendance, active class participation, and conform with the dispositions requirement.	10%
Detailed instructions and expectations for each assignment will be provided by the individual instructor.		

### Course Overview

This course covers five parts of infant and children development; (1) Theory and Research in Child Development, (2) Foundations of Development, (3) Infancy and Toddlerhood: The First Two Years, (4) Early Childhood: Two to Six Years, and (5) Middle Childhood: Six to Eleven years.

#### Part I: Theory and Research in Child Development

This part covers the field of child development, basic issues, biology and environment, historical foundations, theories of child development from mid-twenties through recent theoretical perspectives, common methods of child study, cultural influences and social issues among young children.

#### Part II: Foundations of Development

This part discusses on the biological and environmental foundations. Topics will cover on genetic foundations, reproductive choices, environmental contexts for development, and understanding the relationship between heredity and environment, birth and the newborn baby, and the new born baby capacities and the transitions to parenthood.

#### Part III: Infancy and Toddlerhood: The First Two Years

This part discusses on physical development in infancy and toddlerhood. Topics will cover on body growth, brain development, influences on early physical growth, learning capacities, motor development, perceptual development, Piaget's cognitive theory, the social context of early cognitive development, and language development, the emotional and social development in infancy and toddlerhood, Erikson's theory of infant and toddlerhood personality, emotional development, development of temperament and attachment.

#### Part IV: Early Childhood: Two to Six Years

This part discusses on the physical, cognitive and socioemotional development in children ages two through six years olds. Topics will cover body growth, brain development, motor skills, and factors affecting physical growth and health, Piaget's preoperational stage, Vygotsky's sociocultural theory, how children process information, individual differences in mental development, and language development, second stage of Erikson's theory, peer relations, foundation of morality, gender typing, and child rearing practices.

#### Part V: Middle Childhood: Six to Eleven years

This part discusses the physical, cognitive, and socioemotional development of middle childhood children. Topics will cover body growth, common health issues, motor development and play, Piaget's concrete operational stage, how children process information, individual differences in mental development, language development, Erikson's stage of industry versus inferiority, self-understanding, understanding others, moral development, peer relations, gender typing, common problems in social and emotional development and the family influences.

### Course Requirements and Evaluations

The students will be evaluate by the following:

#### 1. Class Attendance

Class attendance will be monitored. Students are expected to attend all classes. If prevented by acute illness or an emergency, the student should contact the instructor in a timely manner. When the student can

anticipate the absence, the instructor must be contacted before the absence occurs. Students who are absent from class, for whatever reason, are held responsible for the material covered in their absence. The student is responsible for initiating all interactions with the instructor relative to absences and related assignments or exams. Excuse absences are recognized for illness, family emergencies and participation in university activities as stated in the university catalogue. Regular attendance and class participation are expected and count as part of your grade.

## **2. Late Assignments**

Assignments are due in the class on the day listed as the due date for the assignment. Any assignment turned in after this is considered late. Assignments turned in late will be assess a penalty of one point for each day late. Test must be taken on the planned date. No tests will be given a later time unless arranged in advanced by the instructor before the day of the scheduled exam.

## **3. Field Experience and Field Experience Portfolio**

Fifteen hours of field experience must be successfully completed. If field experience is less than satisfactory completed, no more than a "D" may be earned in the class, regardless of the number of points earned. Students are required to dress in an appropriate, professional manner at the field experience site. Absences must be reported to the person designated at the site, and the instructor must be notified prior to the absence with an email or phone call. Field experience logs must be documented the daily activities at the practicum site. There is also an evaluation form that must be signed by the cooperating teacher and the instructor. These forms must be turned in by the close of the semester or the student will receive an incomplete in the course. It is necessary to submit to a T.B. test prior to participating in the field experience. The T.B. test is four step process and you need to attend all of the announced dates. We need to have the results give to the school directors on the first day of the field experience. Test can be obtained at Health Service free of charge.

## **4. Lesson Plans**

You will write three lesson plans during this class. One practice lesson will be turned in for feedback prior to beginning field experience. During field experience, two lessons will be taught. One of them will be observe by the instructor and the other will be observed by your cooperating teacher. These will written on the lesson forms provided to you in class. You need to observe the interests of the children in the class and discuss your ideas with your practicum teacher for ideas before you start planning. There will be one point reductions for each day late. The lesson need be on three out of the following topics:

- a. Emerging literacy
- b. Early writing, speaking, listening
- c. Art or other creative project
- d. Drama, music, song or finger play
- e. Early math or science
- f. Movement, dance.

## **5. Child Study**

A child study will be done on child who is between three and five years of age. This assignment will include: a) an anecdotal observation and check list of at least 60 minutes of the child in the home or preschool setting interacting with other children, siblings, parents, or other adults, and b) a report of assessments you will do on the same child, and c) a short conversation with the child's primary caregiver, parents or teacher. This can be completed in conjunction with the field experience. You will turn in a draft of each section to me before putting the final paper together. This assignment will be placed in your portfolio to document your knowledge and abilities in observation and assessment of preschool children.

All written assignments must be in an American Psychological Association (APA) 5<sup>th</sup>. ed. format and should reflect academic honesty and no plagiarism.

You need to comply with the requirements of the **Professional Development Requirements sheet**. Students are also required to write a **Letter of Intent**.

Students are required to conform to the classroom rules. Using cell phones and other electronic devices in the class are strictly prohibited.

<b>Student Point Record</b>	<b>Possible Points</b>	<b>Due Date</b>
Journal Article Reflection	20	9/3/09
Test I	20	10/8/09
Mid-Term	50	10/15/09
Child study	100	10/29/09
Test II	20	11/12/09
Field Experience Portfolio	200	12/3/09
Finals	100	12/15/09
Attendance, Class Participation, and Dispositions	20	
<b>Total</b>	<b>530</b>	

**Grading Scales:**

A = 90% and above;	477-530
B = 80-89%	424-476
C = 70-79%	371-423
D = 60-69%	318-370
F = below 60%	below 318

**Other Assignments Due Dates**

Lesson Plan I:	9/24/09
Lesson Plan II and III:	During Field Experience Period
Letter of Intent:	9/18/09
Live Text Training:	9/8/09
Field Experience Period:	TBA
PDR Sheet:	12/15/09

This syllabus is tentative. The instructor may change the topics and/or time of the class schedules.

**Class Schedule**

<b>Date</b>	<b>Topic</b>
8/26/09 8/27/09	Course overview: course syllabus, assignments, field experience, child study, Letter of Intent, Live Text, Professional Development Sheet, NAEYC journal articles, Illinois Early Learning Standards
9/1/09 9/3/09	Child Study Field Experience <b>Journal article reflection due</b>
9/8/09 9/10/09	Live Text training, Letter of Intent, Lesson Plan <b>Purchase Live Text in EIU Bookstore.</b> <b>Practice Lesson Plan I</b>
9/15/09 9/18/09	Child Development Theories: Psychoanalytic Perspectives Behaviorism and Social Learning Theory Ecological System Theory. <ul style="list-style-type: none"> <li>• Cognitive- Developmental Theory</li> <li>• Ethnological</li> </ul>

	<ul style="list-style-type: none"> <li>• Multiple Intelligence</li> </ul> Reading: Berk Chapter 1 Handout: Theories of Child Development <b>Video: Child Development Theories</b>
	Foundations of Development: Biological and Environmental Foundations <ul style="list-style-type: none"> <li>• Genetic foundations</li> <li>• Environment Contexts for Development.</li> </ul> Reading: Berk Chapter 2 <b>Letter of Intent Due</b>
9/22/09 9/24/09	Child Study, Developmental Continuum Observations and Assessments, Data Analysis and Reporting, Video: Observation of Young Children <b>Lesson Plan I due</b> <b>Dispositions Module 1</b>
9/29/09 10/1/09	Field Experience: Instructions and direction for field experience's assignments Prenatal Development and Prenatal Environmental Influences. Reading: Berk Chapter 3 <b>Test I Due</b>
10/6/09 10/8/09	Birth and Newborn Baby The stages of childbirth, <ul style="list-style-type: none"> <li>• Approaches to childbirth,</li> <li>• Medical intervention,</li> <li>• Birth complications,</li> <li>• New born baby capacities.</li> </ul> Reading: Berk Chapter 4
10/13//09 10/15/09	Infancy and Toddlerhood: the first two years. Physical development <ul style="list-style-type: none"> <li>• Cognitive development</li> <li>• Brain development</li> </ul> Reading: Berk Chapter 5 & 6 <b>Mid-Term Exam Due</b> <b>Dispositions Module 2 (10/13/09)</b>
10/20/09 10/23/09	Infancy and Toddlerhood: The Social and Emotional Development Bonding and Attachment Reading: Berk Chapter 7.
10/27//09 10/29/09	Early Childhood: 2-6 years. Physical Development. Factors Affecting Physical Growth and Health <ul style="list-style-type: none"> <li>• Motor development.</li> </ul> Reading: Berk Chapter 8 <b>Child Study Due</b> <b>Dispositions Module 3</b>
11/3/09 11/5/09	Early Childhood: Cognitive Development. Piaget vs. Vygotsky <ul style="list-style-type: none"> <li>• Individual differences</li> <li>• Multiple intelligences</li> <li>• Language development</li> </ul>

Reading: Berk Chapter 9  
**National Association for Education for Young Children Annual  
Conference, 11/18/-21, 2009**

- 11/10/09  
11/12/09. Early Childhood: Social and Emotional Development  
Peer relations,  
• Foundation of morality,  
• Gender typing  
Reading: Berk Chapter 10  
**Test II Due**  
**Dispositions Module 4 (11/10/09)**
- 11/17/09  
11/19/09 Middle Childhood: 6-11 years old: Physical and Cognitive Development  
Body growth,  
• Common health problems,  
• Motor development  
• Play.  
• Piaget's concrete operational stage  
• Informational processing  
• Individual differences and learning styles  
• Language development.  
Reading: Berk Chapter 11 and 12
- 11/23-27/09 Thanksgiving Recess**
- 12/1/09  
12/3/09 Middle Childhood: 6-11 years old: Social Development  
Erikson's industry versus inferiority  
• Moral development  
• Peer and family relations.  
Reading: Berk Chapter 13  
**Field Experience Assignment due**
- 12/8/09  
12/10/08 Middle Childhood: 6-11 years old: Emotional Development.  
Self- understanding and understanding others (emotional intelligence)  
Reading: Berk Chapter 14
- 12/14-18/09 **Final Exam**  
**PDR Sheet Due**

### References

- Berk, L.E. (1999). *Landscapes of development: An anthology of readings*. NY: Wadsworth Pub. Comp.
- Berk, L.E. & Winsler (1995). *Scaffolding children's learning: Vygotsky and early childhood education*. Washington, D.C: National Association of Education for Young Children.
- Bergen, D. & Coscia, J. (2001). *Brain research and childhood education*. Washington, DC: Association of Childhood Education International.
- Bodrove, E. & Leong, D. (1996). *Tools of mind: The Vygotskian approach to early childhood education*. Upper Saddle River, New Jersey: Prentice Hall.
- Charlesworth, R. (2004). *Understanding child development*. New York: Thompson Delmar Learning.
- Colker, L.J. (1995). *Observing young children: Learning to look, looking to learn*. Washington, D.C: Teaching Strategies.
- Dodge, D. T, Colker, L.J., & Heroman, C. (2002). *The creative curriculum for preschool* (4<sup>th</sup> ed.). Washington, D.C: Teaching Strategies.
- Elfman, J. (2000). *Encouraging preschoolers' intellectual development*. Chicago: World Book-Childcraft.

- Elkind, D. (1993). *Images of the young child*. Washington, D.C: National Association of Education for Young Children.
- Gardner, H. (1993). *Multiple intelligences: The theory in practice*. CA: Pergeus Books Group.
- Junn, E.N. (2006). *Annual editions: Child growth and development 08/09*. Dubuque, IA: McGrawHill.
- Kail, R.V. (2001) *Children and their development*. New Jersey: Prentice Hall.
- McAfee, O. (2000). *Promoting preschoolers' language development*. Chicago: World Book-Childcraft.
- McAfee, O. & Leong, D. J. (2007). *Assessing and guiding young children's development and learning* (4<sup>th</sup> ed.). New York: Pearson.
- Peterson, R. & Collins, V. (1986). *The Piaget handbook for teachers and parents*. New York: Teachers College Press.
- Paciorek, K. M. (2007). *Annual Edition: Early childhood education 08/09*. Dubuque, IA: McGrawHill.

## **ELE 2321: Field Experience Instructions and Requirements**

### **What is Field Experience?**

- Field experience is designed to help students gain teaching and learning experience in the classrooms. This experience hope will guide them to the pre-student-teaching experiences. Through field experience, students not only will gain hands-on experience but also to practice and apply what they have learned in the classroom into the field experience site.

### **Field Experience Instructions**

- Students will assign to a cooperating teacher in an early childhood center.
- Students are require to have 15 hours in the classroom.
- On the first day at school, you need to report to the director of the school and introduce yourself. Please wear EIU name tag or Panther card. Find out where you will be in the room and what you will do. Work out the logistics regarding your placement with your cooperating teacher early. Discuss with your cooperating teacher before you start on the first day. Please ask for clarification.
- Students are required to be punctual. If students are ill or have emergency, they are responsible to contact the school director, the cooperating teacher, and the instructor before you need to be at the school.
- You are required to be neat and professional in appearance. Clothing should be conservative and comfortable. Do not wear hats or caps, shorts, cutoffs, or other leisure-time apparel. Please only wear earrings and remove any other body ornaments. Hair must be usual color; brown, black, blonde, and red.

### **Field Experience Requirements and Assignments**

1. Keep a daily log on the 'record of clinical experience' form of the activities that you do with the children. Every page of this form is to be signed by the cooperating teacher at the conclusion of your field experience. These forms need to put together in the field experience portfolio.

2. Write two lesson plans; one for the cooperating teacher and the other for the instructor. Lesson plans must be in the Live Text format.

- Lesson plan 1 is for the cooperation teacher. Discuss with the cooperation what to teach and get approval from her.
- Lesson plan 2 is for the instructor. This lesson plan must be hand in to the instructor prior to teaching observation

These lesson plans need to put together in the field experience portfolio

3. You need to teach two lessons. One will be observe by the cooperating teacher (using the lesson plan 1) and the other by the instructor (using lesson plan 2).

4. Activity File: Develop 10 activities for young children. Activities must include;

- a. math
- b. science
- c. social studies
- d. reading
- e. writing
- f. art & craft

- g. drawing
- h. outside play
- I. music
- j. creative movements

These activities need to put together in the field experience portfolio.

5. Write 15 journal entries

- Write two to three short paragraph journal entries and reflections what you learn in the class each visit.
- These entries need to put together in the field experience folder.

6. Develop a field experience portfolio.

- Portfolio must have clear plastic cover to put your information.
- Contents and organizations of the portfolio are:
  - Your full name, course #, term, name of the early childhood center, and the name of the cooperating teacher in the plastic cover of the portfolio
  - Do not use plastic slips to put your papers or information
  - Please use dividers/tabs to divide the sections
  - Each of the pages must be numbered
  - Table of contents
  - ELE 2321: Field Experience Instructions and Requirements
  - 'Record of Clinical Experience'
  - 'Field Experience I Rubric' evaluated by the cooperating teacher
  - 'Field Experience I Rubric' evaluated by the instructor
  - THREE lesson plan which have been graded by the cooperating teacher and the instructor
  - 10 activities for young children
  - 15 journal entries and reflections. ONE of the journal entry will be used as a data for the EC/ELE/MLE Department Assessment an artifact to be submitted to instructor via Live Text for the data for The National Council for Accreditation of Teacher Education (NCATE). This entry need to be ONE PAGE long.
  - Students are encouraged to submit their portfolios in the CD form.

**ELE 2321: Grading for Practicum Assignment**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

	<b>Items</b>	<b>Possible Points</b>	<b>Your Points</b>
1	1. Your full name, course #, term, name of the early childhood center, and the name of the cooperating teacher in the plastic cover of the portfolio	1	
2	Table of contents with page number in each of the pages.	1	
3	'ELE 2321: Field Experience Instructions and Requirements' and Grading Sheet	1	
4	'Record of Clinical Experience'/Practicum Log	3	
5	'Field Experience I Rubric' evaluated by the cooperating teacher	2	
6	'Field Experience I Rubric' evaluated by the instructor	2	
7	Three lesson plan which have been graded by the cooperating teacher, the instructor, and practice lesson plan @ 15 pts each	45	
8	Activity file: 10 activities for young children @ 5 pts each	50	
9.	15 journal entries and reflections @5 pts each	75	
10	Floor Plan	10	
11	Handbook	10	
	<b>Total</b>	<b>200</b>	

Comments:

**ELE 2321: Rubric for Field Experience**

<b>Domain/Points</b>	<b>Exceed Expectations</b>	<b>Meet Expectations</b>	<b>Does Not Meet Expectations</b>
Three lesson Plans  45	Lesson plans are planned very appropriately with the children's age and level of ability. Activities and objectives are very appropriate and aligned with the standards. Lesson plans are written in the Live Text format  40-45	Lesson plans are planned appropriately with the children's age and level of ability. Activities and objectives are appropriate and aligned with the standards. Lesson plans are written in the Live Text format  35-39	Lesson plans are planned less appropriate with the children's age and level of ability. Activities and objectives are less appropriate and aligned with the standards. Lesson plans are not written in the Live Text format  10-34
Ten Activity File  50	8 activities are from classrooms and students made 2 from other sources.  45-50	7 activities are from classrooms and students made 3 from other sources.  26-44	5-6 activities are from classrooms and students made 4-5 from other sources.  10-25
Fifteen Journal Entries and Reflections  75	Indicate very clearly 3 components: summary of the events, discussions and what do you learned from the events  70-75	Indicate clearly 3 components: summary of the events, discussions and what do you learned from the events  36-69	Unclear descriptions on how the 3 components: summary of the events, discussions and what do you learned from the events  30-35
Floor Plan  10	Design was very clearly show type and category of floor plans. Indicated all areas of learning. Include detail descriptions of the plans. Using high level of technology skills.  9-10	Design was clearly show type and category of floor plans. Indicated most areas of learning. Include the descriptions of the plans. Using high level of technology skills.  6-8	Design was unclear of type and category of floor plans. Indicated some areas of learning. Limited descriptions of the plans. Using high level of technology skills.  3-5
Handbook  10	Contents included all information for parents and families (scheduling, fees, policies, activities, etc)  9-10	Contents included partial of information for parents and families (scheduling, fees, policies, activities, etc)  6-8	Contents provided limited information for parents and families (scheduling, fees, policies, activities, etc)  3-5

	Exceed Expectations	Meets Expectation	Does not Meets Expectation
Overall contents of the portfolio, including title page, assignment questions, rubrics, grading sheet, creativity, organization, and technology infusion.	Overall contents of the portfolio, including title page, assignment questions, rubrics, grading sheet, creativity, organization, and technology infusion are excellent.	Overall contents of the portfolio, including title page, assignment questions, rubrics, grading sheet creativity, organization and technology infusion are good	Overall contents of the portfolio are lacking of title page, assignment questions, rubrics, grading sheet, creativity, organization, and infuse technology are minimal and limited.
10	9-10	6-8	3-5

Developed by Dr. Md-Yunus, Fall, 2006, revised spring, 2009.

### **ELE 2321: Child Study**

Observe a child between the ages of 3-5 year olds and develop a portfolio about the child you observed.

#### **Task A: Observations**

- Select one child ages 3-5 years old.
- Observer him/her approximately 120 minutes in spreading out over a variety of activities, routines, and settings over several days
- Select ONE area of development (Berk: physical, cognitive, or socio-emotional)
- Select TEN goals/objectives (The Creative Curriculum Goals and Objectives at a Glance)
- Select developmental continuum –for runners, level 1, 2, 3 (Creative Curriculum for Preschool)
- Use variety observational methods to collect the data: checklists, anecdotal records, interviews, and child’s work samplings.

#### **Task B: Writing the Observation**

Writing and interpreting the data you collected: (see handouts “observations and assessments”)

- Be objectives. Strictly reporting. Do not interpret the data
- Do not bias when reporting the data
- Write about two paragraph for each goal/objective what do you observed
- Organize your report under subheading for each goal/objective

#### **Task C: Develop a portfolio**

Portfolio may be a binder, or a container, tote bag, etc. Portfolio must include the followings:

1. Title page: Course # and title, your full name, date
2. Assignment question, rubric, and grading sheet
3. Introduction: the child, age/date of birth, gender, his/her family/siblings
4. Area of development you choose
5. 10 goals /objectives you choose
  - Put two goals/objective per page
  - You can put pictures/ photos/ child’s artwork or drawings in some or each of the objectives/goals you reported.
6. Reflections: what do you learned about the child form these
  - Observations
  - How do you use the data to generalize further learning?
7. 2 samples of anecdotal records you used
8. 2 samples of checklists you used
9. Data from interview you conducted
10. The Creative Curriculum Goals and Objectives at a Glance
11. Continuum from Creative Curriculum

### ELE 2321: Child Study's Grading Sheet

Name:

Date:

		Possible Points	Your Points
1.	Title page: Course # and title, your full name, date	2	
2	Assignment question, rubric, and grading sheet	2	
3	Introduction: the child, age/date of birth, gender, his/her family/siblings	5	
4	Area of development you choose and rationale why you choose this area of development	5	
5	10 goals/objectives you choose Put two goals/objective per page. You can put pictures/ photos/ child's artwork or drawings in some or each of the objectives/goals you reported.	50	
6	Reflections: what do you learned about the child form these observations  How do you use the data to generalize further learning?	10  10	
7	2 samples of anecdotal records you used	4	
8	2 samples of checklists you used	4	
9	Data from interview you conducted	4	
10	The Creative Curriculum Goals and Objectives at a Glance	2	
11	Developmental Continuum of Creative Curriculum	2	
	<b>Total</b>	<b>100</b>	

Comments:

**ELE 2321: Rubrics for Child Study**

<b>Domain</b>	<b>Exceed Expectations</b>	<b>Meets Expectations</b>	<b>Does Not Meet Expectations</b>
Title page, assignment questions, rubrics, grading sheet 4	Information are complete and are arrange in order 4	Missing one information. Information are arrange in order. 3	Missing 2 or more information. Information are not arrange in order 1-2
Introduction (info about a child) 5	Introduction is complete include all required information 5	Introduction is incomplete. Missing one information. 3-4	Introduction is incomplete. Missing 2 or more information 1-2
10 Objectives/Goals (8 for physical development) 50	Domain is appropriate. Objectives/goals are complete and explain very clearly. Includes child's photos/pictures and child's work 40-50	Domain is some what appropriate. Objectives/goals are incomplete and are explain some what clear. Includes limited child's photos/pictures and child's work 16-39	Domain is inappropriate. Objectives/goals missing 2 or more and incomplete and are not explain very clearly. Does not includes child's photos/pictures and child's work 10-15
Area of Development and rationale why you choose this area 5	Explain clearly the area of development and rational why choose this area. 4-5	Explain somewhat clear the area of development and rational why choose this area. 2-3	Did not explain clearly the area of development and rational why choose this area. 1
Reflections 20	Reflections are very good 18-20	Reflections are some what good 11-17	Reflections do not reflect the area of child development and objectives/goals of the study. 5- 10
2 samples for each of the types of data collection 8	Appendixes are complete 8	Missing one appendix 5-7	Missing more than one appendixes 2-4
Interviews 4	Interviews are appropriate. Data are transcribed and use for the right purposes 4	Interviews are some what appropriate. Data are partially transcribed and use for some what right purposes 2-3	Interviews are inappropriate. Data are not transcribed and not use for the right purposes 1
Overall contents of the portfolio, including creativity and technology infusion. 4	Overall contents of the portfolio, including creativity and technology infusion are excellent. 4	Overall contents of the portfolio, including creativity and technology infusion are good 2-3	Overall contents of the portfolio are lacking of creativity and infuse minimal technology. 1

Developed by Dr. Md-Yunus, Fall 2006.

