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

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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 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.

Course Textbooks:  

Teaching Model:  
The Information Processing Family Models.  

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 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):  
- Association for Childhood Education International (ACEI):  
  http://ncate.org/ProgramStandards/ACEI/ACEIstandards.doc

Outcomes specific to ELE 2320:

- The students will gain a better understanding and practice emphasize higher order, critical thinking.
- The student will strive to develop their intellectual, social, ethical, and moral skills and behavior.
- The students 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 students will learn to recognize the cognitive processes associated with learning.

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<tr>
<th>Course Requirement</th>
<th>Demonstrated Competencies</th>
<th>Aligned Standards</th>
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<tr>
<td>Article Review</td>
<td>Performance includes analyzing professional articles and their implication to the teaching profession. Students’ writings will be evaluated by a rubric.</td>
<td>IPTS 2, 7, ICTS 1A, 2A, 2E, 5B, 7, ICLAS 1, 2, 3, 5, NAEYC 3, 4a, 4b, 4c, ACEI 3.1, 3.3, 3.5</td>
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<tr>
<td>Current Event</td>
<td>Performance includes analyzing current information as presented by the media and their influence on education.</td>
<td>IPTS 2, 7, 11, ICTS 2E, 4, 7, ICLAS 1, 2, 3, 4, 5, NAEYC 3, 4a, 4c, ACEI 3.1, 3.5</td>
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<tr>
<td>Personal Child Study Paper</td>
<td>The students will gain a better understanding of the developmental needs of their future students by examining their own developmental background.</td>
<td>IPTS 2, 7, ICTS 1A, 2A, ICLAS 3, NAEYC 3, 4a, 4c, ACEI 3.1, 3.2, 3.3, 3.5</td>
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<tr>
<td>Email</td>
<td>Performance includes knowledge, use, and application of technology tools in teaching, research, and presentation.</td>
<td>IPTS 7, ICTS 1A, 2A, 2E, 4, ICLAS 3, 5, NAEYC, ACEI 3.5</td>
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<td>Participation</td>
<td>Performance includes presence and contribution during class meetings, and support of peer classmates.</td>
<td>IPTS 2, 7, 11, ICTS 11, ICLAS 4.5, NAEYC 3, 4a, 4b, 4c, 5, ACEI 3.1, 3.5</td>
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<tr>
<td>Tests</td>
<td>The students will demonstrate their content knowledge of child development by completing assessment tools.</td>
<td>IPTS 2, 7, 11, ICTS 1, 2, 3, 7, 9, ICLAS 4.5, NAEYC 3, 4a, 4b, 4c, 5, ACEI 3.1, 3.5</td>
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<tr>
<th>Core Assignments</th>
<th>Brief Description</th>
<th>Approximate Weight</th>
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<tr>
<td>Article Review</td>
<td>Select two current (2000 -) articles to research regarding any component of childhood and early adolescent development.</td>
<td>10%</td>
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<tr>
<td>Current Event</td>
<td>Select a current event item from a newspapers, magazines, TV or radio, etc. that is relevant to this class</td>
<td>5%</td>
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<tr>
<td>Personal Child Study Paper</td>
<td>Write a paper on your own development from birth to adolescence.</td>
<td>10%</td>
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<tr>
<td>Technology Integration</td>
<td>Search for article, email, navigate the internet, (possible use of WebCT), etc.</td>
<td>5%</td>
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Participation in class discussions on a regular basis are expected. 10%

Tests and/or Quizzes
Mid term 10/15/2008 Final 12/15/2008 The exams will consist of multiple measures. Questions will be derived from lecture, assigned readings, videos and discussions. 60%

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

**Optional Assignments for Instructor’s Consideration:**
- Chapter Outlines
- Day Care Design Activity
- Video Reviews
- Group Research Project

**Grading Scale:** A = 90-100%, B = 80-89%, C = 60-69%, D = below 60%

**COURSE OUTLINE**

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

**Week Two:**
- Continue with Chapter 1

**Week Three:**
- Chapter 2 – The Science of Child Development

**Week Four:**
- Section II – Beginnings
- Chapter 3 – Biological Development
- Chapter 4 – Prenatal Development

**Week Five:**
- Chapter 5 - Birth

**Week Six:**
- Section III - Infancy
- Chapter 6 – Physical Development in Infancy
- Chapter 7 – Cognitive Development in Infancy

**Week Seven:**
- Chapter 8 – Psychosocial Development in Infancy

**Week Eight:**
- Section IV – Early Childhood
- 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

**Week Ten:**
- Section V – Middle and Late Childhood
- 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

Week Thirteen:
• Section VI - Adolescence
  • Chapter 15 – Physical Development and Health in Adolescence

Week Fourteen:
• Chapter 16 – Cognitive Development in Adolescence

Week Fifteen:
• Chapter 17 – Psychosocial Development in Adolescence

**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.

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