Eastern Illinois University  
Department of Early Childhood, Elementary, and Middle Level Education  

ELE 2321-002: Child Growth and Development (Birth to Age 8)  
Spring 2008  
Monday & Wednesday: 1-2:15 PM, Buzzard 2160

Instructor: Dr. Sham’ah Md-Yunus  
Office: 2203 Buzzard Hall  
Office Hours: M: 9-11; T- R: 10-11 am and by appointments.  
Phone: 217-581-6215 (office); 217-348-5646 (home)  
E-mail: smdyunus@eiu.edu

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

Catalog Description: The study of characteristics of children from before birth to age eight. Ways for teachers and other caregivers to respond to their needs and learning styles. Fifteen clock hours of clinical experiences in preschool through primary grades.

Outcomes for all Elementary Education Courses:  
• Develop a desire for lifelong learning, including self-evaluation skills  
• Demonstrated good communication skills  
• Demonstrate/exhibit sensitive to students’ feelings  
• Design instruction to develop and utilize the cognitive processes by which pupils learn.  
• Demonstrate knowledge of facts and an understanding of fundamental principles, ideas and relationships among the various knowledge domains.  
• Demonstrate knowledge of past and present development, issues, research, and social influences in the field of education.

Outcomes Specific to ELE 2321:  
• Identify and describe the major theories of child development  
• Describe prenatal development and demonstrate knowledge of major factors that can influence it, including chromosomal and genetic problems  
• Describe the development of children from the point of view of a maturationist, cognitivist, humanist, behaviorist, psychoanalyst, and how to use their viewpoints in a school setting.  
• Demonstrate knowledge of how to promote physical wellbeing, emotional health, prosocial behaviors, creativity and language skills in various school settings.  
• Demonstrate knowledge of observation techniques by submitting written observations of children throughout the semester to be included in a portfolio.  
• Become knowledgeable about technology, in particular World Wide Web and the Internet and to use computer to create and produce class assignments.  
• Develop and understanding of how children friendships and coping behaviors, and how the family influences the development of the child during early childhood.  
• Demonstrate the ability to collaborate with preschool teachers when planning instruction during field experience.  
• Participated in workshops and meetings that encourage the development of professionalism for the purpose of the Professional Development Requirement sheet.

Learning Model: Developmental  
This model emphasizes developmental that occurs as a result of interaction between the individuals and the physical and social environment. Learning occurs when individuals assimilate new experience into already existing cognitive structures. This model pays great attention to the individual perspective and shapes education so that students can better understand themselves, take responsibility for their own learning, and

If you have a documented disability and wish to discuss academic accommodation, please contact the Office of Disability Services at 581-6583.

**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 and Field Experience:** Portfolio and Live Text are requirements in this class. They are rated by the instructor and if students 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.


**Course Requirements and Evaluations:**
The students will be evaluate by the following:

1. **Class Attendance**
Class attendance will be monitored. Students are expected to attend all classes. If prevented by acute illness or an emergency, the student should contact the instructor in as timely a manner as possible. When the student can anticipate the absence, the instructor must be contacted before the absence occurs. Students who are absent from class, for whatever reason, are held responsible for the material covered in their absence. The student is responsible for initiating all interactions with the instructor relative to absences and related assignments or exams. Excuse absences are recognized for illness, family emergencies and participation in university activities as stated in the university catalogue. If attendance is a problem, 20 points will be deducted from the total semester points earned.

2. **Late Assignments**
Assignments are due in the class on the day listed as the due date for the assignment. Any assignment turned in after this is considered late. Assignments turned in late will be assessed a penalty of one point for each day late including weekends. Test must be taken on the planned date. No tests will be given a later time unless arranged in advance by the instructor before the day of the scheduled exam.

3. **Field Experience and Field Experience Portfolio**
Fifteen hours of field experience must be successfully completed. If field experience is less than satisfactory completed, no more that a “D” may be earned in the class, regardless of the number of points earned. Students are required to dress in an appropriate, professional manner at the field experience site. Absences must be reported to the person designated at the site, and the instructor must be notified prior to the absence with an email or phone call. Field experience logs must be documented the daily activities at the practicum site. There is also an evaluation form that must be signed by the cooperating teacher and the instructor. These forms must be turned in by the close of the semester or the student will receive an incomplete in the course. It is necessary to submit to a T.B. test prior to participating in the field experience. The T.B. test is four step process and you need to attend all of the announce dates. We need to have the results give to the school directors on the first day of the field experience. Test can be obtained at Health Service free of charge.

4. **Lesson Plans**
You will write three lesson plans during this class. One practice lesson will be turned in for feedback prior to beginning field experience. During field experience, two lessons will be taught. One of them I will observe one lesson and the other will be observed by your cooperating teacher. These will written on the lesson forms provided to you in class. You need to observe the interests of the children in the class and discuss your ideas with your practicum teacher for ideas before you start planning. There will be one point reductions for each day late including weekends. The lesson need be on three out of the following topics:
   a. Emerging literacy
b. Early writing, speaking, listening

c. Art or other creative project

d. Drama, music, song or finger play

e. Early math or science

f. Movement, dance.

5. Child Study

A child study will be done on child who is between three and five years of age. This assignment will include, a) an anecdotal observation and check list of at least 60 minutes of the child in the home or preschool setting interacting with other children, siblings, parents, or other adults, and b) a report of assessments you will do on the same child, and c) a short conversation with the child’s primary caregiver, parents or teacher. This can be completed in conjunction with the field experience. You will turn in a draft of each section to me before putting the final paper together. This assignment will be placed in your portfolio to document your knowledge and abilities in observation and assessment of preschool children.

7. You will need passing grades on all exams. Each exam must be taken on the day that is planned unless the instructor is contacted ahead of time and other arrangements have been made.

8. All written assignments must be in an American Psychological Association (APA) 5th. ed. format and should reflect academic honesty and no plagiarism.

You need to comply with the requirements of the Professional Development Requirements sheet. Students are also required to write a Letter of Intent.

Students are required to conform to the classroom rules. Using cell phones in the class are strictly prohibited.

<table>
<thead>
<tr>
<th>Student Point Record</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal Article Reflection</td>
<td>1/14/08</td>
</tr>
<tr>
<td>Test I</td>
<td>2/13/08</td>
</tr>
<tr>
<td>Mid-Term</td>
<td>3/5/08</td>
</tr>
<tr>
<td>Child study</td>
<td>3/19/08</td>
</tr>
<tr>
<td>Test II</td>
<td>4/2/08</td>
</tr>
<tr>
<td>Field Experience Portfolio</td>
<td>4/21/08</td>
</tr>
<tr>
<td>Finals</td>
<td>4/28/08</td>
</tr>
<tr>
<td>Participation</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>530</strong></td>
</tr>
</tbody>
</table>

Grading Scales:
A = 90% and above; 477-530
B = 80-89; 424-476
C = 70-79; 371-423
D = 60-69; 318-370
F = below 60; below 317

Other Assignments Due Dates

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Plan I</td>
<td>2/6/08</td>
</tr>
<tr>
<td>Lesson Plan II and III</td>
<td>During Field Experience Period</td>
</tr>
<tr>
<td>Letter of Intent</td>
<td>1/30/08</td>
</tr>
<tr>
<td>Live Text Training</td>
<td>1/23/08</td>
</tr>
<tr>
<td>Field Experience Period</td>
<td>2/25 -3/21/08</td>
</tr>
<tr>
<td>PDR Sheet</td>
<td>4/23/08</td>
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</table>

This syllabus is tentative. The instructor may change the topics and/or time of the class schedules
## Class Schedule

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td><strong>Course overview:</strong> course syllabus, assignments, field experience, child study, Letter of Intent, Live Text, Professional Development Sheet, NAEYC journal articles, Illinois Learning Standards Booth Library eReserve: sm2321-1</td>
</tr>
<tr>
<td>1/7/08</td>
<td><strong>1/9/08</strong></td>
</tr>
<tr>
<td>1/14/08</td>
<td>Child Development Theories:</td>
</tr>
<tr>
<td>1/16/08</td>
<td>Psychoanalytic Perspectives</td>
</tr>
<tr>
<td></td>
<td>Behaviorism and Social Learning Theory</td>
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<td></td>
<td>Ecological System Theory.</td>
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<tr>
<td></td>
<td>• Cognitive-Developmental Theory</td>
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<td></td>
<td>• Ethnological</td>
</tr>
<tr>
<td></td>
<td>• Multiple Intelligence</td>
</tr>
<tr>
<td></td>
<td>Reading: Berk Chapter 1</td>
</tr>
<tr>
<td></td>
<td>Handout: Theories of Child Development</td>
</tr>
<tr>
<td></td>
<td><strong>Video:</strong> Child Development Theories</td>
</tr>
<tr>
<td></td>
<td><strong>Journal article reflection due</strong></td>
</tr>
<tr>
<td>1/21/08</td>
<td>Live Text training, Letter of Intent, Lesson Plan</td>
</tr>
<tr>
<td>1/23/08</td>
<td><strong>Purchase Live Text in EIU Bookstore.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Martin Luther King's Birthday: no class</strong></td>
</tr>
<tr>
<td><strong>3</strong></td>
<td><strong>1/28/08</strong></td>
</tr>
<tr>
<td></td>
<td>• Genetic foundations</td>
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<tr>
<td></td>
<td>• Environment contexts for development.</td>
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<tr>
<td></td>
<td>Reading: Berk Chapter 2</td>
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<td></td>
<td><strong>Letter of Intent Due</strong></td>
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<tr>
<td></td>
<td><strong>Field Experience Placements</strong></td>
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<tr>
<td><strong>4</strong></td>
<td><strong>2/4/05</strong></td>
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<td></td>
<td><strong>2/6/08</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Lesson Plan I due</strong></td>
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<tr>
<td><strong>5</strong></td>
<td><strong>2/11/08</strong></td>
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<tr>
<td></td>
<td><strong>2/13/08</strong></td>
</tr>
<tr>
<td></td>
<td>Reading: Berk Chapter 3</td>
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<tr>
<td></td>
<td><strong>Test I Due</strong></td>
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<tr>
<td><strong>6</strong></td>
<td><strong>2/18/08</strong></td>
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<tr>
<td></td>
<td><strong>2/20/08</strong></td>
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<td></td>
<td>Reading: Berk Chapter 4</td>
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<tr>
<td></td>
<td><strong>Field Experience I begins:</strong> 2/18 – 3/5/08</td>
</tr>
</tbody>
</table>
8
2/25/08 Infancy and Toddlerhood: the first two years.
2/27/08 Physical development
• Cognitive development
• Brain development
Reading: Berk Chapter 5 & 6

American Teacher Educator Conference: 3/26-3/29/08

9
3/3/08 Infancy and Toddlerhood: The Social and Emotional Development
3/5/08 Bonding and Attachment
Reading: Berk Chapter 7.

Mid-Term Exam Due

10
3/10-3/14/08 Spring Break: No Class

11
3/17/08 Early Childhood: 2-6 years. Physical Development.
3/19/08 Factors Affecting Physical Growth and Health
• Motor development.
Reading: Berk Chapter 8
Child Study Due

12
3/24/08 Early Childhood: Cognitive Development.
3/26/08
• Piaget vs. Vygotsky
• Individual differences
• Multiple intelligences
• Language development
Reading: Berk Chapter 9

Association of Childhood Education International Conference: 3/26-3/28/08

13
4/2/08
• Peer relations,
• Foundation of morality,
• Gender typing
Reading: Berk Chapter 10

Test II Due
Middle Childhood: 6-11 years old: Physical and Cognitive Development
• Body growth,
• Common health problems,
• Motor development
• Play.
• Piaget’s concrete operational stage
• Informational processing
• Individual differences and learning styles
• Language development.
Reading: Berk Chapter 11 and 12
4/7/08  Middle Childhood: 6-11 years old: Social Development
• Erikson’s industry versus inferiority
• Moral development
• Peer and family relations.
Reading: Berk Chapter 13

4/9/08

4/14/08  Middle Childhood: 6-11 years old: Emotional Development.
4/16/08  Self-understanding and understanding others (emotional intelligence)
Reading: Berk Chapter 14

4/21/08  Field Experience exit portfolio
PDR Sheet Due

4/23/08  Field Experience Assignment due

4/28/08  Final Examination and Course Evaluation.

References


ELE 2321: Field Experience Instructions and Requirements

What is Field Experience?
- Field experience is designed to help students gain teaching and learning experience in the classrooms. This experience hope will guide them to the pre-student-teaching experiences. Through field experience, students not only will gain hands-on experience but also to practice and apply what they have learned in the classroom into the field experience site.

Field Experience Instructions
- Students will assign to a cooperating teacher in an early childhood center.
- Students are require to have 15 hours in the classroom.
- On the first day at school, you need to report to the director of the school and introduce yourself. Please wear EIU name tag or Panther card. Find out where you will be in the room and what you will do. Work out the logistics regarding your placement with your cooperating teacher early. Discuss with your cooperating teacher before you start on the first day. Please ask for clarification.
- Students are required to be punctual. If students are ill or have emergency, they are responsible to contact the school director, the cooperating teacher, and the instructor before you need to be at the school.
- You are required to be neat and professional in appearance. Clothing should be conservative and comfortable. Do not wear hats or caps, shorts, cutoffs, or other leisure-time apparel. Please only wear earrings and remove any other body ornaments. Hair must be usual color; brown, black, blonde, and red.

Field Experience Requirements and Assignments
1. Keep a daily log on the ‘record of clinical experience’ form of the activities that you do with the children. Every page of this form is to be signed by the cooperating teacher at the conclusion of your field experience. These forms need to put together in the field experience portfolio.
2. Write 2 lesson plans. One for the cooperating teacher and the other for the instructor. Lesson plans can be write either using EIU format or Live Text format.
   - Lesson plan 1 is for the cooperation teacher. Discuss with the cooperation what to teach and get approval from her.
   - Lesson plan 2 is for the instructor. This lesson plan must be hand in to the instructor prior to teaching observation
These lesson plans need to put together in the field experience portfolio
3. You need to teach two lessons. One will be observe by the cooperating teacher (using the lesson plan 1) and the other by the instructor (using lesson plan 2).
4. Activity File: Develop 10 activities for young children. Activities must include;
   a. math
   b. science
   c. social studies
   d. reading
   e. writing
   f. art & craft
   g. drawing
   h. outside play
   i. music
   j. creative movements
These activities need to put together in the field experience portfolio.
5. Write 15 journal entries
   - Write two to three short paragraph journal entries and reflections what you learn in the class each visit.
   - These entries need to put together in the field experience folder.
6. Develop a field experience portfolio.
• Portfolio must have clear plastic cover to put your information.
• Contents and organizations of the portfolio are:
  ➢ your full name, course #, term, name of the early childhood center, and the name of the cooperating teacher in the plastic cover of the portfolio
  ➢ Do not use plastic slips to put your papers or information
  ➢ Please use dividers/tabs to divide the sections
  ➢ Each of the pages must be numbered
  ➢ Table of contents.
  ➢ ELE 2321: Field Experience Instructions and Requirements
  ➢ ‘Record of Clinical Experience’
  ➢ ‘Field Experience I Rubric’ evaluated by the cooperating teacher
  ➢ ‘Field Experience I Rubric’ evaluated by the instructor
  ➢ THREE lesson plan which have been graded by the cooperating teacher and the instructor
  ➢ 10 activities for young children
  ➢ 15 journal entries and reflections. ONE of the journal entry will be used as a data for the EC/ELE/MLE Department Assessment an artifact to be submitted to instructor via Live Text for the data for The National Council for Accreditation of Teacher Education (NCATE). This entry need to be ONE PAGE long.
  ➢ Students are encouraged to submit their portfolios in the CD form.

**ELE 2321: Grading for Practicum Assignment**

Name: __________________________

<table>
<thead>
<tr>
<th>Items</th>
<th>Possible Points</th>
<th>Your Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Your full name, course #, term, name of the early childhood center, and the name of the cooperating teacher in the plastic cover of the portfolio</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2. Table of contents with page number in each of the pages.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3. ELE 2321: Field Experience Instructions and Requirements’ and Grading Sheet</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>4. ‘Record of Clinical Experience’/Practicum Log</td>
<td>5</td>
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</tr>
<tr>
<td>5. ‘Field Experience I Rubric’ evaluated by the cooperating teacher</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>6. ‘Field Experience I Rubric’ evaluated by the instructor</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>7. Three lesson plan which have been graded by the cooperating teacher, the instructor, and practice lesson plan @ 20 pts each</td>
<td>60</td>
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</tr>
<tr>
<td>8. Activity file: 10 activities for young children @ 5 pts each</td>
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</tr>
<tr>
<td>9. 15 journal entries and reflections @5 pts each</td>
<td>75</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
<td></td>
</tr>
</tbody>
</table>
Observe a child between the ages of 3-five year olds and develop a portfolio about the child you observed.

**Task A: Observations**
- Select one child ages 3-5 years old.
- Observer him/her approximately 60 minutes in spreading out over a variety of activities, routines, and settings over several days.
- Select ONE area of development (Berk: physical, cognitive, socio-emotional).
- Select TEN goals/objectives (The Creative Curriculum Goals and Objectives at a Glance).
- Select developmental continuum –for runners, level 1,2,3 (Creative Curriculum for Preschool).
- Use variety observational methods to collect the data: running records, checklists, anecdotal records, time samplings, interviews, child’s work samplings.

**Task B: Writing the Observation**
Writing and interpreting the data you collected: (see handouts ‘observations and assessments’)
- Be objectives. Strictly reporting. Do not interpret the data.
- Do not bias when reporting the data.
- Write about two paragraph for each goal/objective what do you observed.
- Organize your report under subheading for each goal/objective.

**Task C: Develop a portfolio**
Portfolio may be a binder, or a container, tote bag, etc. Portfolio must include the followings:
1. Title page: Course # and title, your full name, date.
2. Assignment question, rubric, and grading sheet.
3. Introduction: the child, age/date of birth, gender, his/her family/siblings.
4. Area of development you choose.
5. 10 goals/objectives you choose.
   - Put two goals/objective per page.
   - You can put pictures/photos/child’s artwork or drawings in some or each of the objectives/goals you reported.
6. Reflections: what do you learned about the child form these observations?
   - How do you use the data to generalize further learning?
7. 2 samples of anecdotal records you used.
8. 2 samples of checklists you used.
9. Data from interview you conducted.
10. The Creative Curriculum Goals and Objectives at a Glance.
11. Continuum from Creative Curriculum.
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Possible Points</td>
<td>Your Points</td>
</tr>
<tr>
<td>1.</td>
<td>Title page: Course # and title, your full name, date</td>
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</tr>
<tr>
<td>2</td>
<td>Assignment question, rubric, and grading sheet</td>
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<td></td>
</tr>
<tr>
<td>3</td>
<td>Introduction: the child, age/date of birth, gender, his/her family/siblings</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Area of development you choose and rationale why you choose this area of development</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
| 5 | 10 goals/objectives you choose  
Put two goals/objective per page. You can put pictures/photos/child’s artwork or drawings in some or each of the objectives/goals you reported. | 50 |   |   |
| 6 | Reflections: what do you learned about the child form these observations  
How do you use the data to generalize further learning? | 10 | 10 |   |
| 7 | 2 samples of anecdotal records you used | 4 |   |   |
| 8 | 2 samples of checklists you used | 4 |   |   |
| 9 | Data from interview you conducted | 4 |   |   |
| 10 | The Creative Curriculum Goals and Objectives at a Glance | 2 |   |   |
| 11 | Developmental Continuum of Creative Curriculum | 2 |   |   |
| **Total** |   | **100** |   |   |
**ELE 2321: Rubrics for Child Study**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Exceed Expectations 5</th>
<th>Meets Expectations 3</th>
<th>Does Not Meet Expectations 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title page, assignment questions, rubrics, grading sheet</td>
<td>Information are complete and are arranged in order</td>
<td>Missing one information. Information are arrange in order.</td>
<td>Missing 2 or more information. Information are not arranged in order.</td>
</tr>
<tr>
<td>Introduction (info about a child)</td>
<td>Introduction is complete include all required information</td>
<td>Introduction is incomplete. Missing one information.</td>
<td>Introduction is incomplete. Missing 2 or more information.</td>
</tr>
<tr>
<td>Domain and Objectives/Goals</td>
<td>Domain is appropriate. Objectives/goals are complete and explain very clearly. Includes child’s photos/pictures and child’s work</td>
<td>Domain is some what appropriate. Objectives/goals are incomplete and are explain some what clear. Includes limited child’s photos/pictures and child’s work</td>
<td>Domain is inappropriate. Objectives/goals missing 2 or more and incomplete and are not explain very clearly. Does not includes child’s photos/pictures and child’s work</td>
</tr>
<tr>
<td>Reflections</td>
<td>Reflections are very good</td>
<td>Reflections are some what good</td>
<td>Reflections do not reflect the area of child development and objectives/goals of the study.</td>
</tr>
<tr>
<td>Appendix: 2 samples for each of the types of data collection</td>
<td>Appendix are complete</td>
<td>Missing one appendix</td>
<td>Missing more than one appendixes</td>
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<tr>
<td>Interviews</td>
<td>Interviews are appropriate. Data are transcribe and use for the right purposes</td>
<td>Interviews are some what appropriate. Data are partially transcribe and use for some what right purposes</td>
<td>Interviews are inappropriate. Data are not transcribe and not use for the right purposes</td>
</tr>
<tr>
<td>Overall contents of the portfolio, including creativity and technology infusion.</td>
<td>Overall contents of the portfolio, including creativity and technology infusion are excellent.</td>
<td>Overall contents of the portfolio, including creativity and technology infusion are good.</td>
<td>Overall contents of the portfolio are lacking of creativity and infuse minimal technology.</td>
</tr>
</tbody>
</table>

Developed by Dr. Md-Yunus, Fall 2006.