



Course Syllabus

COURSE NUMBER: ESPY5160.W1	COURSE TITLE Advanced Child Development	TERM: Summer, 2006
SITE: On Line	INSTRUCTOR CONTACT INFORMATION: Phoebe A. Cirio, MSW Phoebe777@aol.com	CREDIT HOURS: 2 to 3

1. COURSE DESCRIPTION: (insert course description below, the box will automatically expand as you type.)

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 age through early adolescence.

2. LEARNING OUTCOMES:

Students will use reading materials, 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 allow the student to direct their classroom work specifically to the needs of the children in their classrooms.

(Insert course outcomes and their links to program outcomes, relevant goals, dispositions, and MoSTEP/Professional Organization standards. Rows and columns may be added or deleted using the Microsoft Word Table Tool).

Course 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 relevant program outcomes. If your course does not fit clearly into a single program or certification area, you may wish to delete this column. If you do not have a copy of your program's outcomes, please contact your M.A.T. 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 into this column based on student needs. Information may be coded with narratives attached to the document or narratives may be listed here.

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

Week One: pp. 16-21 developmental processes and periods, pp. 105-119 general aspects of prenatal development, pp.119-131 postpartum phase, pp.139-141 factors in brain and body development.

Week Two: p. 180 reflexes, pp.180-185 gross motor development, p.187-189 fine motor development, p.179 Dynamic Systems Theory, pp. 189-201 sensation and perception, pp.146-153 physical growth and brain development, pp. 153-156 sleep, pp. 161-165 nutrition, eating and obesity.

Week Three: pp. 39-52 Psychosocial Theories of Development, pp 332-341 emotions, pp. 342-343 emotional problems, pp. 345-350 stress, pp. 350-355 temperament, pp. 355-363 attachment.

Week Four: Chapter 7: Cognitive Developmental Approaches pp. 210-233.

Week Five: Chapter 8 "Information Processing" pp. 240-265; pp. 277-288 Multiple intelligence; pp 290-294 Extremes of giftedness and creativity.

Week Six: Chapter 15, "Families" pp.456-471, pp. 476-490, the changing family. Chapter 16, "Peers" pp. 498-515 peer relations, play, friendship.

Week Seven: Chapter 12 "The Self and Identity" pp. 370-381, Self understanding; pp. 381-389 Identity. Chapter 13 "Gender" pp. 396-415.

Week Eight: Chapter 17 "Schools" pp. 528- 553, (skip section on high school); pp. 536-539.

Online Participation Expectation

Students must log on and have active participation with questions and answers in weekly discussions at least 2 times per calendar week (Mon-Sun). Your discussions will account for 20% of your course grade. All discussion questions and responses should be grammatically correct, not offensive and well conceived before submitting online to the class. A scoring guide (template, word document) will be used to evaluate your online participation.

You are required to submit all assignments in a timely manner via WebCT Assignments area. WebCT 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 chat sessions will be set up in advance so students may plan their schedule around the course work. You will find the chat schedule in the discussions area.

4. RESOURCES:

Child Development, John W. Santrock, 11th edition. McGraw-Hill: 2005

5.EVALUATION:

Case study: You will select a child of school age, who is involved in some form of schooling. For a younger child you could include a child who is involved a few mornings a week in pre-school. An older

child who is being home-schooled would be acceptable as well. Select a child roughly between 3 and 12. This is a course in child development so we will be focusing on children, not adolescents. But some of the children may have entered puberty. Some of you may select a child of 9, 10, 11, or 12 who may have entered puberty, but who have not yet crossed the social line into adolescence. Children ages 11 and 12 would be considered pre-adolescents, but they would be fine for this project and have the added advantage of being older and hence being able to provide you with more years of life to examine and include in your case study.

You should select a child other than your own. This should be a child who will be comfortable with you so it could be a child from your extended family, your church or other religious organization, your 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 successfully complete this project. You should be able to observe the child in as many settings as possible, interact directly with the child by talking with them and playing with them and interview the parents and other family members 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 in which you record your observations of the child and address each of the developmental stages of the child's life. You will interview the parents for information about the child's early development and will observe them at home, and in as many other settings as possible such as school and with peers such as on a playground.

The final paper should be about 20 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 Week 4. The case study will be due in Week 8. **NOTE: All 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
Due in Week Eight is the Child Observation.	Students will observe a child and obtain a developmental history thus developing a deeper understanding of child development.	40
Due in Week Four is the term paper.	The term paper will allow the students to obtain an in-depth understanding of a topic related to child development.	40
	Reveal that the students have	20

Discussion Postings	read the assignments and digested them.	

6. GRADING SCALE:

Grading Standards

Students will be assigned grades ranging from “A+” to “F”. The standards below apply to the case study and the research paper.

A: Excellent: The student’s work is outstanding, beyond expectations, and exemplary to 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.

B: Superb: The student’s work is above average, proficient, of high quality, and exceeds the 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, diction, and/or mechanics.

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 prove the ideas expressed. Subject areas tend to be general and do not address specific detail. There are more errors in grammar, mechanics and the like.

D: Unsatisfactory: The student’s work is inadequate, poor, inferior, and unsatisfactory to the goals of the course. Writing reveals a poor understanding of the assignment is too general and is replete with errors in style, diction, and/or mechanics.

F: Failing: The student has not passed the course. Writing is unacceptable, lacking in many of the aforementioned skills or does not come close to the page number requirement.

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SoE OFFICE.

ACADEMIC HONESTY POLICY

(You may use or modify this statement or create your own).

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:

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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 the paper is not your own and not properly attributed.**

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

ACCESSIBILITY/ACCOMMODATIONS POLICY

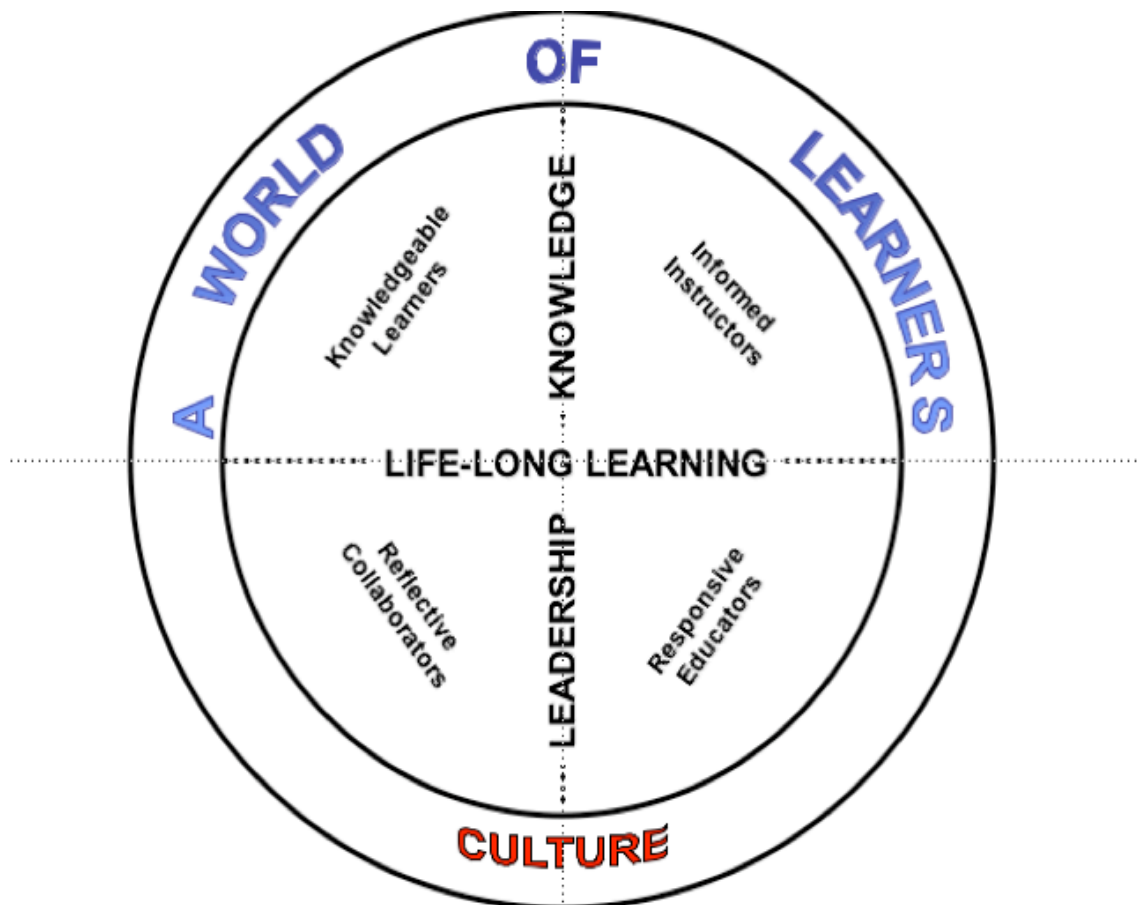
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**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 knowledge, 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 reflections 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 its 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 an 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 for a “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 for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

School of Education 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.

School of Education 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 MoSTEP Subject specific competencies if desired).