



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 2307 Child & Adolescent Development
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	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. Required field experience is incorporated into this syllabus (9 hrs).
REQUIRED RESOURCE MATERIALS	<ul style="list-style-type: none"> • <i>Student Textbook(s)</i> – (1) Text – Kail, R. V. (2010). <i>Children and their development</i> (5th ed.). Upper Saddle River, NJ: Prentice Hall. • 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 physical, cognitive, and social-emotional growth, and indicators and interventions to assist with developmental issues. Specific areas of study include:

- | | |
|--|---|
| <ul style="list-style-type: none"> I. Science of Child Development <ul style="list-style-type: none"> a. Foundations b. Themes II. Genetic Bases of Child Development III. Prenatal Development, Birth, & the Newborn IV. Growth & Health <ul style="list-style-type: none"> a. Maturation b. Brain V. Perceptual & Motor Development <ul style="list-style-type: none"> a. Senses/Attention b. Fitness VI. Theories of Cognitive Development <ul style="list-style-type: none"> a. Piaget b. Vygotsky VII. Cognitive Processes & Academic Skills | <ul style="list-style-type: none"> a. Memory b. Problem-solving <ul style="list-style-type: none"> VIII. Intelligence & Individual Differences <ul style="list-style-type: none"> a. Theory & Measurement b. Special Needs IX. Language & Communication <ul style="list-style-type: none"> a. Speech b. Listening X. Emotional Development <ul style="list-style-type: none"> a. Regulation b. Temperament c. Attachment XI. Understanding Self & Others <ul style="list-style-type: none"> 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

COURSE REQUIREMENTS: Professionalism will be expected at all times, but most especially with 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 School 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. All assignments are due as noted on the 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.

1. Students will complete all [assigned readings](#), video observations and field experiences, and assignments *promptly*. This course is designed to be completed 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). In the event you encounter special circumstances (including technology challenges), contact me immediately for instructions or assistance.
2. Students will use [video observations in addition to and part of the field experiences](#) in this course.
3. Students will construct [vocabulary cards](#) to accompany this study for the purpose of reviewing for this class and preparing for the licensure examination.
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, assessment of a children's book, assessing toys, and conducting an interview with children or parents as a demonstration of research skills. Short results summaries or response charts will accompany these activities.
5. Students will conduct [independent research](#) concerning *exceptionalities and diversity* and share the results in a PowerPoint Presentation complete with five resources (maximum: 20 slides).
6. Students will complete three [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 (CORRELATED TO LICENSURE COMPETENCIES):

1. Students will exhibit continuing growth in the development of educational professionalism by demonstrating appropriate responses and behaviors.
2. Students will participate in video observations and field experiences with children and adolescents to promote research skills and analysis of child and adolescent development theory.(all competencies)

3. Students will examine various theories used to promote best practices in regard to child and adolescent growth and development.(1.2)
4. Students will carefully analyze reading and create vocabulary cards as a means of review for this class, best practice, and licensure preparation. (all competencies)
5. Students will examine exceptionalities and diversity in the classroom in order to incorporate a variety of intervention strategies to foster instructional efficacy.(1.3, 1.4, 1.5, 1.11, and 1.12)
6. Students will conduct mini-research activities to promote understanding of the science of child and adolescent development.(1.1, 1.7, 1.8)

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. vocabulary cards (outcome 4)
3. toy assessment and children's book analysis (outcome 3, 6)
4. Piaget Task (outcome 6)
5. MI analysis (outcome 2, 3, 6)
6. Gender Bias & Aggression on TV (outcome 6)
7. Interview Project (outcome 2, 5, 6)
8. Research and Presentation (outcome 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 virtual course will be documented by the student's online participation in class and submission of online assignments, thus attendance will be determined by the student's online 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 course of study. Weekly submission of assignments is required during the course unless specific arrangements are made with the instructor.

EVALUATION: UNIVERSITY GRADING SYSTEM:

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 <u>I</u> is converted to the grade of <u>E</u>. 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	

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.

Grading Rubric

Assignment	Possible Points	Points Earned
Vocabulary (10 x 10 points)	100	
Discussion Board (10 x 5 points)	50	
Toy Assessment	50	
Test #1 Ch 1-5	100	
Piaget Task & Summary	100	
M I Assessment	50	
Book Assessment	50	
Test #2 Ch 6-10	100	
Interview Project	50	
Research PPT	100	
Media Analysis	50	
Final Ch 1-15	200	
Total	1000	

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. 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.

Plagiarism - The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student. When a student submits oral or written work for credit that includes the words, ideas, or data of others, *the source of that information must be acknowledged through complete, accurate, and specific references*, and, if verbatim statements are included, through use of quotation marks as well. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. *A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness.*" - Source:

<http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag>

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.

EDUC 2307: Child & Adolescent Development

ASSIGNMENTS - All assignments are due by midnight Sunday night to accommodate those who must complete the work during the weekend (except final assignment which is due Thursday at midnight).

MEETING DATES AND ASSIGNMENTS Tentative Course Outline*** I reserve the right to amend the tentative course outline as needed during the course. Course Calendar follows:

Date		Preparation Materials	Reading	Assignments
1	May 26- May 31 Tu- Sun	Syllabus Basic Instructions Notes-preface & Ch 1 Notes – ppt	Ch1-2	Vocabulary 1 & 2 DB1-Get Acquainted
2	Jun 1-7	Notes – ppt3 Genetics Worksheet Fetal Development ppt Research Task & Sign-Up Notes – ppt4	Ch 3-4	Toy Assessment Vocabulary 3 & 4 DB2
3	Jun 8-14	Notes – ppt5 Test Ch 1-5	Ch 5	Vocabulary 5 DB 3
4	Jun 15-21	Notes – ppt6 Notes – ppt7	Ch 6-7	Piaget Task Vocabulary 6 & 7 DB4
5	Jun 22-28	Notes – ppt8 Notes – ppt9 Interview Project (preview)	Ch 8-9	MI Assessment Ways People Are Smart Vocabulary 8 & 9 DB5
6	Jun 29- Jul 5	Notes – ppt10 TEST Ch 6-10	Ch 10	Interview Project Vocabulary 10 DB 6
7	Jul 6-12	Notes - ppt 11 Notes – ppt12	Ch 11-12	Book Assessment Vocabulary 11 & 12 DB7
8	Jul 13-19	Notes – ppt13	Ch 13	DB8-Kohlberg Media Analysis Vocabulary 13
9	Jul 20-26	Notes – ppt14	Ch 14	Research PPT Vocabulary 14 DB9
10	Jul 27- Aug 2	Notes – ppt15	Ch 15	Vocabulary 15 DB 10 – What I learned
11	AUG 3-6	Final Exam Ch 1-15 Due by Midnight Thursday!	Due by Midnight Thursday!	Celebrate!