



**Course Syllabus**

<b>COURSE NUMBER:</b> EPSY 5160 01	<b>COURSE TITLE</b> Advanced Child Development	<b>TERM:</b> S 07
<b>SITE:</b> Webster	<b>INSTRUCTOR CONTACT INFORMATION:</b> Marsha Guilliams <a href="mailto:mguilliams@ssd.k12.mo.us">mguilliams@ssd.k12.mo.us</a>	<b>CREDIT HOURS:</b> 3

**1. COURSE DESCRIPTION:**

**THIS COURSE IS A STUDY OF THE PROCESSES AND PERIODS OF CHILD DEVELOPMENT FROM CONCEPTION THROUGH ADOLESCENCE. IT WILL EXAMINE ITS UNIVERSAL FEATURES AS WELL AS ITS INDIVIDUAL VARIATIONS WHICH MAKE EACH PERSON UNIQUE. THIS COURSE IS DESIGNED TO ASSIST EDUCATORS TO DEVELOP A BROADER UNDERSTANDING OF HOW CHILD DEVELOPMENT IMPACTS THE EFFECTIVENESS OF SCHOOL CURRICULUM. IT IS OFFERED TO HELP MATCH SCHOOL CONTENT AND TEACHING STYLE TO THE NEEDS AND ABILITIES OF STUDENTS. CURRENT ISSUES FACED BY CHILDREN, FAMILIES, AND EDUCATORS WILL BE EXPLORED FROM A DEVELOPMENTAL CONTEXT. EMPHASIS WILL BE PLACED ON THE EDUCATOR'S ABILITY TO PROCESS INFORMATION, APPLY KNOWLEDGE AND THEORY, AND DEVELOP ACTION PLANS TO FACILITATE THE GROWTH AND DEVELOPMENT OF HEALTHY CHILDREN.**

**2. LEARNING OUTCOMES:**

Course Outcomes

1. Demonstrate knowledge of biological processes, physical development and perceptual development.
2. Develop a working knowledge of various theories of child development.
3. Demonstrate knowledge of social, cognitive, language and physical development for various stages.
4. Understand stages in order to identify what is typical and atypical.
5. Discuss major issues of child development and be able to define your own view point on each issue.
6. Understand brain theory in order to be able to alter and implement curriculum to better serve the needs of the developing child in the classroom.
7. Consider what is known about moral development and apply it to a classroom situation.
8. Articulate and apply best practices in child development.

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

**Week 1**

**Chapter 1 Introduction, p. 4**

**Chapter 2 The Science of Child Development, p. 34**

**Chapter 3 Biological Beginnings, p. 74**

**Week 2**

**Chapter 4 Prenatal Development and Birth, p. 102**

**Chapter Physical Development and Health, p. 136**

**Week 3**

**Chapter 6 Motor, Sensory, and Perceptual Development, p. 176**

**Chapter 7 Cognitive Developmental Approaches, p. 208**

**Week 4**

**Test**

**Chapter 8 Information Processing, p. 238**

**Chapter 9 Intelligence, p. 270**

**Week 5**

**Chapter 10 Language Development, p. 300**

**Chapter 11 Emotional Development, p.330**

**Week 6**

**Chapter 12 The Self and Identity, p. 368**

**Chapter 13 Gender, 394**

**Chapter 14 Moral Development, p. 420**

**Week 7**

**Chapter 15 Families, p. 454**

**Chapter 16 Peers, p. 496**

**Week 8**

**Test and hand in papers**

**Chapter Schools and Achievement, p. 526**

**Chapter 18 Culture, p. 558**

**4. RESOURCES:**

*Required Text(s):*

Child Development

Author: John W. Santrock, Eleventh Edition

The McGraw Hill Companies

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

<b>Assessments</b>	<b>Links to Course Outcomes</b>	<b>Percentage of Grade</b>
Class participation	Discuss major issues of child development and be able to apply your own view point	10
Test 1	Demonstrate knowledge of various aspects of child development	20
Test 2	Demonstrate knowledge of various aspects of child development	20
Homework assignments	Develop a working knowledge of various theories	20
Research Paper	Articulate and apply best practices	30

**6. GRADING SCALE:**

**95-100 = A**  
**90-94 = A-**  
**85-89 = B+**  
**83-84 = B**  
**80-82 = B-**  
**75-79 = C**  
**Below 75 = F**

**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

**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:**

**"F" in the class**

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

## ACCESSIBILITY/ACCOMMODATIONS POLICY

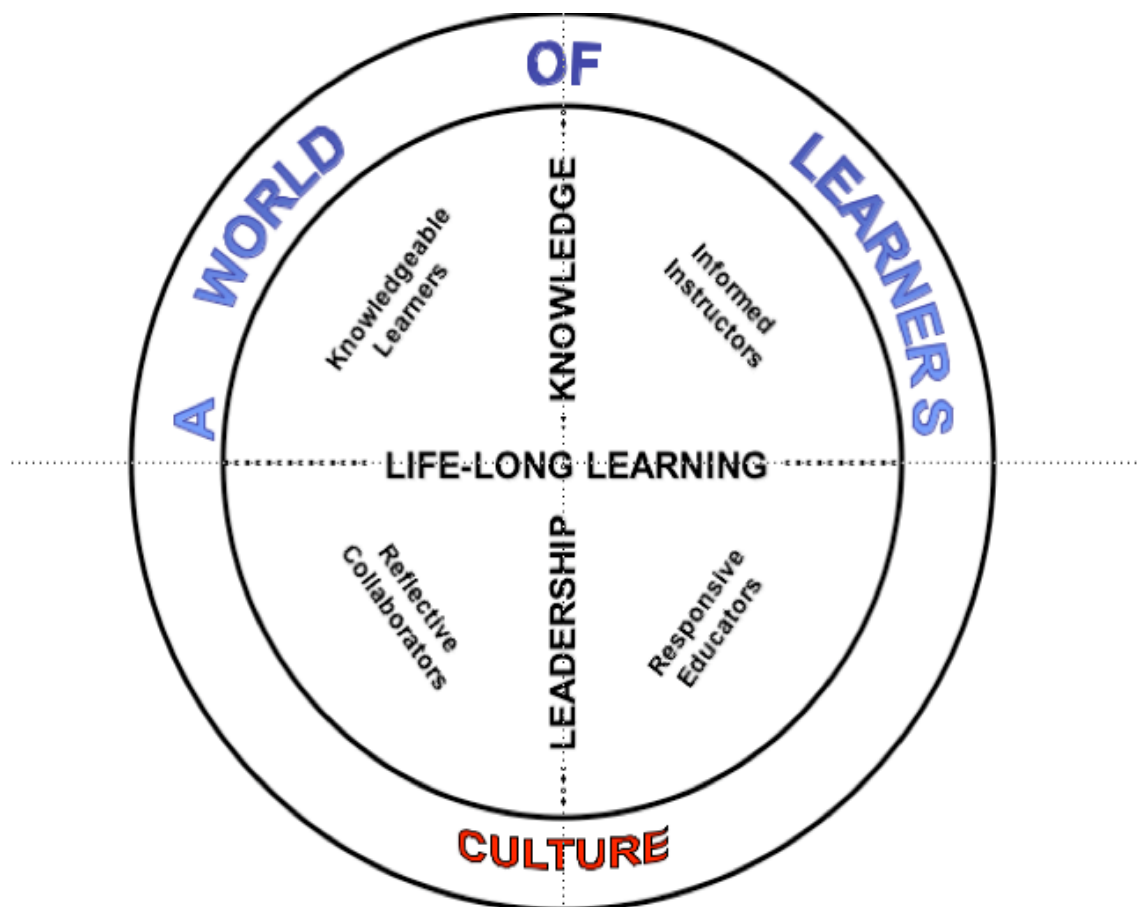
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**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