

Course Syllabus

COURSE NUMBER: EPSY 5160.W1 COURSE TITLE: Advanced Child Development
TERM: Summer 2005 SITE: Online INSTRUCTOR CONTACT INFORMATION:

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Course Description: This course is based on recent research in education and child development that aids the teacher in guiding learning activities of children of pre-school through early adolescence.

Learning Outcomes: Learning Outcomes: Students will use reading materials presented to the class and direct observation of children to achieve a sophisticated understanding of the development of the child. The understanding of the child will enable the student to direct their classroom work specifically to the needs of the children in their classrooms.

Students will be able to:

- Discuss different theories of child development.
- Define the psychological, biological and social aspects of child development.
- Understand the forces that shape child development.
- Discern various strategies and practices for applying concepts of child development to classroom implementation.
- Apply concepts of child development to developing a case study of a particular child.
- Analyze current trends of addressing the needs of poverty and plan for the integration in curriculum programs.
- Plan for the integration of and implications for addressing the needs of poverty in the classroom.

Outcomes Program Goals SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed
NOTE If your course is directly linked to a specific M.A.T. or certification program, please insert program outcomes. If your course does not fit clearly into a single program or certification area, delete this column. If you do not have a copy of your program's outcomes, please contact your program coordinator. Questions regarding certification program outcomes should be forwarded to the Director of Undergraduate and Initial Certification. **Note** The individual instructor should decide what goes in this column based on student needs. Information may be coded with narratives attached to the document or not listed here.

Schedule of required readings, class preparations and assignments, lectures, discussions, student out-of-class assignments and exams.

Week One: pp. 17-21 developmental processes and periods, pp. 95-116 general aspects of p

development, pp.117-125 postpartum phase, pp.131-140 factors in brain development.

Week Two: p. 143 toilet training, pp. 144-145 reflexes, pp.146-150 fine and gross motor development, pp.151-152 Dynamic Systems Theory, pp. 152-160 sensation and perception, pp.169-175 physical brain development, pp. 176-178 eating and obesity.

Week Three: pp. 28-42 Psychosocial Theories of Development, pp 346-363 emotions, pp. 363-368 temperament, pp. 368- 377 attachment.

Week Four: Chapter 7: Cognitive Developmental Approaches pp. 206-235.

Week Five: Chapter 8 "Information Processing" pp. 242-273; pp. 289-294 Multiple intelligence; Extremes of giftedness and creativity.

Week Six: Chapter 15, "Families" pp.472-489, pp. 493-503, the changing family. Chapter 16 pp. 511- 525 peer relations, play, friendship.

Week Seven: Chapter 12 "The Self and Identity" pp. 384-395 Self understanding; pp. 395-403 Chapter 13 "Gender" pp. 411- 429.

Week Eight: Chapter 17 "Schools" pp. 541- 553, (skip section on high school); pp. 555-571.

Online Participation Expectation

Students must log on and have active participation with questions and answers in weekly discussions times per calendar week (Mon-Sun). Your discussions will account for 20% of your course grade. Discussion questions and responses should be grammatically correct, not offensive and well constructed. Submitting online to the class. A scoring guide (template, word document) will be used to evaluate participation.

You are required to submit all assignments in a timely manner via WebCT Assignments area. We will stamp your submission date/time automatically. If you are encountering technical problems in WebCT submission, please [contact technical help desk](#). You are also recommended to contact your instructor right away and submit your assignments to your instructor personal email account as suggested.

Graded work will be returned in a timely basis. The instructor will log on 5 days a week. Real-time feedback will be set up in advance so students may plan their schedule around the course work. You will find a calendar schedule in the discussions area.

RESOURCES:

Required Text(s):

All readings are from Child Development, John W. Santrock, 10th edition, 2004

1. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

Assignments: Due in Week Seven is the Child Observation. Due in Week Eight is the final project. There will be **two major assignments** for this course and they will **each account for 40% of your grade**. The remaining 20 percent of your grade will be based on discussion participation.

Case study: you will select a child of school age, who is involved in some form of school activity. If a younger child you could include a child who is involved a few mornings a week in pre-school.

child who is being home-schooled would be acceptable as well. Select a child roughly 9 to 12. This is a course in child development so we will be focusing on children, not adolescents. Some of the children may have entered puberty. Some of you may select a child of 9, 10, 11, who have entered puberty, but who have not yet crossed the social line into adolescence. Children 11 and 12 would be considered pre-adolescents, but they would be fine for this project and the advantage of being older and hence being able to provide you with more years of life to include in your case study.

You should select a child other than your own. This should be a child who will be comfortable so it could be a child from your extended family, your church or other religious organization, neighborhood, or a student of yours.

The readings for this course will cover the all developmental stages and all areas of development: physical, emotional, social, and sexual. In addition we will look at children in various contexts. In your case study you will need to describe the child you have chosen in all areas of their development.

Your first task in this course is to find a child who you can study. You will require the assistance of the parents for this project and therefore will need the cooperation of the parents to succeed in this project. You should be able to observe the child in as many settings as possible, including at home, by talking with them and playing with them and interview the parents and other people to collect information about the child's growth and development.

The case study will provide the structure of the course. You will write a weekly narrative record of your observations of the child and address each of the developmental stages of development. You will interview the parents for information about the child's early development and write about it at home, and in as many other settings as possible such as school and with peers such as in a playground.

The final paper should be about 20 to 25 pages in length.

Research Paper: you will write a paper of between 12 and 15 pages on a topic in child development. This will be a research paper that relies on outside resources and includes proper citations and references for all materials utilized. This should be a scholarly paper.

The research paper is due in Meeting 7. The case study will be due in Week 8. **NOTICE: papers or case studies that are late will be reduced by 1 letter grade.** Exceptions to this policy will be made on an individual basis and the reason for the exception must be compelling.

Assessments	Links to Course Outcomes	Percentage of Grade	Case Study	Demonstration of
apply child development concepts to an actual case.	40 percent	Term Paper	Demonstration of	ability and ability to integrate and apply theories of child development and the relevance of these theories to the case.
percent	Course postings	Demonstration of comprehension of weekly reading assignments	percent	

6. GRADING SCALE:

Students will be assigned grades ranging from "A+" to "F".

The standards below apply to both the **case study** and the **term paper**. Student's work on the case study and term paper will be evaluated so stringently, but please try to make your statements grammatical and coherent.

A: Excellent: The student's work is outstanding, beyond expectations, and exemplary of the goals of the course. Writing reveals a sound organizational strategy with clearly developed

paragraphs and a unified thesis. The ideas are engaging and show illuminating insights into the works being studied. There should be little or no errors in style, diction, or mechanics. Oral presentations are outstandingly informative, well researched, and relevant to the assignment. The presentation is not read but reveals mastery of the material, supported by examples and very good eye contact.

B: Superb: The student's work is above average, proficient, of high quality, and exceeds goals of the course. Writing is clearly above average but may reveal problems with the organization of ideas or in the insights expressed. There will be some errors in style, and/or mechanics. Oral presentations may have many insights and show good mastery of material, but may either lack the depth of an outstanding presentation or reveal a weak delivery style.

C: Adequate: The student's work is average, acceptable and satisfactory to the goals of the course. Writing reveals an understanding of the assignment, but the insights do not go beyond the obvious and the student does not attempt to use the text or other sources to support the ideas expressed. Subject areas tend to be general and do not address specific details. There are more errors in grammar, mechanics and the like. Presentations cover the material but are vague, revealing an average mastery of the assigned material and an average delivery style.

D: Unsatisfactory: The student's work is inadequate, poor, inferior, and does not meet the goals of the course. Writing reveals a poor understanding of the assignment and is replete with errors in style, diction, and/or mechanics. Oral presentations are poorly planned and delivered with little or no thought to the task.

F: Failing: The student has not passed the course. Writing is unacceptable, lacking in content, and does not come close to the page number requirement.

2. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.

- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

If a student is demonstrated to have plagiarized a written assignment they will receive an F on the assignment and will not be allowed to rewrite it. **A paper will receive an F if there are any plagiarized passages at all. You will be charged with plagiarism if any part of paper is not your own and not properly attributed.**

For further information about the consequences of academic dishonesty please consult the Webster Student Handbook.

3. ACCESSIBILITY/ACCOMODATIONS POLICY:

If you have a disability that may have some impact on your work in this class and you may require accommodations contact the Director of the Academic Resource Center, McLeese, at (314) 968-7495.

WEBSTER UNIVERSITY SCHOOL OF EDUCATION

Vision: “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the know experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflection and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.

The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the

goals and integrated concepts. Each quadrant represents one of the school's four goals candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, responsive educators.

Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
- 1.2 applies tools of inquiry to construct meaningful learning experiences;
- 1.3 identifies developmental factors in student learning; and
- 1.4 understands theoretical principles of effective instruction to plan learning experiences.

2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
- 2.2 understands and uses a range of instructional strategies;
- 2.3 uses a variety of communication modes, media, and technology to support student learning; and
- 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.

3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
- 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
- 3.3 seeks relationships with families and students to support student learning; and
- 3.4 initiates change that benefits students and their families.

4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

Dispositions:

NCATE defines dispositions as “the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. “ (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection

2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence

(Attach Specialty Program Area Professional Standards, MoSTEP General Standards, and MoS Subject specific competencies if desired).