



SCHOOL OF EDUCATION - VIRTUAL CAMPUS

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

COURSE NUMBER AND TITLE	EDUC 5381 Child & Adolescent Development & Learning
TERM AND DATES	Summer Term May 26 – August 8, 2009
INSTRUCTOR'S NAME	Dr. Barbara Allen Carr
OFFICE ADDRESS	Wayland Baptist University 1900 W 7 th St CMB 466 Plainview, TX 79072 Office Location: 207 Van Howeling Education Complex
PHONE	Office: (806) 291-1055
E-MAIL ADDRESS	carrb@wbu.edu
OFFICE HOURS	(By appointment—after all it is 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 field experience is incorporated into this syllabus (9 hrs).
REQUIRED RESOURCE MATERIALS	<ol style="list-style-type: none"> Student Textbook(s) – (1) Text – McDevitt, T., & Ormrod, J. (2010). <i>Children development and education</i> (4th ed.). Upper Saddle River, NJ: Merrill. (2) Downey, J., Garry, S., McDevitt, T. (2004) <i>Observing children and adolescents: Guided interactive practice in understanding development</i> (Version 1.0). Upper Saddle River, NJ: Merrill Prentice Hall. [3 CD set required for observations] 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 assignments are located online (assignments). All assignments will be collected via the digital drop box or the discussion board. Access to WBU Learning Resources www.wbu.edu/lrc

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"> I. Making a difference in the Lives of Children and Adolescents <ol style="list-style-type: none"> a. Field of Inquiry b. Basic Issues c. Theoretical Perspectives d. Developmental Periods II. Methods of Inquiry <ol style="list-style-type: none"> a. Principles b. Gathering Data III. Family, Culture & Community | <ol style="list-style-type: none"> a. Structures & Processes b. Life in Communities <ol style="list-style-type: none"> IV. Biological Beginnings <ol style="list-style-type: none"> a. Prenatal b. Birth V. Physical Development <ol style="list-style-type: none"> a. Brain Development b. Developmental Periods c. Well-being |
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- d. Special Needs
- VI. Cognitive Development
 - a. Piaget's Theory
 - b. Vygotsky's Theory
- VII. Cognitive Processes & Content Domains
 - a. Information Processing
 - b. Metacognition
 - c. Exceptionalities
- VIII. Content Areas
- IX. Emotional Growth
 - a. Attachment
 - b. Temperament/Personality
 - c. Erikson's Theory
- X. Social Understanding
- a. Self
- b. Social Cognition
- XI. Motivation and Self-Regulation
 - a. Goals
 - b. Motivation
- XII. Morality & Interpersonal Behaviors
 - a. Kohlberg's Theory
 - b. Moral Reasoning
 - c. Behaviors
- XIII. Peers, Schools, Society
 - a. Peer Relationships
 - b. Romantic Relationships
 - c. Prosocial and Aggressive Behaviors
 - d. Technology & Media

COURSE REQUIREMENTS: 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 an introduction summary and observation charts.
4. Students will conduct mini-research activities, such as conducting a Piagetian Task, observing children in a variety of situations, and watching a video with a child to determine empathy. Short results summaries or response charts will accompany these activities.

STUDENT LEARNING OUTCOMES (CORRELATED TO STATE COMPETENCIES):

1. 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. (all competencies)
2. Students will examine various theories used to promote best practices in regard to child and adolescent growth and development. (1.2, 1.8, 1.11, 1.12)
3. Students will conduct mini-research activities appropriate to a graduate program of study. (1.1, 1.5, 1.7)
4. Students will examine exceptionalities and diversity in the classroom in order to incorporate a variety of intervention strategies to foster efficacy. (1.3, 1.11, 1.12)

5. Students will carefully analyze reading materials and create self-study materials to support their endeavors. (1.1, 1.2, 1.4)
6. Students will conduct independent research appropriate to a graduate program of study. (1.8, 1.11, 1.12)

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.

MEANS FOR ASSESSING STUDENT ACHIEVEMENT OF THE OUTCOME COMPETENCIES:

1. exams (outcomes 1, 2, 3, 4, 5, 6)
2. discussion board (outcomes 1, 2, 4, 5)
3. summary, analysis, observation charts (outcomes 2,3, 4)
4. Piaget Task (outcomes 2, 3, 4)
5. Journal Article Deconstruction (outcomes 5, 6)
6. Textbook Reading Analysis (outcomes 2, 4, 6)
7. Empathy analysis (outcomes 1, 3)
8. Research and Presentation (outcomes 1, 5, 6)

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.

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.

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:

<table> <tr><td>A</td><td>90-100</td><td>Cr</td><td>Credit</td></tr> <tr><td>B</td><td>80-89</td><td>NCR</td><td>No Credit</td></tr> <tr><td>C</td><td>70-70</td><td>I</td><td>Incomplete*</td></tr> <tr><td>D</td><td>60-69</td><td>W</td><td>Withdrawal</td></tr> <tr><td>F</td><td>below 60</td><td>WP</td><td>Withdrew Passing</td></tr> <tr><td></td><td></td><td>WF</td><td>Withdrew Failing</td></tr> <tr><td></td><td></td><td>X</td><td>No grade given</td></tr> <tr><td></td><td></td><td>IP</td><td>In Progress</td></tr> </table>	A	90-100	Cr	Credit	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	<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 I is converted to the grade of F. 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>
A	90-100	Cr	Credit																														
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.

Rubric for Grading

Assignment	Possible Points	Points Earned
DB 1-10 (discussion boards)	100	
Introduction Summary	25	
Analysis of Family Structure	25	
Effects of Teratogens	50	
Observing Physical Dev	25	
Journal Article	50	
Piaget Task & Summary	100	
Midterm	200	
Textbook Reading Analysis	25	
Empathy Observation	50	
Presentation	100	
Interview Self-Perception	25	
Observing Intrinsic Motivation	25	
Test #2	200	
Total	1000	

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.

SESSION DATE (Monday-Sunday)	READING & VIDEO MODULE	LECTURE NOTES & PREPARATION	Assignments <small>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).</small>
1 May 27- Jun 1 <small>This first session is Tu- Sun</small>	Ch 1: Making a Difference View Module 1: Environments	Basic Instructions/ Syllabus Review Notes Ch 1 ppt Handouts 1-1,1-2,1.3,1.4 Reading: Jack & Cattail Reading Hurried Child	Discussion Board 1-Introduction Summary Paragraph of your beginning belief system related to child development (after completing Handouts)
2 Jun 2-8	Ch 2: Methods of Inquiry Ch 3: Family, Culture, & Society View Module 2:Examples of Inquiry	Review Notes Ch 2 ppt Review Notes Ch 3 ppt Reading: Hist Chg In Families Handout: Parenting & Teaching Styles Reading: Teacher Expectation	DB2-Parenting & Teaching Styles Analysis of Family Structure
3 Jun 9-15	Ch 4: Biological Beginnings View ppt: Fetal Development View: Visible Embryo	Review Notes Ch 4 ppt Handout: Fetal Growth Reading: Fetal Alcohol Syndrome Reading: Role of Fathers	DB3-Role of Fathers Effects of Teratogens On Dev
4 Jun 16-22	Ch 5: Physical Development View Mod 3: Physical Activity Deconstruct Journal Art (sample) Preview: Presentation Assignment due session 7 (Topics Provided)	Review Notes Ch 4 ppt Reading: Brain Research Reading: Genetic Disorders	DB4-Critical Periods Observing Physical Development of Child Deconstructing a Journal Article
5 Jun 23-29	Ch 6: Cognitive Development View Module 4: Cognitive Dev	Review Notes Ch 6 Reading: Piaget	DB5-Applying Vygotsky's Theory Piaget Task & Analysis Prepare for midterm test next week
6 Jun 30- Jul 6	Take your exam first Ch 7: Cognitive Processes Ch 10: Academic Domains No Video this week	Review Notes Ch 7 Reading: Info Processing Def Review Notes Ch 10	Midterm Exam Ch 1-6 DB6-Reflection: Use of learning strategies Textbook Reading Analysis
7 Jul 7-13	Ch 11: Emotional Dev View Module 9: Emotional Dev	Review Notes Ch 11 Reading: Attachment Reading: Emotions	DB7-Attachment Empathy Observation PPT Presentation
8 Jul 14-20	Ch 12: Self & Social Dev View Module 14: After School	Review Notes Ch 12 Reading: Talk to Kids	DB8-What do you think? Interview on Self-Perception
9 Jul 21-27	Ch 13: Motivation & Self-Reg Ch 14: Morality & Interpersonal Video Module: Intrinsic Motivation	Review Notes Ch 13 Handout Reward & Punishment Reading: Kohlberg's Theory Reading: Kohlberg Dilemmas	DB9 Discussion Kohlberg's Dilemmas Observing Intrinsic Motivation
10 Jul 28- Aug 3	Ch 15: Peers, Schools & Society	Review Notes Ch 15 Reading: Harassment Reading: Cliques Reading: Media & Violence Reading: Sex Education	DB10-What did I Learn? Review for Final
11 AUG 4-8	FINAL EXAM	Final Exam due by midnight on Thursday (to insure that I have time to submit grades in time)	