

**Syllabus EDUC 2307  
Summer 2008**

**University Mission:** *Wayland Baptist University exists to educate students in an academically challenging and distinctively Christian environment for professional success, lifelong learning, and service to God and humankind.*

**Course:** EDUC 2307 VC01

**Title:** *Child & Adolescent Development*

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**Class hours:** *Online*

**May 27, 2008 – August 9, 2008 Holiday July 4, 2008**

**Link:** <http://virtualcampus.wbu.edu/>

**Course Description:** *Physical, intellectual, and personality development of healthy children from birth through adolescence. Emphasis is placed on characteristics of the development of young people and the impact of these developmental passages on student development and learning.*

*Prerequisites: None*

**Course Outline:** *This course is designed to acquaint students with theoretical concepts of child and adolescent development, research studies and experiences related to these changes, strategies for promoting physical, cognitive, and social-emotional growth, and indicators and interventions to assist with developmental issues.*

*Specific areas of study include:*

- I. *Science of Child Development*
  - a. *Foundations*
  - b. *Themes*
- II. *Genetic Bases of Child Development*
- III. *Prenatal Development, Birth, & the Newborn*
- IV. *Growth & Health*
  - a. *Maturation*
  - b. *Brain*
- V. *Perceptual & Motor Development*
  - a. *Senses/Attention*

- b. Fitness*
- VI. Theories of Cognitive Development*
  - a. Piaget*
  - b. Vygotsky*
- VII. Cognitive Processes & Academic Skills*
  - a. Memory*
  - b. Problem-solving*
- VIII. Intelligence & Individual Differences*
  - a. Theory & Measurement*
  - b. Special Needs*
- IX. Language & Communication*
  - a. Speech*
  - b. Listening*
- X. Emotional Development*
  - a. Regulation*
  - b. Temperament*
  - c. Attachment*
- XI. Understanding Self & Others*
  - a. Self-Concept*
  - b. Self-Esteem*
  - c. Prejudice*
- XII. Moral Understanding & Behavior*
  - a. Self-Control*
  - b. Theory*
  - c. Helping Others*
  - d. Aggression*
- XIII. Gender & Development*
  - a. Stereotypes*
  - b. Identity/Roles*
- XIV. Family Relationships*
  - a. Parenting*
  - b. Dysfunction*
- XV. Influences Beyond Family*
  - a. Peers*
  - b. Media*
  - c. Institutions*

**Resources:**

*Textbook: Kail, R. V. (2007). Children and Their Development (4<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall ISBN 0132341425*

**You must have the virtual child access code card that accompanies the textbook also.**

Access to WBU Learning Resources [www.wbu.edu/lrc](http://www.wbu.edu/lrc)

**Outcome Competencies**

- 1. Students will exhibit continuing growth in the development of educational professionalism.*
- 2. Students will participate in video observations with children and adolescents to promote research skills and analysis of child and adolescent development theory.*
- 3. Students will examine various theories used to promote best practices in regard to child and adolescent growth and development.*
- 4. Students will carefully analyze reading and study online vocabulary cards as a means of review for this class, best practice, and licensure preparation.*
- 5. Students will examine exceptionalities and diversity in the classroom in order to incorporate a variety of intervention strategies to foster instructional efficacy.*
- 6. Students will conduct mini-research activities to promote understanding of the science of child and adolescent development.*

**Requirements for all students**

*Assignments will be posted by each Sunday and due by the next Monday 8pm CST.*

*Each week there will be Thought Provoker question(s) posted in the discussion*

*board. Students are expected to post significant, substantive responses that*

*indicate research, reflective thinking and practical experiences on textbook content and related topics.*

*Successfully complete Vocabulary Quizzes as a review and Chapter tests.*

Tests will be administered on Blackboard. Tests will be open book and timed.

**Evaluation**

Course grade will be determined by using the following point system:

Discussion Board (DB) Thought Provokers (10)	200 points (20 points each)
Chapter Tests (15)	1500 points (100 points each)

**A = 1510 -1700 points**

**B = 1360 -1509 points**

**C = 1200 -1359 points**

**D= 1040 - 1199 points**

**F = 1039 and below**

**University Grading Policy**

A	90-100	Cr	Credit	<p>A grade of "CR" indicates that credit in semester hours was granted but no grade or grade points were recorded.</p> <p>*A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the <b>I</b> is converted to the grade of <b>E</b>. An incomplete notation cannot remain on the student's permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.</p>
B	80-89	NCR	No Credit	
C	70-70	I	Incomplete*	
D	60-69	W	Withdrawal	
F	below 60	WP	Withdrew	
Passing				
		WF		
Withdrew Failing		X	No grade given	
		IP	In Progress	

**Professor's Grading Policy:** All assigned work must be submitted when due. Discussion Board and Test scores will not be accepted late. No late work will be accepted unless previous arrangements have been made or extreme emergency exists. If accepted late, point value will be reduced 10%.

**Scoring Rubrics:** Scoring rubrics for the discussion board is posted in the course documents section. Save and print for future reference.

**Assessments:**

**Tests are open book. They are not proctored. Tests must be completed during the time frame they are assigned.**

**Attendance policy:**

Regular attendance is required. All absences must be explained to the instructor. If more than 25% of scheduled classes are missed, a grade of F will be assigned.

**Instructor's note:** The advantage on online learning is the asynchronous environment. In other words, you can meet class at your convenience. Along with this convenience comes a tremendous responsibility. The student must be organized and self motivated to stay current in all assignments. Student use of Blackboard can be monitored using the tracking statistics. The course is paced. All assignments have deadlines for submission.

**"It is university policy that no otherwise qualified disabled person be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University."**

**Tentative Course Outline**

Students are expected to read/study assigned textbook chapters and view the PowerPoint lectures and online vocabulary cards posted in the lecture/course documents sections.

Students are expected to respond to Discussion Board (DB) Thought Provokers.

Specific weekly instructions will be posted in the announcement section of Blackboard.

<b>Week</b>	<b>Date</b>	<b>Assignments/Readings/Assessments for this Week</b>	<b>Assignments Due this Week (On Mondays, 8 pm CST)</b>
1	5-27-08	<ul style="list-style-type: none"> <li>➤ Post Autobiography in Discussion Board (DB)</li> <li>➤ Read Chapter 1</li> <li>➤ View Chapter 1 Lecture</li> <li>➤ Respond to DB # 1</li> <li>➤ Study online vocabulary cards</li> <li>➤ Take Chapter 1 Vocabulary Quiz</li> <li>➤ Take Chapter 1 Test</li> </ul>	<ul style="list-style-type: none"> <li>✓ Autobiography-due 5-29-08</li> </ul>
2	6-2-08	<ul style="list-style-type: none"> <li>➤ Read Chapter 2</li> <li>➤ View Chapter 2 Lecture</li> <li>➤ Study online vocabulary cards</li> <li>➤ Respond to DB #2</li> <li>➤ Take Chapter 2 Vocabulary Quiz</li> <li>➤ Take Chapter 2 Test</li> </ul>	<ul style="list-style-type: none"> <li>✓ Chapter 1 Test</li> <li>✓ DB # 1</li> </ul>
3	6-9-08	<ul style="list-style-type: none"> <li>➤ Read Chapter 3</li> <li>➤ View Chapter 3 Lecture</li> <li>➤ Study online vocabulary cards</li> <li>➤ Respond to DB # 3</li> <li>➤ Take Chapter 3 Vocabulary Quizzes</li> <li>➤ Take Chapter 3 Test</li> </ul>	<ul style="list-style-type: none"> <li>✓ Chapter 2 Test</li> <li>✓ DB # 2</li> </ul>
4	6-16-08	<ul style="list-style-type: none"> <li>➤ Read Chapter 4 and 5</li> <li>➤ View Chapters 4 and 5 Lectures</li> <li>➤ Study online vocabulary cards</li> <li>➤ Respond to DB # 4</li> <li>➤ Take Chapters 4 and 5 Vocabulary Quizzes</li> <li>➤ Take Chapter 4 and 5 Tests</li> </ul>	<ul style="list-style-type: none"> <li>✓ Chapter 3 Test</li> <li>✓ DB # 3</li> </ul>
5	6-23-08	<ul style="list-style-type: none"> <li>➤ Read Chapter 6</li> <li>➤ View Chapter 6 Lecture</li> <li>➤ Study online vocabulary cards</li> <li>➤ Respond to DB # 5</li> <li>➤ Take Chapter 6 Test</li> </ul>	<ul style="list-style-type: none"> <li>✓ Chapter 4/5 Tests</li> <li>✓ DB # 4</li> </ul>
6	6-30-08	<ul style="list-style-type: none"> <li>➤ Read Chapter 7 and 8</li> <li>➤ View Chapter 7 and 8 Lectures</li> <li>➤ Study online vocabulary cards</li> <li>➤ Take Chapters 7/8 Vocabulary Quizzes</li> <li>➤ Take Chapters 7 and 8 Tests</li> </ul>	<ul style="list-style-type: none"> <li>✓ Chapter 6 Test</li> <li>✓ DB # 5</li> </ul>

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7	7-7-08	<ul style="list-style-type: none"> <li>➤ Read Chapter 9</li> <li>➤ View Chapter 9 Lecture</li> <li>➤ Study online vocabulary cards</li> <li>➤ Respond to DB # 6</li> <li>➤ Take Chapter 9 Vocabulary Quiz</li> <li>➤ Take Chapter 9 Test</li> </ul>	✓ Chapter 7/8 Tests
8	7-14-08	<ul style="list-style-type: none"> <li>➤ Read Chapters 10 and 11</li> <li>➤ View Chapter 10 and 11 Lectures</li> <li>➤ Study online vocabulary cards</li> <li>➤ DB # 7</li> <li>➤ Take Chapters 10 / 11 Vocabulary Quizzes</li> <li>➤ Take Chapters 10 and 11 Tests</li> </ul>	<ul style="list-style-type: none"> <li>✓ Chapter 9 Test</li> <li>✓ DB # 6</li> </ul>
9	7-21-08	<ul style="list-style-type: none"> <li>➤ Read Chapter 12</li> <li>➤ View Chapter 12 Lecture</li> <li>➤ Study online vocabulary cards</li> <li>➤ Respond to DB # 8</li> <li>➤ Take Chapter 12 Vocabulary Quizzes</li> <li>➤ Take Chapter 12 Test</li> </ul>	<ul style="list-style-type: none"> <li>✓ Chapter 10/11 Tests</li> <li>✓ DB # 7</li> </ul>
10	7-28-08	<ul style="list-style-type: none"> <li>➤ Read Chapter 13</li> <li>➤ View Chapter 13 Lecture</li> <li>➤ Study online vocabulary cards</li> <li>➤ Respond to DB # 9 and DB # 10</li> <li>➤ Take Chapter 13 Vocabulary Quizzes</li> <li>➤ Take Chapter 13 Test</li> </ul>	<ul style="list-style-type: none"> <li>✓ Chapter 12 Test</li> <li>✓ DB #8</li> </ul>
11	8-4-08	<ul style="list-style-type: none"> <li>➤ Read Chapter 14 and 15</li> <li>➤ View Chapter 14/15 Lecture</li> <li>➤ Study online vocabulary cards</li> <li>➤ Take Chapter 14/15 Vocabulary Quizzes</li> <li>➤ Take Chapter 14/15 Tests</li> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>✓ Chapter 13 Test</li> <li>✓ DB # 9</li> <li>✓ Chapter 14/15 Tests</li> <li>✓ DB # 10</li> </ul>
		➤	✓

## ***CERTIFICATION PREPARATION ALIGNMENT: Pedagogy & Professional Responsibilities (PPR)***

### *DOMAIN 1: DESIGNING INSTRUCTION AND ASSESSMENT TO PROMOTE STUDENT LEARNING*

*Competency 001: The teacher understands human development processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.*

- 1.1 Understands the lifelong impact of the experiences on individual development and on society.*
- 1.2 Knows the typical stages of cognitive, social, physical, and emotional development of students.*
- 1.3 Recognizes the wide range of individual developmental differences that characterizes students and the implications of this developmental variation for instructional planning.*
- 1.4 Recognizes factors affecting the physical growth and health of students (e.g., nutrition, sleep, prenatal exposure to drugs, abuse) and knows that students' physical growth and health impact their development in other domains (e.g., cognitive, social, emotional).*
- 1.5 Recognizes factors affecting the social and emotional development of students (e.g., lack of affection and attention, limited opportunity for verbal interactions, changes in family structure) and knows that students' social and emotional development impacts their development in other domains.*
- 1.6 Knows the stages of play development (i.e., from solitary to cooperative) and the important role of play in young children's learning and development.*
- 1.7 Demonstrates knowledge of developmental changes in children's thinking (i.e., from primarily concrete thinking to the ability to reason and think logically, to understand cause and effect, and to organize information systematically).*
- 1.8 Analyzes how developmental characteristics of students impact learning and performance.*
- 1.11 Understand how development in any one domain (i.e., cognitive, social, physical, emotional) impacts development in other domains.*
- 1.12 Recognizes signs of developmental delays or impairments in students.*