DEPARTMENT OF EARLY CHILDHOOD, ELEMENTARY, AND MIDDLE LEVEL EDUCATION

ELE 2320
Childhood and Early Adolescent Development
Mon and Wed 8:00am to 9:15 am
Klehm Hall Room 2321 – Spring 2008

Professor: Debbie Rotramel, Instructor
Office: Buzzard Hall, Secondary Ed Dept, Room 2135
Office Hours: Monday and Wednesday 9:30-10:30 or by appointment
Phone: 549-6691 (cell) or 581-7393 (office)
Email: dmrotramel@eiu.edu

Unit Theme: Educators as creators of effective educational environments, integrating diverse students, subjects, strategies, societies, and technologies.

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. Field based activities will be provided in conjunction with ELE 2000.

Course Prerequisite:
Concurrent enrollment with ELE 2000 is recommended.

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 Text:

Learning Model For Course:
Information-Processing Model. This model enhances student attempts to comprehend by acquiring and organizing data, sensing problems/generating solutions, and developing concepts (i.e., including the language needed to convey them). The model focuses on input, processing and output. As the content is taught, the teacher directs attention to the method and materials used to present the data (e.g., inductive thinking and questioning). This model provides the student with information while emphasizing concept attainment and hypothesis testing.

Course 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.

Outcomes Specific To This Course:
* The students will gain a better understanding and practice emphasize higher order, critical thinking.
* The students 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.

### Course Requirements and Demonstrated Competencies are Aligned with the Standards:

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#### Illinois Professional Teaching Standards: (IPTS)

[http://www.isbe.net/profprep/CASCDvr/pdfs/24100_ipts.pdf](http://www.isbe.net/profprep/CASCDvr/pdfs/24100_ipts.pdf)

#### Illinois Core Technology Standards: (ICTS)


#### Illinois Core Language Arts Standards: (ICLAS)


#### National Association for the Education of Young Children (NAEYC):


#### Association for Childhood Education International (ACEI):

[http://ncate.org/ProgramStandards/ACEI/ACEIstandards.doc](http://ncate.org/ProgramStandards/ACEI/ACEIstandards.doc)

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<thead>
<tr>
<th>Course Requirement</th>
<th>Demonstrated Competencies</th>
<th>Aligned Standards</th>
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<tbody>
<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>
</tr>
<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>
</tr>
<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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<tr>
<td>Participation</td>
<td>Performance includes presence and contribution during class meetings, and support of peer classmates.</td>
<td>IPTS 2, 7, 11, ICTS, 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, ICLAS 4.5, NAEYC 3, 4a, 4b, 4c, 5, ACEI 3.1, 3.5</td>
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Assignments/Descriptions/Weight:

<table>
<thead>
<tr>
<th>Core Assignments</th>
<th>Brief Description</th>
<th>Approximate Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article Review</td>
<td>Select two current (2000 -) articles to research any component of childhood and early adolescent development.</td>
<td>10%</td>
</tr>
<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>
</tr>
<tr>
<td>Personal Child Study Paper</td>
<td>Write a paper on your own development from birth to adolescence.</td>
<td>10%</td>
</tr>
<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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<tr>
<td>Participation</td>
<td>Participation in class discussions on a regular basis are expected.</td>
<td>10%</td>
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<tr>
<td>Tests and/or Quizzes</td>
<td>The exams will consist of multiple measures. Questions will be derived from lecture, assigned readings, videos and discussions.</td>
<td>60%</td>
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Course Requirements and Evaluations

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>Email Professor</td>
<td>Jan. 23</td>
<td>5</td>
</tr>
<tr>
<td>Written review of a journal article from the library</td>
<td>Jan. 30</td>
<td>25</td>
</tr>
<tr>
<td>Current event report in class</td>
<td>TBA</td>
<td>10</td>
</tr>
<tr>
<td>Email Professor</td>
<td>Mar. 19</td>
<td>5</td>
</tr>
<tr>
<td>Written review of a journal article from the internet</td>
<td>Mar. 26</td>
<td>25</td>
</tr>
<tr>
<td>Current event discussion on WebCT</td>
<td>By Mar. 3</td>
<td>10</td>
</tr>
<tr>
<td>Personal Child Study Paper</td>
<td>Apr. 9</td>
<td>50</td>
</tr>
<tr>
<td>Reactions and Review of Videos viewed in class</td>
<td>TBA</td>
<td>20</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>TBA</td>
<td>50</td>
</tr>
<tr>
<td>Six TESTS including a Midterm and a Final</td>
<td>TBA</td>
<td>300</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>500</strong></td>
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Grading Scale:
- 90% or above = A
- 80%-89% = B
- 70%-79% = C
- 60%-69% = D
- Below 60% = F

The student’s grade can be determined at any time during the semester by dividing the number of points earned by the number of points possible up to that time. 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 30 points can be earned through extra credit.
Due dates have been given for most assignments. Other due dates will be announced in class. **One point shall be deducted for each calendar day that an assignment is late.** No work will be accepted after Wednesday, April 23, 2008.

A **10% deduction** will be assessed on all tests not taken on the assigned test day. This means tests taken **early or late**.

**Two Short Article Reviews:**
Select two current (2000-) 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, 12 font, and double spaced. Write your reaction to the research findings. The first article must come from journals held in the library. A listing of possible journals will be given in class. The second article must be found on the internet.

Components of the paper are:
- Reference in APA format (at the top of the first page)
- Summary of the article
- Reaction to the article
- Include a copy of the article

Each article review is worth 25 points.

**Email Professor:**
Each student is to email the professor with the journal title, article title and author they are choosing to review. This is to ensure the student can use email. Each email received is worth 5 points.

**Current Event:**
Each student 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. The student will give a brief oral report on the article to the class. A small summary will be written on a 3x5 card and turned into the professor. This should be completed in class by April 16th.

A second current event will be discussed on WebCT. Each student should access WebCT and read the news article placed there. They should submit an 8-10 sentence response to the article on WebCT. This is to ensure the student can access WebCT. This should be completed by Mar. 3rd.

Each current event discussion is worth 10 points.

**Personal Child Study Paper:**
Each student will be writing a paper on their development from birth to adolescence. Discussion on physical, social, emotional, intellectual, and language development should be included in your paper and relate this 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, writings, etc. This is due on April 9th and is worth 50 points.

**Video Reviews:**
Several videos will be played during class throughout the semester. Each student will be required to write a reaction to four of these videos. The reaction should be one half to one page in length, typed and double spaced. These due dates will be announced throughout class and are each worth 5 points.
TENTATIVE COURSE SCHEDULE

Week One: Jan. 7
Syllabus
Overview of course
Section I – The Nature of Children’s Development
Chapter 1 – Introduction

Week Two: Jan. 14
Continue with Chapter 1

Week Three: Jan. 21
Chapter 2 – The Science of Child Development

Week Four: Jan. 28
Section II – Beginnings
Chapter 3 – Biological Development
Chapter 4 – Prenatal Development

Week Five: Feb. 4
Chapter 5 - Birth

Week Six: Feb. 11
Section III - Infancy
Chapter 6 – Physical Development in Infancy
Chapter 7 – Cognitive Development in Infancy

Week Seven: Feb. 18
Chapter 8 – Psychosocial Development in Infancy

Week Eight: Feb. 25
Section IV – Early Childhood
Chapter 9 – Physical Development and Health in Early Childhood
Chapter 10 – Cognitive Development in Early Childhood

Week Nine: Mar. 3
Chapter 11 – Psychosocial Development in Early Childhood

Week Ten: Mar. 17
Section V – Middle and Late Childhood
Chapter 12 – Physical Development and Health in Middle Childhood

Week Eleven: Mar. 24
Chapter 13 – Cognitive Development in Middle Childhood

Week Twelve: Mar. 31
Chapter 14 – Psychosocial Development in Middle Childhood

Week Thirteen: Apr. 7
Section VI - Adolescence
Chapter 15 – Physical Development and Health in Adolescence
Week Fourteen: Apr. 14
Chapter 16 – Cognitive Development in Adolescence

Week Fifteen: Apr. 21
Chapter 17 – Psychosocial Development in Adolescence

References


