



School of Education and Exercise & Sports Science

Virtual Campus – Winter 2008

Nov. 10, 2008 – Feb. 14, 2009

*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:** Winter 2008 (Nov 10, 2008 to Feb 14, 2009)

**INSTRUCTOR'S NAME:** Barbara Allen Carr, Ed.D.

**OFFICE ADDRESS:** 207 Van Howeling Education Complex

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**OFFICE HOURS:** MWF 10-12 AM; TR 11-12 AM

**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.

**PREREQUISITES:** None

**REQUIRED RESOURCE MATERIALS:**

- Text – Kail, R. V. (2007). *Children and their development* (4<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall. (complete with video CD that comes packaged with the book)
- Access to WBU Learning Resources [www.wbu.edu/lrc](http://www.wbu.edu/lrc)

**FIELD EXPERIENCE:** Required field experience is incorporated into this syllabus (9 hrs).

**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<br>a. Parenting<br>b. Dysfunction | a. Peers<br>b. Media<br>c. Institutions |
| XV. Influences Beyond Family                                |   |

**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 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 E 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	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 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.
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**


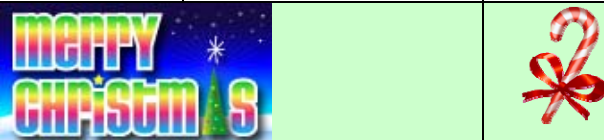
Assignment	Possible Points	Points Earned
Vocabulary (15 x 10 points)	150	
Discussion Board (5 x 10 points)	50	
Toy Assessment	50	
Test #1 Ch 1-5	100	
Piaget Task & Summary	50	
M I Assessment	50	
Book Assessment	50	
Test #2 Ch 6-10	100	
Interview Project	50	
Research PPT	100	
Aggression on TV	50	
Final 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 Tentative Calendar*				
*I reserve the right to amend the tentative course calendar as needed during the course*				
Date	Preparation Materials	Reading	Video	Assignments
Nov 10-16 Session 1	Syllabus Basic Instructions Notes-preface & Ch 1 Notes – ppt	Ch1-2		Buy supplies- scissors, note cards, glue sticks Vocabulary 1 & 2 DB1-Get Acquainted
Nov 17-24 Session 2	Notes – ppt3 Genetics Worksheet Fetal Development ppt Research Task & Sign-Up Notes – ppt4	Ch 3-4	Video 3.1 Prenatal Dev Video 3.2 Reflexes Video 4.1 Phys Growth Video 4.2 Syn Growth	Toy Assessment Vocabulary 3 & 4
				
Dec 1-7 Session 3	Notes – ppt5 Test Ch 1-5	Ch 5	Video 6.1 Obj Perm Video 6.2 Egocentrism	Vocabulary 5 DB 2 -
Dec 8-14 Session 4	Notes – ppt6 Notes – ppt7	Ch 6-7	Video 6.3 Conservation Video 6.5 Zone Prox Dev Video 6.6 Scaffolding	Piaget Task Vocabulary 6 & 7
Dec 15-21 Session 5	Notes – ppt8 Notes – ppt9 Interview Project (preview)	Ch 8-9		MI Assessment Ways People Are Smart Vocabulary 8 & 9
				
Jan 5-11 Session 6	Notes – ppt10 TEST Ch 6-10	Ch 10	Video 10.1 Temper Video 10.2 Stranger Anx Video 10.4 Sep Anxiety	Interview Project Vocabulary 10 DB 3 -
Jan 12-18 Session	Notes - ppt 11 Notes – ppt12	Ch 11-12	Video 11.1 Self Aware Video 11.2 Identity	Book Assessment Vocabulary 11 & 12

7			Video 11.3 Imag Aud Video 11.4 Invin Fable	
Jan 19- 25 Session 8	Notes – ppt13	Ch 13	Video 12.1 Moral Dev Video 12.2 Bully Video 12.3 Aggression	DB4-Kohlberg Media Violence Vocabulary 13
Jan 26- Feb 1 Session 9	Notes – ppt14	Ch 14	Video 13.1 Gender	Research PPT Vocabulary 14
Feb 2-8 Session 10	Notes – ppt15 Review for Final	15.1 Peers 15.2 Media 15.3 Institutions	Video 15.1 Play Video 15.2 Sociodrama Video 15.3 Rough Play Video 15.4 NeglChild	Vocabulary 15 DB 5 – What I learned
Feb 9-12 Session 11	Final Exam Ch 1-15			Celebrate!