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 adolescents will be explored. Appropriate activities which promote the growth of children and adolescents, and societal changes which influence their development, will also be investigated.

Course Textbook:

Teaching Model:
The Information-Processing Models
- Information-processing models emphasize ways of enhancing the human being’s innate drive to make sense of the world by acquiring and organizing data, sensing problems and generating solutions to them, and developing concepts and language for conveying them.


Dispositions:
Teacher candidates in the Department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, sensitivity to diversity, and 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:
Outcomes specific to ELE 2320:

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

<table>
<thead>
<tr>
<th>Course Core Requirements</th>
<th>Demonstrated Competencies</th>
<th>Aligned Standards</th>
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</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  
Dispositions: PEP, EC, SDE |
| 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  
Dispositions: PEP, EC, SDE |
| 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  
Dispositions: EC |
| Technology Integration   | Performance includes knowledge, use, and application of technology tools in teaching, research, and presentation. | IPTS 7  
ICTS 1A, 2A, 2E, 4  
ICLAS 3, 5  
NAEYC 3.5  
Dispositions: PEP, EC |
| Participation            | Performance includes presence and contribution during class meetings, and support of peer classmates. | IPTS 2, 7, 11  
ICTS 11  
ICLAS 4.5  
NAEYC 3, 4a, 4b, 4c, 5  
ACEI 3.1, 3.5  
Dispositions: |

Maheshwari2009
<table>
<thead>
<tr>
<th>Course Core Requirements</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 regarding 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>
</tr>
<tr>
<td>Participation</td>
<td>Participation in class discussions on a regular basis is expected.</td>
<td>10%</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>60%</td>
</tr>
</tbody>
</table>

**Course Requirements and Evaluation:**

- **Requirements**
  - Two short papers (1-2 pages): analyze two short journal articles. **50**
  - Current Event (1 current news item about child development). **10**
  - Personal Child Study Paper (5 pages from birth thru adolescence). **50**
  - E-mail professor **20**
  - Four video reviews (½ -1 page): reaction to video **20**
  - Attendance and Participation **50**
  - Six **TESTS** including a **MIDTERM** and a **FINAL** **300**

**Total** **500**

**GRADING SCALE**

- 90% or above = A
- 80%-89% = B
- 70%-79% = C
- 60%-69% = D
- Below 60% = F
POINTS

500-450 = A  449-400 = B  399-350 = C
349-300 = D  Below 300 = F

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 points 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.

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:
01/21/09 – Article selection E-mailed.
02/04/09 – First article due.
02/25/09 – Second article due.
TBA – Video Reviews
04/01/09 – Personal Child Study paper 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 WebCT. The second article must be from the Internet. These article reviews 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 5th Edition and format. 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 from 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, due on the day of the presentations.
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 using WebCT to send mail via the computer.

Grading Scale: A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = 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:

Spring Break

Week Eleven:

Section V – Middle and Late Childhood
Chapter 12 – Physical Development and Health in Middle Childhood

Week Twelve:

Chapter 13 – Cognitive Development in Middle Childhood

Week Thirteen:

Chapter 14 – Psychosocial Development in Middle Childhood

Week Fourteen:

Section VI - Adolescence
Chapter 15 – Physical Development and Health in Adolescence

Week Fifteen:

Chapter 16 – Cognitive Development in Adolescence

Week Sixteen:

Chapter 17 – Psychosocial Development in Adolescence

Week Seventeen:

Finals Week

ELE 2320 References


