

ELE2220 Child Development- On-line

Semester: Summer, 2009

Credit Hour: 3

Professor: Dr. Jane Benjamin, Retan Center, Room 203B, Mansfield University

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Student Office Hours: By appointment

Course Description:

"ELE 2220 Child Development examines development from conception and infancy, through preschool and middle school, and ends with adolescence. Major developmental theories that focus on the interaction of heredity and the environment are the key components. Prerequisite: PSY 1101." (from the 2007-2008 EDSPE Handbook, p. 59).

Course Content:

This course focuses on the application of developmental theories in education. The major topics include:

- a) Human development: an introduction
- b) Cognitive development at various age level
- c) Language development at early childhood stage
- d) Physical development at various age level
- e) Socioemotional development at various age level
- f) Individual Differences
- g) Various learning theories and their applications at various stage
- h) Various teaching models and their considerations
- i) Motivation and its influence on learning and teaching

Goals of the Course:

- 1) To acquaint students with basic knowledge concerning current research, theories, and their implications in a variety of contexts in which children develop and learn.
- 2) To help students gain an understanding of physical, cognitive, social, and emotional development of children from conception through adolescence.
- 3) To help students develop general intellectual skills (acquiring and evaluating knowledge, producing and solving problems and communicating their ideas, both orally and in writing).

Course Objectives:

The course objectives are built around the standards of accreditation agency and University theme.

The National Council for Accreditation of Teacher Education (NCATE) accredits “Mansfield University undergraduate teacher education”. The complete NCATE elementary and secondary education standards can be found at www.ncate.org.

The Pennsylvania Department of Education (PDE) also approves the teacher education program at Mansfield University. It is designed to prepare teachers for Pennsylvania teaching certification. Students in the program gain skills necessary to prepare elementary and secondary students to meet PDE standards. Course-related resources can be found at the American Psychological Association Web site: <http://www.apa.org>

The knowledge base of the teacher education program at Mansfield University is developed around the components of professional practice as described in the ASCD *Enhancing Professional practice: A Framework for Teaching* document authored by Charlotte Danielson. The following course objectives are referenced with this framework.

The Mansfield University theme for teacher education is "**Teacher as Reflective Decision-Makers.**" Students in this course will have opportunities to apply their knowledge of psychological principles to an educational setting and evaluate their students learning outcomes and make educational decisions.

It is expected that after completing requirements for this course, students will be able to:

1. Understand the theories of human development including physical, cognitive, language, personal, social and emotional development. (Framework #1a & #1d) (PDE standards: EC*, IB, IC; EE* IIA; SPE* IC, IIC; Math IIC**)
2. Understand individual differences and their cultural background. (#1a, #1b, #1d, #2b) (PDE standards: EC*, IB, IIB; EE* IA; SPE*IB, IC, ID, IE, IIC; Math IIC, IID**)
3. Participate in classroom discussion of certain topics. (#1a, #1b, #1d, #1f, #3a~#3e)
4. Research an assigned topic related to educational issues. (#3a, #3b, #3e, #4e, #4f) (PDE standards: EC IIIA, IIB, IIC; EE IIIA; SPE IB,IIIE*; Math IIA, IIC, IIIA, IIB, IIC**)
5. Understand various learning theories and their applications to the young children. (#1a, #1b, #1c, #1e, #2a~#2e) (PDE standards: EC IC; EE IIB; SPE IIIE*; Math IIB, IID**)
6. Collaborate as future professionals, using course concepts for reflective decision-making for professional practice. (ACEI5.2,5.4)
7. Observe a K-6 classroom and write an observation report. (#1a, #1d, #1f) (PDE standards: EC IIA, IIB, IIC; EE IA; SPE IIIE*; Math IIA, IIC** ,ACEI3.4)
8. Demonstrate their knowledge of child development through a group lesson plan. (#1a~#1f, #2a~#2e, #3a~#3e, #4a, #4b) (PDE standards: EC IIA, IIB, IIC, IIIA, IIB, IIC; EE IA, IIA, B, C, D; SPE IIIA, IIB, IIC, IID, IIIE*; Math IIA, IIC, IIB, IIC**, ACEI2.0)
9. Justify the importance of theory in education practice. (#1a~#1f) (PDE standards: EC IIA, IIC; EE IA; SPE IIIE*; Math IIA, IIC**)

*EC is Early Childhood; EE is Elementary Education; SPE is Special Education.

**Math referenced; meets other subject standards in this area.

Input:

The main sources of information are readings (texts), media, and discussions. Discussions in blackboard provide students the opportunity to reflect and apply selected learning principles. Relevant videotapes are also used for discussions. The lecture outlines will be posted in Blackboard as a guideline for the reading. It is essential that students plan their readings carefully and complete the required chapters on the due dates.

Output:

The extent to which students attain the goals of the course will be assessed from their performance on written examinations, group work, observation report, research paper, and participation on discussion board.

Required textbook:

Santrock, J. W. (2008) Children (10th ed.). McGraw Hill.
ISBN 0-07-338260-9

Recommended Resources:

- ACEI (Association for the Education of Childhood International) Standards
- NAEYC (National Association for the Education for Young Children) Standards
- Danielson Domains (text from Introduction to Education)

Bibliography

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- Halpern, D. F. (1998). Teaching critical thinking for transfer across domains: Dispositions, skills, structure training, and metacognitive monitoring. *American Psychologist*, 53, 449-455.
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- Santrock, J. W. (2008) *Educational Psychology (3rd ed.)*. New York: McGraw-Hill.
- Sternberg, R. J. (2007). Who are the bright children? The cultural context of being and acting intelligent. *Educational Researcher*, 36, 148-155.

Software / Computer Skills:

This course has an expectation that all students will have access to a web-connected computer running Windows 2003 (or greater), Internet Explorer, and Microsoft Word. Students must understand the use of these software tools to be successful in this course. You will use Internet Explorer to access the course website and submit online assignments. In addition, your papers must be submitted as **Microsoft Word files**. It is up to you to acquire the skills and software to meet this requirement. Tutoring and assistance with questions can be obtained by going to the Information Desk at the North Hall Library of Mansfield University or calling 570-662-4671. Assistance is also available at the Learning Center, Mansfield University or contact your university for assistance.

Responsibilities of Online Learners:

As an online learner, you will be responsible for determining the pace and schedule of your work. You can complete the readings and activities at any times that are convenient to you as long as they are submitted before the assignment deadline.

Although you might be completing your work hundreds of miles from Mansfield University, you should expect to have frequent contact with your instructor and classmates via e-mail, electronic document exchange and the online discussion board. All of your assignments will be submitted using these tools and an interactive website. You can also use the online discussion board to ask questions, offer comments, and obtain advice from both your instructor and your fellow students.

Lesson Format:

For each lesson, you will visit the course website to obtain your instructions. You will then complete your work by doing some or all of the tasks listed below.

- Visit recommended websites to read or obtain data.
- Complete activities designed to apply what you have learned or deepen your understanding.
- Read assigned materials from the textbook.
- Participate in the discussion board.
- Submit all work for that lesson as specified on the course syllabus.
- Your instructor will respond to your work a few days after the lesson due date.

Lesson Availability and Due Dates:

All lessons are posted in the “**Lecture**” section. The due dates of the assignment are posted in the course schedule in the course syllabus. Students are required to submit the assignment on time.

Add / Drop / Withdraw / Incompletes:

The policies for adding the course, dropping the course and withdrawing will follow those described in the Mansfield University Undergraduate Catalog.

Incomplete final grades are not possible. Any assignment that is not received by the specified deadline will be scored as a zero. Course deadlines will be strictly maintained and students should work diligently to meet them.

Office Hours:

The fastest way to get assistance at any time is to post a message in the "Helping Each Other Conference" on the course discussion board. This should be your first approach for asking questions of a general nature. One of your classmates will likely help you within a short period of time and your instructor will read and respond to unanswered questions within 48 hours unless otherwise announced.

For questions about grades or other private matters you should email your instructor at jbenjami@mansfield.edu. Again, she will respond within 48 hours unless otherwise announced. Phone conversations or chat meetings with your instructor can be arranged at times of mutual convenience, however, the instructor is unable to accept collect calls outside of the Mansfield local dialing area.

Your Study Schedule:

If you are coming into this course thinking that online study is a way to "click your way to three credits" then you will be in for a rude awakening. Be prepared to spend a significant amount of time completing this course. You are expected to spend

between 5 and 10 hours on the typical lesson.

When you take an on-campus course, you spend about 45 hours in the classroom. In addition, you should spend an even larger amount of time reading, going to the library, completing homework, and writing.

The key to success is self-motivation and perseverance. Set some special work hours every week and stick to them. Learning at home requires much greater dedication than learning on-campus. This course allows you great flexibility as long as you meet the inflexible deadlines.

You may begin working at your own pace. You may also work ahead of the schedule if you like. Each week you must do enough work to complete one lesson. The amount of time needed to complete a lesson will vary depending upon the length of the lesson, your reading speed, and your writing ability.

Course Website:

All of your assignments will be posted on or emailed through the Blackboard course management system. This system enables you to post messages for your classmates and instructor, send email to any course participant, and complete your assignments online. Every student should plan for regular and frequent use of personal or University computers to access this website and do these assignments.

Evaluation Scheme

Observation Report	20%	(Objective: #1, #2, #5, #7, #9)
Research Paper	10%	(Objective: #1, #2, #4, #5, #9)
Progress Test	30%	(Objective: #1, #2, #5, #9)
Group Work	10%	(Objective: #3, #5, #6, #8, #9)
Chapter Test	20%	(Objective: #1, #2, #5, #9)
Participation	10%	(Objective: #1, #3, #4)

The Observation report is a written assignment, which summarizes student's observation of classroom teaching. The opportunity to observe and participate in classrooms is an important element of the knowledge acquisition desired in a child development class. Students are required to contact a preK-6 classroom teacher for observation. The minimum length of the observation is 1 hour. After the visit, students are required to submit a summary report. Please note that there are two files containing the information of your observation report. Please read the **Mansfield University Observation and Participation Packet first and then the guidelines of the report.** Both files are located in "**Assignment Guidelines**" in Blackboard. The due dates for this report is shown in the course calendar below. The report should be typed and submitted in the "**Assignment Submission**" in Content Area of BB.

Students are required to find a research article that relates to child development from the library or internet. This research paper must be empirical, i.e., a real research conducted by a researcher, and not an article or theory proposed. A typical research paper normally includes **Introduction, Methods, Results, Discussion, and Conclusion** sections. Students must submit the **full text** of the paper (cut and paste the paper or make a web-link to the paper). In addition, students must **write a reflection** on what they learned from the research paper. Minimum length of this reflection is 1 page, typed, double spaced, font 12. This assignment should also be submitted in “**Assignment Submission**”. (note: There is no additional guideline for this research paper assignment).

The progress test includes multiple-choice questions only and is located in “**Test**” in the content area of BB. There are **NO** provisions for a missed test. Students may take the test any time but not later than the designated date and time listed in the course calendar.

There is a group assignment in this course. Students are required to form a group in discussion board and as a group select a grade level and a subject area, and write a lesson plan. Students will discuss their lesson plan through a wiki site, which will be created after the membership is formed in the discussion board. The guideline of this assignment is posted on the Blackboard “**Assignment Guideline**”.

Chapter test consists of multiple choice questions only. It is posted in blackboard “**Test**”. Students may take it anytime. However, it is force completion and the duration of each chapter test is one hour. It will not be available after the scheduled due date. Students should allow themselves some time to complete the test before the deadline in case of any unexpected technical problems. Students should inform the instructor any technical problems immediately via e-mails.

Students are required to participate in the discussion board. The participation grade includes both **blackboard orientation tasks**, which is located in “**Homework**”, and the **participation** in the group project in wiki site as well as two **discussion issues** posted in discussion board. Students are also encouraged to post their comments and suggestions in the discussion board regarding other issues.

Any students with documented psychological or learning disorders or other significant medical conditions that may affect their learning should work through Mr. William Chabala in our Counseling Center (South Hall 216, Phone: 662-4798; e-mail wchabala@mansfield.edu) to provide me with the appropriate letter so that I may serve their particular needs more effectively. If you have an exceptionality that requires testing accommodations, Mr. Chabala will work with us to identify and implement appropriate interventions."

Important notes for the course:

Please note that the **observation report** in this course may be used as an artifact in your professional portfolio in the education program.

Please also note that you must have “**clearance**” completed in order to access the public school classroom for your observation report. For information regarding “clearance” please visit department home page – field experience.

Letter grades and their percentage equivalents are as follows:

A 95%-100%	A- 90%-94%	B+87%-89%	B84%-86%	B-80%-83%
C+ 77%-79%	C74%-76%	C-70%-73%		
D+67%-69%	D64%-66%	D-60%-63%	F 59% and below	

Planned Schedule for Course Topics

Date	Topic	Chapter in Textbook	Due Date
06/29 to 07/02	Blackboard orientation Introduction	1	Blackboard Assignment, Task 1 through 4, Due: 06/30 at 11:59pm; Chapter 1 test, Due: 07/02 at 11:59pm
07/03 to 07/05	Physical Development in Infancy	5	Chapter 5 test, Due: 07/05 at 11:59pm
07/06 to 07/09	Cognitive Development in Infancy	6	Chapter 6 test, Due: 07/09 at 11:59pm; Discussion Issue #1: Due: 07/09 at 11:59pm; Research paper, Due: 07/09 at 11:59pm
07/10 to 07/12	Socioemotional Development in Infancy Progress test #1(Ch 1,5,6,7)	7	Chapter 7 test, Due:: 07/11 at 11:59pm; Progress test #1 Due: 07/12 at 11:59pm
07/13 to 07/16	Physical Development in Early Childhood	8	Chapter 8 test, Due: 07/16 at 11:59pm Observation Report, Due: 07/16 at 11:59pm;
07/17 to 07/19	Cognitive Development in Early Childhood Socioemotional Development in Early Childhood	9 10	Chapter 9 test, Due: 07/18 at 11:59pm; Discussion Issue #2: due: 07/18 at 11:59pm Chapter 10 test, Due: 07/19 at 11:59pm
07/20 to 07/23	Progress Test #2 (Ch 8,9,10) Physical Development in Middle and Late Childhood	11	Progress test #2, Due: 07/20 at 11:59pm Chapter 11 test, Due: 07/23 at 11:59pm
07/24 to 07/26	Cognitive Development in Middle and Late Childhood	12	Chapter 12 test, Due: 07/26 at 11:59pm Group lesson plan, Due: 07/26 at 11:59pm
07/27 to 07/30	Socioemotional Development in Middle and Late Childhood Progress test #3 (Ch 11,12,13)	13	Chapter 13 test, Due: 07/28 at 11:59pm Progress test #3, Due: 07/30 at 11:59pm