Professor: Dr. Carrie Dale  
Office: Buzzard 2219, Eastern Illinois University  
Office Hours: T/TH: 10:00-11:00 am; T: 6:00-7:00 pm; W: 9:00-11:00 am  
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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  
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. [Joyce, B. Weil, M. & Showers, B. (1992). Models of teaching (4th ed.). Boston: Allyn & Bacon.]  

Course Dispositions  
Teacher candidates in the Department of Early Childhood, Elementary and Middle Level Education 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 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.

Course Requirements and Demonstrated Competencies Alignment

**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

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Demonstrated Competencies</th>
<th>Aligned Standards</th>
</tr>
</thead>
</table>
| Article Review            | Performance includes analyzing professional articles and their implication to the teaching profession. Students’ writings will be evaluated by a rubric. | 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 |
| Current Event             | Performance includes analyzing current information as presented by the media and their influence on education. | IPTS 2, 7, 11  
ICTS 2E, 4, 7  
ICLAS 1, 2, 3, 4, 5  
NAEYC 3, 4a, 4c  
ACEI 3.1, 3.5 |
| Personal Child Study Paper | The students will gain a better understanding of the developmental needs of their future students by examining their own developmental background. | IPTS 2, 7  
ICTS 1A, 2A  
ICLAS 3  
NAEYC 3, 4a, 4c  
ACEI 3.1, 3.2, 3.3, 3.5 |
| E-mail                    | Performance includes knowledge, use, and application of technology tools in teaching, research, and presentation. | IPTS 7  
ICTS 1A, 2A, 2E, 4  
ICLAS 3, 5  
ACEI 3.5 |
| Participation             | Performance includes presence and contribution during class meetings, and support of peer classmates. | IPTS 2, 7, 11  
ICLAS 4.5  
NAEYC 3, 4a, 4b, 4c, 5  
ACEI 3.1,3.5 |
| Tests                     | The students will demonstrate their content knowledge of child development by completing assessment tools. | IPTS 2, 7, 11  
ICLAS 4.5  
NAEYC 3, 4a, 4b, 4c, 5  
ACEI 3.1, 3.5 |
### 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 different articles from the resources on reserve at the library regarding any component of childhood and early adolescent development. The reserved collection is from the <em>Annual Editions</em> books.</td>
<td>12%</td>
</tr>
<tr>
<td>Current Event</td>
<td>Select two current event items from a newspapers, magazines, TV or radio, etc. that are relevant to this class</td>
<td>3%</td>
</tr>
<tr>
<td>Personal Child Study Paper</td>
<td>Write a paper on your own development from birth through adolescence.</td>
<td>11%</td>
</tr>
<tr>
<td>Technology Integration</td>
<td>3 separate WebCT responses to posted questions</td>
<td>7%</td>
</tr>
<tr>
<td>Participation</td>
<td>Participation in class discussions on a regular basis is expected.</td>
<td>8%</td>
</tr>
<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>57%</td>
</tr>
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</table>

Total number of possible points: 400

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

### TENTATIVE COURSE SCHEDULE

<table>
<thead>
<tr>
<th>CLASS SESSION</th>
<th>TOPIC TO BE DISCUSSED</th>
<th>IN-CLASS ACTIVITIES</th>
<th>DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 T Jan. 8</td>
<td>Course Introduction Chapter 1</td>
<td>Discuss current event articles</td>
<td></td>
</tr>
<tr>
<td>2 TH Jan. 10</td>
<td>Chapter 2: The Science of Child Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 T Jan. 15</td>
<td>Review, chapters 1 &amp; 2</td>
<td>3 current events; video; discuss posted e-mail questions on WebCT</td>
<td></td>
</tr>
<tr>
<td>4 TH Jan. 17</td>
<td></td>
<td></td>
<td>On-line Quiz 1 chapters 1-2</td>
</tr>
<tr>
<td>5 T Jan. 22</td>
<td>Chapter 3: Biological Beginnings</td>
<td>3 current events; discuss journal articles</td>
<td></td>
</tr>
<tr>
<td>CLASS SESSION</td>
<td>TOPIC TO BE DISCUSSED</td>
<td>IN-CLASS ACTIVITIES</td>
<td>DUE</td>
</tr>
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<tr>
<td>6 TH Jan. 24</td>
<td>Chapter 4: Prenatal Development</td>
<td>3 current events; discuss APA formats</td>
<td></td>
</tr>
<tr>
<td>7 T Jan. 29</td>
<td>Chapter 5: Birth</td>
<td>3 current events; discuss APA formats</td>
<td></td>
</tr>
<tr>
<td>8 TH Jan. 31</td>
<td>Review, chapters 3, 4 &amp; 5</td>
<td>3 current events; video</td>
<td>E-mail 1 by this date; be sure to use WebCT</td>
</tr>
<tr>
<td>9 T Feb. 5</td>
<td></td>
<td></td>
<td><strong>On-line Quiz 2</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>chapters 3-5</td>
</tr>
<tr>
<td>10 TH Feb. 7</td>
<td>Chapter 6: Physical Development in Infancy</td>
<td>3 current events</td>
<td></td>
</tr>
<tr>
<td>11 T Feb. 12</td>
<td>Chapter 7: Cognitive Development in Infancy</td>
<td>3 current events</td>
<td>Journal Article 1</td>
</tr>
<tr>
<td>12 TH Feb. 14</td>
<td>Chapter 8: Socio-Emotional Development in Infancy</td>
<td>3 current events</td>
<td></td>
</tr>
<tr>
<td>13 T Feb. 19</td>
<td>Review, chapters 6, 7 &amp; 8</td>
<td>3 current events; video</td>
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<tr>
<td>14 TH Feb. 21</td>
<td></td>
<td></td>
<td><strong>On-line Quiz 3</strong></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Chapters 6-8</td>
</tr>
<tr>
<td>15 T Feb. 26</td>
<td>Meet in classroom</td>
<td>3 current events</td>
<td><strong>Mid-Term Exam</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Chapters 1-8</td>
</tr>
<tr>
<td>16 TH Feb. 28</td>
<td>Chapter 9: Physical Development in Early Childhood</td>
<td>3 current events</td>
<td></td>
</tr>
<tr>
<td>17 T Mar. 4</td>
<td>Chapter 10: Cognitive Development in Early Childhood</td>
<td>3 current events</td>
<td></td>
</tr>
<tr>
<td>18 TH Mar. 6</td>
<td>Chapter 11: Socio-Emotional Development in Early Childhood</td>
<td>3 current events</td>
<td>E-mail 2 by this date; be sure to use WebCT</td>
</tr>
<tr>
<td>T Mar. 11</td>
<td><strong>NO CLASS</strong></td>
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<tr>
<td></td>
<td><strong>Spring Break</strong></td>
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<tr>
<td>TH Mar. 13</td>
<td><strong>NO CLASS</strong></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td><strong>Spring Break</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19 T Mar. 18</td>
<td>Review, chapters 9, 10 &amp; 11</td>
<td>3 current events; video; discuss; discuss Personal Child Development Study</td>
<td></td>
</tr>
<tr>
<td>20 TH Mar. 20</td>
<td></td>
<td></td>
<td><strong>On-line Quiz 4</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>chapters 9-11</td>
</tr>
<tr>
<td>21 T Mar. 25</td>
<td>Chapter 12: Physical Development in Middle and Late Childhood</td>
<td>3 current events</td>
<td></td>
</tr>
<tr>
<td>22 TH Mar. 27</td>
<td>Chapter 13: Cognitive Development in Middle and Late Childhood</td>
<td>3 current events</td>
<td>Journal Article 2</td>
</tr>
<tr>
<td>23 T Apr. 1</td>
<td>Chapter 14: Socio-Emotional Development in Middle and Late Childhood</td>
<td>3 current events</td>
<td></td>
</tr>
<tr>
<td>24 TH Apr. 3</td>
<td>Review, chapters 12, 13 &amp; 14</td>
<td>3 current events; video; discuss Personal Child Development Study</td>
<td></td>
</tr>
</tbody>
</table>
### Assignment Overviews

1. **E-Mails 1, 2 and 3:** By the assigned date, respond to the posted question/scenario from WebCT. Your response should be thoughtful and reflective, and use language associated with text. Your response should be at least 300 words long and no more than 350 words long. Confirmation of receipt of the assignment will be shown in the WebCT grade book when the score is posted. (Possible 10 points per e-mail; total of 30 points.) **Please note:** if you are using WordPerfect, you need to save the document in rich text format (RTF) before sending it through WebCT.

2. **Journal Article Review and Response:** Select two (2) articles related to any component of childhood and early adolescent development from the Annual Editions books on reserve at the library. Summarize the articles into one and one/half or two pages of double-spaced typed material (size 12 font, 1 inch margins), AND then write several paragraphs indicating your reaction to the articles. In the summary section, be very careful not to plagiarize.

Components of the paper will include:
- Title page in APA 5th edition format, including running head
- Reference in APA format, on a separate page at the end of the document
- Summary of the article, using APA format for any direct quotes (1½ to 2 pages)
- Reaction to the article (an additional 2-3 paragraphs)

All written assignments will follow American Psychological Association (APA) style 5th edition format. In addition to the APA manual that is printed in book format, check online at owl.english.purdue.edu/owl/research/560/01/ for excellent examples and guidelines. All students will be expected to meet performance criteria associated with grammar, spelling, and sentence structure.

Each article write up (total of 2) will be worth 15 points:
- Proper use of APA style (quotations, cover page, reference page) 5 points
- Summary of article 10 points
- Reaction to the article 5 points
- Quality – grammar, punctuation, spelling, page length 5 points
3. Personal Child Study Paper: You will be writing a paper on your development from birth through 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. Prior to writing the paper, you may want to talk to your family to get details on your birth and early years growing up. You might find out some interesting things about yourself! Be sure to come up with an interesting title for your paper. (Possible 45 points.)

This paper should be approximately 5-6 typed pages in length (double-spaced, size 12 font, 1-inch margins), have a pithy title and contain correct grammar, spelling and sentence structure. It should cover your own physical, socio-emotional and cognitive development from prenatal through adolescence. Language (terms and vocabulary) from the book should be included where appropriate.

4. 2 (two) different Current Events: At two different times, you will select a current event item from a newspaper or magazine that is relevant to this class. It must be about child and/or adolescent development/behavior. You will report on this news item orally to the class. Also, please write a short summary of the news item, (including the name of the article, date and source of the article) and a short reaction to the article that can be turned in on the day you present. See sign up sheet for available presentation dates. (Possible 5 points per current event article; total of 10 points.)

References


All information in this syllabus should be considered subject to change based on 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.