

**DEPARTMENT OF EARLY CHILHOOD,  
ELEMENTARY, AND MIDDLE LEVEL EDUCATION**

**ELE 2320**

**Childhood and Early Adolescent Development**

**Instructors: Tim Croy, April Flood**

**Fall - 2001**

**Professor:** Tim Croy, Assistant Professor  
**Office:** Buzzard Hall, Room 2219  
**Office Hours:** Mondays/Fridays/Wednesdays – 10:00 a.m. to 11:00 a.m. Thursdays – 1:00 p.m. to 2:00 p.m. or by appointment.  
**Phone:** Office: 217/581-7890  
Home: 217/234-2758  
**E-mail:** cftwc@eiu.edu

**1. Unit Theme:**

Educators as creator of effective educational environments integrating diverse students, subjects, strategies, and societies.

**2. Catalog 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.

**3. Course Description:**

This course provides broad and salient coverage of development from birth through adolescence. It offers a balanced and eclectic selection of topics, a firm foundation of classic and up-to-date research, and an examination of timely issues such as abuse, genetic counseling, and changing family lifestyles.

**4. Course Prerequisite:**

Concurrent enrollment with ELE 2000 is recommended.

**5. Course Rationale:**

This course will orient students to learning principles/theories and child development principles/theories and will serve as a foundation for higher level courses.

**6. Course Goal:**

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 adolescence will be explored. Appropriate activities which promote the growth of children and adolescence, and societal changes which influence their development, will also be investigated.

**7. Objectives for all ELE Classes:**

- \* Develop a desire for lifelong learning in students and personally display one’s own desire for lifelong learning including self-evaluation.
- \* Demonstrate good communication.
- \* Demonstrate/exhibit sensitivity to student’s feelings.
- \* Design instruction to develop and utilize the cognitive processes by which pupils learn.
- \* Demonstrate a knowledge of facts, and an understanding of fundamental principles, ideas, and relationships among various domains.
- \* Demonstrate knowledge of past and present developments, issues, research, and social influences in field education.

**8. Objectives Specific to the Course:**

- \* Emphasize higher order, critical thinking.
- \* Strive to develop student’s intellectual, social, ethical, and moral skills and behavior.
- \* Provide for the uniqueness of individuals, recognizing of characteristic of culturally pluralistic and “at risk” populations, and foster appreciation of those differences.
- \* Design instruction to develop and utilize the cognitive processes by which pupils learn.

**9. Learning Model for Course:**

Information-Processing Model.

**10. Course Text:**

Santrock, J. W. (2000). Children. 6<sup>th</sup> Edition. McGraw-Hill Company.

**11. Method of Instruction:**

Lecture, class discussion, and activities.

**12. Course Requirements and Evaluation:**

<u>Requirements</u>	<u>Points</u>
* Two short papers (1-2 pages): analyze two short journal articles.	<b>50</b>
* Current Event (1 current news item about child development).	<b>10</b>
* Personal Child Study Paper (5 pages from birth to adolescence).	<b>70</b>
* E-mail professor	<b>20</b>
* Attendance and Participation	<b>100</b>
* Six <b>TESTS</b> including a <b>MIDTERM</b> and a <b>FINAL</b>	<b><u>600</u></b>
<b>Total</b>	<b>850</b>

Grading Scale:

90% or above = A	80%-89% = B	70%-79% = C
60%-69% = D	Below 60% = F	

Points:

800 - 720 = A	719 - 640 = B	639 - 560 = C
559 - 480 = D	Below 480 = 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. A **maximum** of 20 extra credit points may be accumulated.

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 November 30, 2001.

A **10%** deduction will be assessed on all tests **not** taken on the assigned test day.

Tentative due dates:

09/21/01 – Article selection E-mailed.

09/28/01 – First article due.

10/19/01 – Second article due.

11/16/01 – Personal Child Study paper due.

11/30/01 – Current event due.

**13. Two Short Articles:**

Select two current (1995-) 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 findings. One of the articles **must** be from the use of the Internet and one from the selection of articles on reserve in library. These articles are listed under my name and this course. These articles must be typed with a 12-point font.

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 American Psychological Association (APA) style 4<sup>th</sup> Edition and format. An APA handout is on reserve in the library. As prospective teachers, all students will be expected to meet performance 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

**14. 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 approximately five typed pages (double-spaced) in length. You can include examples of drawings, writing, etc.

**15. Current Event:**

You will select a current event item from a newspaper or magazine, etc. that is relevant to this class. It must be about child and adolescent development/behavior. You will report on this news item orally to the class. Also, please write a small summary of the news item on a 3x5-note card to be turned into the professor.

**16. E-Mail Professor:**

Each student is to e-mail the professor with the name and author of the article the student chooses to review. This is to check to make sure that each student can use E-mail (Eudora, Pine, etc.) to send mail via the computer.

**17. Videos:**

There will be a selection of videos to help students understand child and adolescent development.

## **TENTATIVE COURSE SCHEDULE**

### **Week One:** THE NATURE OF CHILD DEVELOPMENT

Chapter 1 examines why we study children, contemporary concerns about child development and a historical perspective on children's development. We will examine what development is and what issues are raised by development perspectives on children.

### **Week Two:** THE SCIENCE OF CHILD DEVELOPMENT

Chapter 2 examines the science of child development.  
Test #1, Chapters 1, and 2

### **Week Three:** BIOLOGICAL BEGINNINGS

Chapter 3 examines how biological foundations and environment experiences work together to make us who we are. We will explore life's biological beginnings focusing on evolution, genetic, heredity's influence on development and the interaction of heredity and environment.

### **Week Four:** DEVELOPMENT FROM CONCEPTION TO BIRTH

Chapter 4 and 5 examine development from conception to birth. We will examine the different dimensions of birth; including the stages of birth, delivery, complication, and the use of drugs during childbirth.

### **Week Five:** Test #2, Chapters 3, 4, and 5

#### **INFANT DEVELOPMENT**

Chapter 6 concentrates on the physical growth and development of infants.

### **Week Six:** INFANCY

Chapter 7 examines Piaget's theory of infant development, a new perspective on cognitive development in infancy, information processing in infancy, individual differences in intelligence and language development.

Chapter 8 examines the emotional development of infants.

### **Week Seven:** Test #3, Chapters 6, 7, and 8

### **Week Eight:** EARLY CHILDHOOD

Chapter 9 examines the physical development of children.

Chapter 10 examines the cognitive world of young children. Piaget's stages of perspective thought, information processing, the young child's theory of mind, and language development. We will look at Vygotsky's theory of development and early childhood education.

### **Week Nine:**

Chapter 11 explores different types of parenting styles and how they influence children's development. This chapter also discusses other dimensions of families in young children's lives, along with peer relations, play, television, the self, gender, and moral development.

### **Week Ten:** Test #4, Chapters 9, 10, and 11

**Week Eleven:** MIDDLE AND LATE CHILDHOOD

Chapter 12 examines the nature of children's body language in middle and late childhood. We will discuss children's sports and physical fitness, as well as children's health, stress, and coping.

**Week Twelve:**

Chapter 13 examines the intellectual performance and achievement of middle and later childhood. We will focus on Piaget's theory and concrete operation thought, Piaget's contributions, criticisms, and the Piagetian Theory, information processing, intelligence, language and achievement.

Chapter 14 examines the socioemotional world of children. Family and peer relationships will be discussed.

**Week Thirteen:** Test #5, Chapters 12, 13, and 14

**Week Fourteen:** ADOLESCENCE

Chapter 15 examines the nature of adolescence, puberty, sexuality, and some problems and disorders.

Chapter 16 examines adolescence cognition. Adolescents' values and religion, schools, career development, and work.

**Week Fifteen:**

Chapter 16 examines these aspects of adolescence: families, culture, and rites of passage. We will also examine the nature of identity development in adolescence.

**Week Sixteen:** FINALS WEEK – Test #6, Chapters 15, 16, and 17