

**WAYLAND BAPTIST UNIVERSITY  
DIVISION OF EDUCATION  
VIRTUAL CAMPUS**

**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 NUMBER AND TITLE:** EDUC 5381 Child and Adolescent Development and Learning  
**TERM AND DATES:** Summer Term 2008 (5/27/2008 to 8/9 /2008)

**INSTRUCTOR'S NAME:** Barbara Allen Carr, Ed.D.  
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**OFFICE HOURS:** vary during the summer

**CATALOG COURSE DESCRIPTION:** Designed to acquaint students with the physical, intellectual, and personality development of healthy children from early childhood through middle childhood. Characteristics of children's development are reviewed and how these developmental passages impact the student's ability to learn and grow developmentally. Emphasis is placed on the impact of various factors on student achievement and learning. **PREREQUISITES: none**

**REQUIRED RESOURCE MATERIALS:**

1. McDevitt, T. & Ormrod, J. (2004). *Child development: Educating and working with children and adolescents (2<sup>nd</sup> ed.)*. Upper Saddle River, NJ: Merrill Prentice Hall.
2. Downey, J., Garry, S., McDevitt, T. (2004) *Observing children and adolescents: Guided interactive practice in understanding development (Version 1.0)*. Upper Saddle River, NJ: Merrill Prentice Hall. [3 CD set required for observations]
3. Access to the internet on a regular basis is a requirement for this course; we will use Blackboard as the learning system. All class discussions take place via the Discussion Board. All class materials are distributed online (lecture notes). All tests are located online (assignments). All assignments will be collected via the digital dropbox.
4. Access to WBU Learning Resources [www.wbu.edu/lrc](http://www.wbu.edu/lrc); John Elliott, email: [elliottj@wbu.edu](mailto:elliottj@wbu.edu)

**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 the physical, cognitive, and social-emotional growth, and indicators and interventions to assist with developmental issues. Specific areas of study include:

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| <ol style="list-style-type: none"><li>I. Making a difference in the Lives of Children and Adolescents<ol style="list-style-type: none"><li>a. Field of Inquiry</li><li>b. Basic Issues – Nature/Nurture, Universality/Diversity, and Qualitative/Quantitative</li><li>c. Theoretical Perspectives</li><li>d. Developmental Periods</li></ol></li><li>II. Methods of Inquiry<ol style="list-style-type: none"><li>a. Beliefs</li><li>b. Research Methods --Gathering Information</li></ol></li><li>III. Physical Development<ol style="list-style-type: none"><li>a. Nature and Nurture</li></ol></li></ol> | <ol style="list-style-type: none"><li>b. Brain Development</li><li>c. Developmental Periods</li><li>d. Well-being</li><li>e. Special Needs</li><li>IV. Cognitive Development<ol style="list-style-type: none"><li>a. Piaget's Theory</li><li>b. Vygotsky's Theory</li><li>c. Information Processing</li><li>d. Metacognition</li><li>e. Theoretical Perspectives of Intelligence/exceptionalities</li><li>f. Diversity/exceptionalities in Language Development</li></ol></li></ol> |
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- g. Diversity/exceptionalities in Reading/Writing Development
- V. Personal/Emotional Growth
  - a. Attachment/Temperament/Personality
  - b. Sense of self
  - c. Erikson's Theory
- VI. Social Understanding/Moral Development
  - a. Social Cognition/Society and Groups
  - b. Moral Development/Kohlberg's Theory
- VII. Motivation and Self-Regulation
  - a. Behaviorist Perspectives
  - b. Trait Perspectives
  - c. Fostering Motivation/Self-Regulation (school environment)
- VIII. Families
  - a. Socialization/Family Structures
- b. Childhood
- c. Partnering with Families
- IX. Interpersonal Relationships
  - a. Development of Behavior
  - b. Prosocial and Aggressive Behaviors
  - c. Peer Relationships/Romantic Relationships
- X. Growing up in Context
  - a. Culture and Ethnicity/Historical Era
  - b. Religious Affiliation/Fowler's Stages of Faith
  - c. Socioeconomic Status – poverty and resilience
  - d. Neighborhood and Community
  - e. The Media
  - f. Professionals in Children's Lives

**COURSE REQUIREMENTS:** Professionalism is a key component to being an effective educator, and this semester is an opportunity to demonstrate professionalism. Professionalism will be expected at all times, but most especially with your interactions online. Because the university classroom is a place designed for the free exchange of ideas, we will frequently encounter the opinions of others which may seem novel and, occasionally, outlandish. We must show respect for one another in all circumstances. I will show respect for you by not belittling or ignoring you. You will show respect for me by giving attention to assignments. We will show respect for one another by exhibiting patience and courtesy in our exchanges. Appropriate language and restraint from verbal attacks upon those whose perspectives differ from your own is a minimum requirement. Courtesy and kindness is the norm for those who participate in my classes. This component will be evaluated based upon the Teacher Education Code of Conduct, my perspective, and your actions. Additionally, because it is so important for teachers to effectively communicate ideas to colleagues, parents, and administrators, writing clear and error-free English is a priority at Wayland Division of Education. Therefore, your ability to express your knowledge of educational concepts and theories within the conventions of academic discourse will be assessed through both oral presentations and written assignments. Criteria for evaluation will be based on both content and mechanics. Integration of information from lectures, readings, and discussions will be taken into consideration as will correct and appropriate format and construction.

1. Students will complete all assigned readings, video observations, and assignments *promptly*. This course is designed to be completed during an 11-week term with assignments due each week. Under **NO CIRCUMSTANCES** will I accept the entire semester's work during the last week or during the last day of class (any late work will receive point deductions). Assignments and examinations will become unavailable once the deadline for completion has passed. In the event you encounter special circumstances (including technology challenges), contact me immediately for instructions or assistance.
2. Students will use video observations in lieu of field experiences in this course. Weekly online discussion board interactions will allow dialogue among class members and provide opportunities for discussion among those persons who may exhibit a different perspective from your own. You are required to consider these perspectives and respond in an appropriate professional manner. There will be no tolerance for inappropriate responses including, but not limited to, vulgar or inappropriate language, name-calling, or demonstrations of anger. Students will *post* an answer to the question or comment and *respond* to two (2) others. **Posting and responses must be completed at the appointed time to ensure interaction with other students and will not be accepted late.**
3. Students will prepare written assignments to include summaries (2), a case study analysis, and charts.
4. Students will conduct mini-research activities, such as conducting a Piagetian Task, observing gender differences and aggression on TV, conducting an interview to determine Multiple Intelligence strengths, and watching a video with a child to determine empathy. Short results summaries or response charts will accompany these activities.
5. Students will conduct independent research concerning *Violence Prevention or Preventing Bullying* and share the results in a PowerPoint Presentation complete with three resources (maximum:12 slides).
6. Students will complete two examinations online. These examinations will be preset with time limits and dates. Do not enter the test until you are prepared to complete the test. You are not allowed to stop and start the test. Should you inadvertently submit the results prior to completion or encounter some sort of technology challenge, contact me immediately for further instructions.

**STUDENT LEARNING OUTCOMES:**

1. Students will exhibit continuing growth in the development of educational professionalism.
2. Students will participate in video observations and personal experiences 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 conduct mini-research activities appropriate to a graduate program of study.
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 carefully analyze reading materials and create self-study materials to support their endeavors.
7. Students will conduct independent research appropriate to a graduate program of study.

**MEANS FOR ASSESSING STUDENT ACHIEVEMENT OF THE OUTCOME COMPETENCIES:**

1. exams (outcomes 1, 2, 3, 4, 5, 6)
2. discussion board (outcome 2, 6)
3. summary, case study analysis, brain research chart (outcome 3, 4)
4. Piaget Task (outcome 4)
5. MI analysis (outcome 4)
6. Gender Bias & Aggression on TV (outcome 4)
7. Empathy analysis (outcome 4)
8. Research and Presentation (outcome 1, 7)

**ATTENDANCE POLICY:**

1. Campus Attendance Policy: Students enrolled at Wayland Baptist University should make every effort to attend all class meetings. The University expects students to make class attendance a priority. All absences must be explained to the instructor who will decide whether omitted work may be made up. When a student reaches a number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an Unsatisfactory Progress Report in the office of the dean. Any student who misses twenty-five (25%) or more of the regularly scheduled class meetings will receive a grade of F for that course. Student grade appeals should be addressed, in writing, to the campus dean.
2. Instructor's Additional Policies: Additional attendance policies for each course, as defined by the instructor in the course syllabus, are part of Wayland's attendance policy. Attendance for this online course will be documented by the student's participation in class discussion boards and submission of assignments. Attendance will be determined by the student's participation in course activity—not the last log in.

**METHODS OF INSTRUCTION:** The delivery system for the course will consist of internet supported instruction utilizing Blackboard interactions. In an effort to accommodate the specific needs of students, instructional methods may include, but will not be limited to, the following: lectures, presentations, demonstrations, practice, and observations. Independent study and reading are essential elements of this course in promoting skills of analysis and synthesis critical to completion of a graduate course of study.

## EVALUATION: UNIVERSITY GRADING SYSTEM:

A	90-100	Cr	Credit	A grade of "CR" indicates that credit in semester hours was granted but no grade or grade points were recorded. *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 I is converted to the grade of E. 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.
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	

**COURSE GRADING CRITERIA:** All assignments are due as noted on course calendar. All assigned work must be word processed. Assignments not completed on time will reflect a lowered grade of 10% deduction per day minimum. Late work will not be accepted after 7 calendar days; late work for discussion board entries will not be accepted at all. (Assessment = 40%; Video Observations = 10%; Mini-Research Activities & Written Assignments = 40%; Presentation = 10%)

### Grading Rubric

Assignment	Possible Points	Points Earned
Summary	5	
Case Study Analysis	5	
Brain Attributes Chart	5	
Piaget Task & Summary	10	
Test #1	20	
MI analysis self/other	5	
Presentation Violence or Bullying	10	
Gender/Aggression on TV	5	
Empathy Analysis	5	
Video Observations (discussion boards)	10	
Test #2	20	
Total	100	

**ACADEMIC HONESTY:** University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one's own work). Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty; see catalog for more information about academic dishonesty.

**DISABLED PERSONS:** It is University policy that no otherwise qualified person with disabilities be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University. It is the responsibility of the student to disclose and to provide documentation pertaining to the disability so that appropriate modifications may be made.

**MEETING DATES AND ASSIGNMENTS: EDUC 5381 CHILD AND ADOLESCENT DEVELOPMENT AND LEARNING**

**EDUC 5381: CHILD AND ADOLESCENT DEVELOPMENT AND LEARNING**

Tentative Course Calendar\*

\*I reserve the right to amend the tentative course outline as needed during the course.

<b>SESSION DATE</b> (Monday-Sunday)		<b>READING &amp; VIDEO MODULE</b> <b>IT IS VERY IMPORTANT TO KEEP UP WITH YOUR READING ASSIGNMENTS— IT MAY BE THE MOST CHALLENGING PART OF THIS COURSE!</b>	<b>PREPARATION</b>	<b>Assignments</b> All assignments are due by midnight Sunday night to accommodate those who must complete the work during the weekend (except final exam which is due by Thursday midnight).
1	May 27- Jun 1 <b>This first session is Tu- Sun</b>	Ch 1: Making a Difference View Module 1: Environments <b>Watching the video component will take the place of field experience at a school</b>	Basic Instructions/ Syllabus Review Notes Ch 1 ppt Handouts 1-1,1-2	<b>Discussion Board #1</b> <b>Summary Paragraph</b> after completing Handouts
2	Jun 2-8	Ch 2: Methods of Inquiry View Module 2: Examples of Inquiry	Review Notes Ch 2 ppt Reading 2-1: Jack & Cattail	<b>Discussion Board #2</b> Handout #2-1 <b>Case Study Analysis</b>
3	Jun 9-15	Ch 3: Physical Development View Mod 3: Physical Dev	Review Notes Ch 3 ppt View ppt: Fetal Development Handout 3-2 Fetal Growth Reading: Brain Research Reading: Genetic Disorders Reading Hurried Child	<b>Discussion Board #3</b> <b>Chart on Brain Research</b>
4	Jun 16-22	Ch 4: Cognitive Development Ch 5: Cognitive Processes Selections from Ch 6,7,8 (pp. 238-243, 266-271, pp. 313-318, pp. 354-358) View Module 4: Cognitive Development	Review Notes ppt Reading 4.1: Piaget Piaget Lab packet Piaget Tasks packet	<b>Discussion Board #4</b> <b>Piaget Task &amp; Analysis</b> <b>Prepare for midterm test next week</b>
5	Jun 23-29	<b>Take your exam first</b> Ch 9: Personal & Emotional Dev View Module 9: Emotional Dev	Review Notes Ch 9 Poem Activity Readings 5-2, 6-1,9-1, 9-3	<b>Exam #1 Ch 1-8</b> <b>Discussion Board #5</b> <b>MI Assignment</b>
6	Jun 30- Jul 6	Ch 10: Social & Moral Dev Discussion Board/Kohlberg Dilemmas	Review Notes Ch 10 Reading 10-2: Kohlberg	<b>Discussion Board #6</b> <b>PPT Presentation: Violence Prevention or Prevention of Bullying</b>
7	Jul 7-13	Ch 11: Motivation & Self-Reg View Module 11: Intrinsic Motivation	Review Notes Ch 11 Handout 11-1 Reading 11-4	<b>Discussion Board #7</b> <b>Handout 10-4: Gender &amp; Aggression Summary</b>
8	Jul 14-20	Ch 12: Families Discussion Board-Style of Teaching	Review Notes Ch 12 Parenting Styles12-2 Bronfenbrenner Reading 12-1: Role of Fathers	<b>Discussion Board #8</b> <b>Empathy Summary</b>
9	Jul 21-27	Ch 13: Interpersonal Relationships View Module 13: Friends	Review Notes Ch 13 Harassment Cliques Sex Education	<b>Discussion Board #9</b>
10	Jul 28- Aug 3	Ch 14: Growing up in Context Discussion Board-What Have You Learned?	Review Notes Ch 14 Common Misconceptions Reading 14-2 Reading 14-3	<b>Discussion Board #10</b> <b>Review for Final</b>
11	<b>AUG 4-8</b>	<b>FINAL EXAM</b>		<b>Final Exam due by midnight on Thursday</b>

## **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.