

EDU 222: The Developing Child II: K-4th Grade

Course Information:

Credits: 3
Days:
Times:
Professor: Dr. Lewis-West
 Education Department
 Room #
 Office:
 email
 Office Hours:

Course Description:

This course is designed to provide students with the theories of child development of school age children. The course will guide students through how a child develops from 4 – 8 years. The intent is to give pre service teachers an understanding of and an appreciation for the kinds of progress a child can make through early childhood education that will support them through the primary grades. The course will focus on the basic issues in the study of child development theories and practices. Early childhood education contributes to a child's mental, physical, social-emotional and moral development and enhances their continued progress in the educational system. Pre-service teachers will develop instructional strategies and techniques necessary for educating the school age child..

Course Prerequisite:

- . EDU 201: Introduction to Education
- EDU 212: Child Development I

Required Textbook:

Brewer, Jo Ann. (2010) *Introduction to Early Childhood Education: Preschool Through Primary Grades*, 6th Ed. Pearson, Boston.
 ISBN-10-0205491456
 Supplemental reading materials and journal articles
 PDE Code of Conduct

Materials:

Folder for portfolio
 Notebook for key terms
 Lined and blank paper

Course Objectives:

Students will demonstrate significant mastery of the following skills:

- Recognize of the impact of early childhood education in improving a children's intellectual development.
- Understand the social-emotional development of child's early years and how student-teacher interaction can play an important part in that process.
- Develop a familiarity of the names of theorist involved in the study of early childhood education beginning in as early as the 17th century through the 21st century

- Develop storytelling and poetry reading techniques that will add to receptive vocabulary, expressive vocabulary, auditory comprehension and pragmatic language.
- Identify guidelines for both indoor and outdoor activities that can cause anger and frustration when out of proportion to cognitive and physical ability.
- Develop a curriculum outline based on a plan for the entire school year that takes in the needs of individual learning styles, abilities and interest.
- Utilize programs for early recognition of children who may be displaying signs of impending special needs
- Develop the ability to select age appropriate learning materials that will help to identify a child's potential problems areas.
- Identify a *norm-referenced achievement test* which determines how much a child has learned compared to other children and a *criterion-referenced achievement or assessment test* which determines what the child knows and does not know.
- Identify activities that enhance children's interaction in the primary classroom setting and the role of the teacher in managing a classroom that encourages good communication among the students.
- Demonstrate proficiency with Pennsylvania's standards for the language arts, math, science, social studies and physical development..

Student Learner Outcomes:

This course is designed to expose pre service teachers to the unique qualities of primary school age children how the classroom teacher can influence the child's growth and development. Students will gain from this course:

- The ability to view the whole child and meet his/her learning needs.
- An understanding of the areas of growth and development: *psychomotor domain, cognitive domain and affective domain.*
- An appreciation of the role of play in the development of a child which can give a teacher information about a children cognitive development by observing their play
- Knowledge of the transition from a pre-school to a primary classroom setting
- An in depth understanding of Swiss biologist and psychologist Jean Piaget cognitive development theory.
- The need for children to have opportunities to recognize, label and express emotions.
- The changes in the social-emotional aspect of a primary grade child and how this affects their interpersonal skills
- The role of language in the primary classroom setting
- The curriculum demands for primary classrooms
- Knowledge of child development, curriculum and assessment theories and practices.
- An understanding of the Montessori method of child development
- The concept of the Direct Instruction Model – a structured curriculum based on the behaviorist perspective and the Creative Curriculum Approach - which creates child centered learning environments. .
- The ability to understand and educate children with special needs both physical and cognitive.
- Awareness of the content of Public Law 105-17 the Individuals with Disabilities Education Act (IDEA)

Assessment:

Assessment will occur through:

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- Weekly chapter assignments that address the information covered in each chapter for classroom discussion or presentation as an assigned topic for a written paper.
- Opportunities to connect with children of various ages after each session and analyze the relationship in accordance with learned information and prepare information for classroom discussions.
- Small groups activities in which students select and discuss one of the curriculum approaches discussed. Generate a list of materials and equipment that would be needed to set up a kindergarten and primary classroom for the selected approach.
- An evaluation of a class portfolio that contains: all hand outs; dated class notes; comments on class concerns, class projects, individual and group projects; copies of topics as assigned; all quizzes, tests, midterm and final exam; all written assignments; additional information may be assigned.
- Student class participation and student involvement to that end you are expected to attend each class. Class participation and attendance will be tracked and graded.
- Presentation on an area of development and determine how your classroom would be arranged and managed to complement a primary child's development.
- Identify the components of an Individualized Education Plan (IEP) and an Individualized Family Service Plan (IFSP)

Grading Point System:

Grades will be based on the total number of points earned during the semester. The point value for each professional activity is as follows:

1. Class Participation/Attendance	30%
2. Class assignments written and oral	20%
3. Midterm & Final	20%
4. Quizzes & Tests	15%
5. Textbook	10%
6. Portfolio	5%
Total Points	100%

The following schedule will be used to determine the final grade earned in this class:

A /A-	=	90-100%
B / B-	=	80-89%
C / C-	=	70-79%
D	=	63-69%
F	=	Below 63%

Grading**Grade of "A"**

- All written work of superior quality (Typed according to guidelines)

- All assignments fulfilled and submitted on time
- Classroom participation that is supportive, informative, reflective and demonstrates a firm knowledge of assigned topic
- Excellent classroom presentations
- Excellent performance on test and quizzes, Midterm/Final
- Perfect Attendance

Grade of “B”

- All written work above average (Typed according to guidelines)
- All assignments fulfilled and submitted on time
- Classroom participation that is supportive and reflective and demonstrates a basic knowledge of assigned topic
- Good classroom presentations
- Good performance on test and quizzes
- One absence

Grade of “C”

- Minimum performance on written assignments (Typed according to guidelines)
- All assignments not submitted during class time
- Minimum classroom participation
- Minimum information in classroom presentations
- Minimum performance on test and quizzes
- Two absences

Grade of “D”

- Poorly written assignments
- Poor classroom participation
- Poor exam responses
- Incomplete assignments and/or unsubmitted assignments
- Poor class participation
- Three absences.

Grade of “F”

- Unsatisfactory written assignments
- Unsatisfactory classroom participation
- Unsatisfactory tests, quizzes, and exams responses
- Unsatisfactory assignments and/or unsubmitted assignments
- Unsatisfactory class presentations
- Four absences.

Course Requirements:

Attendance

Absentee Policy

Class participation is an important determinant of final grades. Students should be aware that regular attendance promotes their ability to contribute constructively to classroom discussions. Attendance and full, constructive participation is mandatory.

No unexcused absences are permitted for this class. If there is an emergency beyond the student's control, the student must present proper documentation to the professor **in a timely manner**, and arrange with the professor to make up the assignment. No more than two excused absences will be granted. It must be understood, however, documentation does not relieve the student of their responsibility to make up the work they have missed. No student will be allowed to make up more than two assignments. (Make-up assignments are only related to excused absences).

In cases of excessive absences (3 sessions) the professor will request that the student withdraw from the course or issue an automatic failure for the semester.

Lateness

For every three times that a student is late for class (more than 5 minutes); the student will be credited with one absence. A late student **must** remain after class and consult with me to change absence status too late. Any student who does not change status immediately after class on the day of lateness will remain as absent. A student who is late more than ten minutes status will remain absent.

Integrity Statement:

Students are responsible for proper conduct and integrity in all of their scholastic work. They must follow the professor's instructions when completing test, homework, and laboratory reports. They must ask for clarification if instructions are not clear. In general, students should not give or receive aid when taking exams, or exceed the time limitations specified by the professor. In seeking the truth, in learning to think critically, and preparing for a life of constructive service, honesty is imperative. Honesty in the classroom and in the preparation of papers is therefore expected of all students. Each student has the responsibility to submit work that is uniquely his or her own. All of this work must be done in accordance with established principles of academic integrity. An act of academic dishonesty or **plagiarism** may result in a failure for a project or in a course. Plagiarism involves representing another person's ideas or scholarship, including material from the Internet, as your own. Cheating or acts of academic dishonesty include (but are not limited to) fabricating data, tampering with grades and copying, and offering or receiving unauthorized assistance or information.

Assignments:

To receive full credit all assignments **must be submitted on time** (in class) on the date due. Late assignments will be accepted on the same day as the class and must be delivered to my office no later than 5:00 P.M. on the same day (Tuesday and Thursday class); and no later than 9:00A.M. the next day (Monday and Wednesday class). **Ten points will be deducted for all late assignments; e-mail assignments will not be accepted.**

All assignment are to be typed using 12 point font, double spaced, with a left and right margin of 1.25" a top and bottom margin of 1" unless otherwise indicated. These settings are usually standard document settings in Microsoft Word.

The statement "**I did not understand the assignment**" will never be an acceptable excuse for not completing an assignment. You may contact me if at any time you feel unsure about assignment directions.

A missed test or quiz from an excused absence only must be taken before the next class meets. A class presentation from an excused absence not presented on the required date can only be made-up at the next class meeting.

Personal Needs:

Please make every effort to take care of your personal needs before class. A student that leaves the classroom when class is in session is missing part of the learning process which can affect your grade.

Assistance:

If any student has a need for special accommodations for this class, please feel free to discuss this with me by the end of the first week of class, or as the need arises.

Confidentiality:

Confidentiality must be respected. Information about any child you may use in the course of validating your assignments is not be discussed with anyone other than the instructor and your fellow classmates as part of an assigned project.

Concerns:

You are preparing for a professional career in which you will be a role model for others. To practice appropriate professional decorum you are expected to maintain professional behavior in class. To this end, no food, drinks, beepers, cellular phones, I Pods, sunglasses, combs in hair, or hats are allowed in class.

Student Learning Opportunities

Methods of Assessment

Week	Readings Discussion	All assignments are to be noted in portfolio. Be prepared for classroom discussion of readings. Additional
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	Reports	readings, assignments and classroom activities may be added to this list.
1	Chapter 1: Basic Issues in the Study of Development	Reading pp. 1-31 Record "Key terms" with short definition in class notebook. Groups will be assigned a topic under "Finding the Answers: Research Designs and Methods"
2	Chapter 1: (Continued) Basic Issues in the Study of Development	Discussion of theorist and theories. Groups will be assigned to discuss both the various theories surrounding early childhood development and the theorist connected the theory.
3	Chapter 2: Development and Stage Theory	Reading pp. 32-62 Record "Key terms" with short definition in class notebook Groups will consist of two students will be assigned a topic on smoking, cocaine, drinking, marijuana and heroin, vitamins, drugs, and other chemicals, diet, mother's age, stress and emotional state, and poverty. Each two person group will report to the class their finding on how each topic affects childhood development
4	Chapter 4: Physical Development	Reading pp. 63-124 Record "Key terms" in both chapters with short definition in class notebook. Groups will be assigned topics on health, wellness in early infancy, bones, muscles and motor skills and health and wellness. The types of physical activities for primary grades
5 & 6	Chapter 5: Perceptual Development Chapter 6: Cognitive Development I: Structure and Process	Reading pp. 125-181 Record "Key terms" in both chapters with short definition in class notebook. Individual students will be assigned a written assignment on one of the following topics: ways of studying early perceptual skills, explanations of perceptual development, sensory skills, perceptual skills, the object concept, perception of social signals, Piaget's basic ideas on how a child's knowledge of the world changes with age, challenges to Piaget's view of infancy, the preschool years, the school-aged child, adolescence and development of information-processing skills.
7	Chapter 7: Cognitive Development II: Individual Differences In Cognitive Abilities	Reading pp. 182-212 Record "Key terms" in chapter with short definition in class notebook. Prepare for class discussions on: measuring intellectual power, explaining individual differences in IQ Scores, explaining group differences in IQ or achievement test scores, alternative views of intelligence. How does the above information affect the primary grade classroom setting

		Research assignment on one of the following: Harold Stevenson, Alfred Binet, Theodore Simon, Lewis Terman, David Wechsler, Richard Weinberg write a one page summary on their connection to IQ or achievement scores.
8& 9	Chapter 8: The Development Of Language Chapter 9: Personality Development: Alternate Views	Reading pp. 213-272 Record “Key terms” in both chapters with short definition in class notebook. Discussions on how best to identify phonological awareness, phonetic and readiness skills in school age children. Groups will create a scenario to show how they would first identify and second resolve communication skills in the primary grade child. Discussion regarding the primary grade classroom setting and management and the changes that occur from kindergarten through fourth grade Groups will be assigned to use information gained from previous learned information to write a reflection on early childhood developmentally appropriate practices, the theory of constructivism, socio-cultural theory, attachment theory, activity theory, play.
10	Chapter 10: Concepts of Self, Gender, and Sex Roles	Reading pp. 273-300 Record “Key terms” in chapter with short definition in class notebook. Discussions on Nancy Eisenberg theory on the emotional self in preschool children, Piaget argument the subjective self., Montermayor and Elisen study on self concept in 9-to 18 year olds and how it is or is not relevant to preschool children., Erikson’s and Marcia’s theories on the kind of identity crisis that are normal and healthy. Discussion on how the above information will influence how a teacher manages a classroom?
11&12	Chapter 11: The Development of Social Relationships	Reading pp. 301-334 Record “Key terms” in chapter with short definition in class notebook. Research: The development of social relationships from birth to adolescence, prepared a presentation to deliver in class. Presentation must be at least 10 minutes long with work cite.
13	Chapter 12: Thinking About Relationships: Social-Cognitive and Moral Development	Reading pp. 335-360 Record “Key terms” in both chapters with short definition in class notebook. The changes that occur between kindergarten to fourth grade students in terms of their approach to the learning environment and how a classroom teacher uses this information in planning lessons..
14	Chapter 13: The Ecology of Development: the Child Within the	Reading pp. 361-389 Record “Key terms” in both chapters with short definition in

	<p>Family System. Chapter 14: Beyond the Family: The Impact of the Broader Culture</p>	<p>class notebook. Theorist in this text describe four styles of parenting write a report on each one and choose one that you believe is the most effective and the one that is the most negative.</p> <p>Groups will be assigned to develop a discussion on: non-parental care, the impact of schools the impact of entertainment media, macrosystem effects: the impact of the larger cultures</p>
15	<p>Chapter 15: Atypical Development Putting It All Together: The Developing Child</p>	<p>Reading pp. 425-479 Record "Key terms" in chapter with short definition in class notebook. Groups will be assigned to report on one of the following topics: Understanding atypical development, attention problems and externalizing problems, externalizing problems, internalizing problems, atypical internalizing problems, atypical intellectual and social development, schooling for atypical children</p>
16	<p>Finals</p>	<p>Review key terms in notebook these terms will be a part of the final. Other details of final will be announced in class.</p>