

Eastern Illinois University
Department of Early Childhood, Elementary, and Middle Level Education
ELE 2321.002: Child Growth and Development (Birth to Age 8)

Fall, 2009
Tuesday/Thursday 3:00-4:15 pm 2442 Buzzard

Professor: Dr. Carrie Dale

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Office Hours: T/TH: 11:30-1:00; T: 6:00-7:00 pm; W: 8:30-10:00

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Unit Theme

Educators as creators of effective environment, integrating diverse students, subjects, strategies, societies and technologies.

Catalog Course Description

A study of characteristics of children from before birth to the middle grades. Ways for teachers and other caregivers to respond to their needs and learning styles. Fifteen clock hours of clinical experience in preschool through primary level classrooms.

Course Prerequisite

None

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.

Course Text

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

Supplemental Materials

Course Pack, LiveText, Web CT, and West Educational Far West lab teaching materials

Model of Teaching: Developmental Learning Model

This model emphasizes development that occurs as a result of interaction between the individuals and the physical and social environment. Learning occurs when individuals assimilate new experience into already existing cognitive structures. This model pays great attention to the individual perspective and shapes education so that students can better understand themselves, take responsibility for their own learning, and go beyond current

developments in order to become stronger, more sensitive, and more creative. (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, 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.

Dispositions Module One: identified/unidentified

Dispositions Module Two: able/unable

Dispositions Module Three: larger/smaller

Dispositions Module Four: student/other

LiveText Assessment Requirement

For those classes with LiveText or Practicum – If the portfolio or LiveText 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 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

Illinois Core Language Arts Standards (ICLA):

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

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)

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 it, 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 WebCT, and how to use the computer to create and produce class assignments.
- Develop an understanding of 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 preschool teachers when planning instruction during field experience.
- Participate in workshops and meetings that encourage the development of professionalism for the purpose of the Professional Development Requirement sheet.

Course Requirements

Course Requirements	Demonstrated Competencies	Aligned Standards
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
Article Reflections	Performance will be include reading, reflecting, and preparing for discussions of content related to the growth and development of children and current issues related to 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, 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 is expected.	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 a file with 10 activities, to be submitted in hard copy 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
Participation	Regular attendance and active participation is expected of all students.	12%
Article Reflections	The article must be selected from one of the books on reserve at the library. The report must include a summary of the article, discussion and reflection.	6%
Quizzes and Tests	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 from the data collection will be used to determine the developmental level of the child.	16%
Field Experience	Fifteen hours observation at an early childhood center. Required to have two lesson plans using Live Text and teach the lessons based on the plans. Teaching will be evaluated by the instructor and 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.	41%
Detailed instructions and expectations for each assignment will be provided by the individual instructor.		

NOTE: 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.

Grading Scales

A = 90 - 100%

B = 80 - 89%

C = 70 - 79%

D = 60 - 69 %

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.

Evaluation:

1. Class Attendance

Class attendance will be monitored. Students are expected to attend and actively participate in all classes. Students who are absent from class, for whatever reason, are held responsible for the material covered in their absence. 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. No late work (including quizzes) will be accepted.

3. Field Experience and Field Experience Portfolio

Fifteen hours of field experience must be successfully completed. If the field experience is deemed less than satisfactory, 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 document 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 TB test prior to participating in the field experience. The TB 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. Tests can be obtained at the Health Service free of charge. Details of this assignment and rubric are provided in the Field Experience Protocol. PLEASE READ CAREFULLY

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 the 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 be 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 including weekends. The lessons 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 a 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. This assignment will be placed in your portfolio to document your knowledge and abilities in observation and assessment of preschool children. Details of this assignment and rubric are provided in the Field Experience Protocol. PLEASE READ CAREFULLY

You need to comply with the requirements of the **Professional Development Requirements sheet**. Completing this form will be an in-class activity. Students are also required to write a **Letter of Intent** via LiveText.

Student Point Record	Possible Points
Journal Article Reflections (total of 2)	30
Quizzes (6 total, 10 points each)	60
Mid-Term	30
Final	30
Child study	100
Field Experience Portfolio	200
Participation	60
Total	510

Course Topic Outline

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 and cultural influences and social issues among young children.

Part II: Foundations of Development

This part discusses biological and environmental foundations. Topics will cover 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 physical development in infancy and toddlerhood. Topics will cover 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, and the development of temperament and attachment.

Part IV: Early Childhood: Two to Six Years

This part discusses 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, the 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. 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.

Class Session	Session Content	Reading Assignment	Due
1: Aug 25	History, Theory and Research Strategies	chapter 1	
2: Aug 27	Biological and Environmental Foundations	chapter 2	
3: Sept 1	review		Purchase LiveText
4: Sept 3	online quiz 1		
5: Sept 8	Prenatal Development	chapter 3	
6: Sept 10	Birth and the Newborn Baby	chapter 4	sign off (in class activity)
7: Sept 15	review		
8: Sept 17	online quiz 2		
9: Sept 22	Dispositions Module 1		
10: Sept 24	Physical Development in Infancy and Toddlerhood	chapter 5	

Class Session	Session Content	Reading Assignment	Due
11: Sept 29	Cognitive Development in Infancy and Toddlerhood	Chapter 6	
12: Oct 1	review		Letter of Intent via LiveText
13: Oct 6	online quiz 3		
14: Oct 8	Midterm Exam (chapters 1-6)		
15: Oct 13	Emotional and Social Development in Infancy and Toddlerhood	chapter 7	
16: Oct 15	Physical Development in Early Childhood	chapter 8	
17: Oct 20	review		Article Reflection 1
18: Oct 22	online quiz 4		
19: Oct 27	Dispositions Module 2		
20: Oct 29	Cognitive Development in Early Childhood	chapter 9	
21: Nov 3	Emotional and Social Development in Early Childhood	chapter 10	
22: Nov 5	review		Article Reflection 2
23: Nov 10	online quiz 5		
24: Nov 12	Dispositions Module 3		
25: Nov 17	Physical Development in Middle Childhood	chapter 11	
26: Nov 19	Cognitive Development in Middle Childhood	chapter 12	
Nov 24	NO CLASS		
Nov 26	NO CLASS		
27: Dec 1	review		Child Study
28: Dec 3	online quiz 6		Field Experience Notebook Livetext for rubric

Class Session	Session Content	Reading Assignment	Due
29: Dec 8	Emotional and Social Development in Middle Childhood	chapter 13	PDR (purple sheet)
30: Dec 10	Review; Dispositions Module 4		
Tuesday Dec 15 12:30 pm- 2:30 pm	Final Exam (chapters 7-13)		

Bibliography

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- Bergen, D. & Coscia, J. (2001). *Brain research and childhood education*. Washington, DC: Association of Childhood Education International.
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- 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.
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- Peterson, R. & Collins, V. (1986). *The Piaget handbook for teachers and parents*. New York: Teachers College Press.
- Paciorek, K. M. (2006). *Annual Edition: Early childhood education 08/09*. Dubuque, IA: McGrawHill.
- Rankin, J. (2006). *Bringing up baby*. Newsweek, January 9, 2006.

All information in this syllabus should be considered subject to change based upon professional discretion. If you need course adaptations or accommodations due to a disability, please make an appointment to see me or contact the Director of Disability Services at 217-581-6583.