DEPARTMENT OF EARLY CHILDHOOD, ELEMENTARY, AND MIDDLE LEVEL EDUCATION

ELE 2320
Childhood and Early Adolescent Development

Spring - 2008

*M/W and T/R 1:00 p.m. to 2:15 p.m.*

Professor: Timothy Croy, Assistant Professor
Office: Buzzard Hall, Room 2201
Office Hours: Mondays and Wednesdays 10:00 a.m. to noon; Tuesdays 9:00 a.m. to 10:00 a.m.
or by appointment.
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Web Address: http://www.ux1.eiu.edu/~twcroy/

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 atmosphere for learning.

**Outcomes Specific To This Course:**
* 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.

**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

<table>
<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>
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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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The students will demonstrate their content knowledge of child development by completing assessment tools.

<table>
<thead>
<tr>
<th>Assignments/Descriptions/Weight:</th>
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<tbody>
<tr>
<td><strong>Core Assignments</strong></td>
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<tr>
<td>Article Review</td>
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<tr>
<td>Current Event</td>
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<tr>
<td>Personal Child Study Paper</td>
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<tr>
<td>Technology Integration</td>
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<tr>
<td>Participation</td>
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<td>Tests and/or Quizzes</td>
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**Course Requirements And Evaluation:**

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<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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<td>* Four video reviews (½ -1 page): reaction to video</td>
<td>20</td>
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<tr>
<td>* Attendance and Participation</td>
<td>50</td>
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<tr>
<td>* Six TESTS including a MIDTERM and a FINAL</td>
<td>300</td>
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**Total** | **500**

**GRADING SCALE**

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<tr>
<th>Percentage Range</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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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 30 point can be earned through extra credit.

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 Thursday, April 24, 2008.

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: 01/31/08 – Article selection E-mailed.
                      02/14/08 – First article due.
                      03/21/08 – Second article due.
                      TBA – Video Reviews
                      04/10/08 – Personal Child Study paper due.
                      04/24/08 – Current event due.
                      TBA – Tests

Two Short Articles:
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 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.

**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 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

**VIDEOS**
This is a list of some of the videos that will be viewed during the semester.

* Adolescence
  - *The Amazing Newborn*
  - *Birth: Eight Womens’ 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

* video review required

References


Lemonick, M. D. (2000, October 30) Teens before their time. Time, 156, (18), 66-75.


