DEPARTMENT OF EARLY CHILDHOOD, ELEMENTARY,
AND MIDDLE LEVEL EDUCATION

ELE 2320
Childhood and Early Adolescent Development

Fall - 2006

M/W 1:00 p.m. to 2:15 p.m.

Professor: Timothy Croy, Assistant Professor
Office: Buzzard Hall, Room 2219
Office Hours: Mondays 9:00 a.m. to 10:00 a.m. and noon to 1:00 p.m., Tuesdays noon to 1:00 p.m.,
Wednesdays 8:00 a.m. to 10:00 a.m. or by appointment.
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Unit Theme: Educators as creators of effective educational environments, integrating diverse students,
subjects, strategies, and societies.

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. 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.

Course Prerequisite:
Concurrent enrollment with ELE 2000 is recommended.

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.

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.

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.

**Objectives Specific To This 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.

**Learning Model For Course:**
Information-Processing Model.

**Course Text:**

**Method Of Instruction:**
Lecture, class discussion, videos, and activities.

**Course Requirements And Evaluation:**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Points</th>
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<tr>
<td>Two short papers (1-2 pages): analyze two short journal articles.</td>
<td>50</td>
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<tr>
<td>Current Event (1 current news item about child development).</td>
<td>10</td>
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<tr>
<td>Personal Child Study Paper (5 pages from birth thru adolescence).</td>
<td>50</td>
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<tr>
<td>E-mail professor</td>
<td>20</td>
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<tr>
<td>Four video reviews (½ -1 page): reaction to video</td>
<td>20</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>50</td>
</tr>
<tr>
<td>Six TESTS including a MIDTERM and a FINAL</td>
<td>300</td>
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Total 500

**GRADING SCALE**

<table>
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<tr>
<th>POINTS</th>
<th>GRADE</th>
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<tbody>
<tr>
<td>90% or above</td>
<td>A</td>
</tr>
<tr>
<td>80%-89%</td>
<td>B</td>
</tr>
<tr>
<td>70%-79%</td>
<td>C</td>
</tr>
<tr>
<td>60%-69%</td>
<td>D</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
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**EXTRA CREDIT POINTS** will be available throughout the semester. A maximum of 30 point can be earned through extra credit.

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. 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 06, 2006.
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: 09/13/06 – Article selection E-mailed.
09/27/06 – First article due.
10/25/06 – Second article due.
TBA – Video Reviews
11/15/06 – Personal Child Study paper due.
12/06/06 – Current event due.
TBA – Tests

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. 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. 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 American Psychological Association (APA) style 4th 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

Personal Child Study Paper:
You will be writing a paper on your development form 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.

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 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.
Video Reviews:
You will be required write a reaction to four videos that will be view in class. The reaction should be ½ to 1 page in length, typed, double-spaced.

E-Mail Professor:
Each student is to e-mail the professor with the name and author of the article the students choose 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.

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

COURSE OVERVIEW

CHAPTER ONE: INTRODUCTION
Chapter I 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.

CHAPTER TWO: THE SCIENCE OF CHILD DEVELOPMENT
Chapter 2 examines the science of child development.

CHAPTER THREE: BIOLOGICAL BEGINNINGS
Chapter 3 examines how biological foundation and environment experiences work together to make us who we are. We will explore life’s biological beginnings focusing on evolution, genetics, heredity’s influences on development and the interaction of heredity and environment.

CHAPTER FOUR: PRENATAL DEVELOPMENT
Chapter 4 examines prenatal development, the evolutionary perspective, genetic foundations, and reproduction challenges and choice.

CHAPTER FIVE: BIRTH
Chapter 5 examines the different dimensions of birth; including the stages of birth, delivery, complication, and the use of drugs during childbirth.

CHAPTER SIX: PHYSICAL DEVELOPMENT IN INFANCY
Chapter 6 examines the physical growth and development, motor development, and sensory and perception development of infants.

CHAPTER SEVEN: COGNITIVE DEVELOPMENT IN 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.

CHAPTER EIGHT: SOCIOEMOTIONAL DEVELOPMENT IN INFANCY
Chapter 8 examines the emotional and personality development, attachment, and social contexts for the infant.
CHAPTER NINE: PHYSICAL DEVELOPMENT IN EARLY CHILDHOOD
Chapter 9 examines the body growth and change, motor development, sleep and sleep problems, nutrition, and health safety and illness.

CHAPTER TEN: COGNITIVE DEVELOPMENT IN EARLY CHILDHOOD
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.

CHAPTER ELEVEN: SOCIOEMOTIONAL DEVELOPMENT IN EARLY CHILDLHOOD
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.

CHAPTER TWELVE: PHYSICAL DEVELOPMENT IN 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.

CHAPTER THIRTEEN: COGNITIVE DEVELOPMENT IN MIDDLE AND LATE CHILDLHOOD
Chapter 13 examines the intellectual performance and achievement of middle and later childhood. We will focus on Piaget’s theory of concrete operation thought, Piaget’s contributions, criticisms, and the Piagetian Theory, information processing, intelligence, and language.

CHAPTER FOURTEEN: SOCIOEMOTIONAL DEVELOPMENT IN MIDDLE AND LATE CHILDHOOD
Chapter 14 examines the socioemotional world of children. Family and peer relationships will be discussed.

CHAPTER FIFTEEN: PHYSICAL DEVELOPMENT IN ADOLESCENCE
Chapter 15 examines the nature of adolescence, puberty, sexuality, and some problems and disorders.

CHAPTER SIXTEEN: COGNITIVE DEVELOPMENT IN ADOLESCENCE
Chapter 16 examines adolescent cognition. Adolescents’ values and religion, schools, career development, and work will be discussed.

CHAPTER SEVENTEEN: SOCIOEMOTIONAL DEVELOPMENT IN ADOLESCENCE
Chapter 17 examines these aspects of adolescence: families, culture, and rites of passage. We will also discuss the nature of identity development in adolescence.
TENTATIVE COURSE SCHEDULE

Week One:
Syllabus
Overview of course
Section I – The Nature of Children’s Development
Chapter 1 – Introduction

Week Two:
Continue with chapter one.
Review for test #1.
Test #1

Week Three:
Section II – Beginnings
Chapter 2 – Biological Beginnings

Week Four:
Chapter 3 – Biological Development
Chapter 4 – Prenatal Development

Week Five:
Chapter 5 - Birth
Test #2

Week Six
Chapter 6 – Physical Development in Infancy
Chapter 7 – Cognitive Development in Infancy

Week Seven:
Chapter 8 – Psychosocial Development in Infancy
Test #3

Week Eight:
Chapter 9 – Physical Development and Health in Early Childhood
Chapter 10 – Cognitive Development in Early Childhood

Week Nine:
Chapter 11 – Psychosocial Development in Early Childhood
Test #4

Week Ten:
Chapter 12 – Physical Development and Health in Middle Childhood

Week Eleven:
Chapter 13 – Cognitive Development in Middle Childhood

Week Twelve:
Chapter 14 – Psychosocial Development in Middle Childhood
Test #5
Week Thirteen:
Chapter 15 – Physical Development and Health in Adolescence

Week Fourteen:
Thanksgiving Break

Week Fifteen:
Chapter 16 – Cognitive Development in Adolescence

Week Sixteen:
Chapter 17 – Psychosocial Development in Adolescence
Review for test #6

Week Seventeen:
Final Exam - Test #6  (Tuesday, December 12, 2006 at 12:30 p.m. to 2:30 p.m.)

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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.

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Bibliography


Videos

Adolescence

The Amazing Newborn

Birth: Eight Women’s Stories

Brain Development in Infancy

The Children of Rockdale County

Educating Peter

48 Hours: Attention Deficit/Hyperactivity Disorder

Genetics: The Web of Life

Graduating Peter

Infancy: Landmarks of Development

Middle Childhood: Social & Emotional Development

The Miracle of Life

The Psychological Development of the Child: The Birth Process

The Secret of the Wild Child: The Story of Genie, a modern-day “Wild Child”

Self Identity and Sex Role Development

Simple Beginnings? The Child Development from Birth to Age Five

The Ties That Bind

Theories of Development