



WESTMINSTER COLLEGE
TEACHER EDUCATION PROGRAM

The Teacher as an Inquiring Professional

EDU 230 - 0
Child and Adolescent Growth & Development
Winter Intercession 2015-2016, Online, Three Credit Hours
 December 16, 2015 - January 7, 2016

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Required Book:

Bergin, C.C. & Bergin, D.A. (2015). *Child and adolescent development in your classroom* (2nd ed.). Stamford, CT: Cengage.

Description:

“This course explores current theory and knowledge in the field of childhood growth, cognitive and psychosocial development from ages pre-birth through adolescence. Major learning theories will be interrelated with information on physical, psychosocial, cognitive and language development. The goals and methods of childhood education will be studied and important contributions from social and behavioral scientists will be analyzed and evaluated for those planning to work with children and/or adolescents.”
(Westminster College Catalog)

Tier II: The Contexts Tier

In this second tier of the General Education Program, the emphasis shifts from developing capacities to exploring the fundamental ideas, questions, and methods of inquiry that mark several academic disciplines. Course work here is intended to ensure adequate educational breadth. However, the aim is not simply the accumulation of knowledge; rather, courses also relate how particular disciplines formulate and devalue their beliefs.

The various modes of inquiry used by the disciplines yield contexts for understanding ourselves and our world. The six contexts that comprise Tier II are identified below along with the number of courses needed to complete the context. Specific courses

approved to fulfill each context requirement are listed in the Schedule of Classes each semester. No course shall satisfy more than one context. Students must complete the following requirements in the Contexts Tier:

- Scientific Inquiry Context: Two courses required; at least one course will include both a lecture and a laboratory.
- Historical Perspectives Context: Two courses required.
- Fundamental Questions and Values Context: One course required with meaningful study of values and fundamental questions of existence.
- Artistic Expression and Critical Appreciation Context: Two courses required, at least one of which must be a course in literature.
- Human Behavior and Social Institutions Context: Three courses required with courses in three disciplines.
- Cultural Diversity and Global Interdependence Context: Two courses are required to fulfill this context. First, a second course of study in a foreign language, an approved study abroad experience, or a course focusing on a culture in which the language studied is spoken. In addition, students must complete a course with a significant non-Western (e.g., African, Asian, Latin American, or indigenous) component.

College Objectives:

Westminster College, Department of Education Conceptual Framework (CF)
Components:

- CF1. Observation
- CF2. Demonstration
- CF3. Evaluation
- CF4. Reflection

Missouri Teacher Standards:

Standard #1: Content knowledge and perspectives aligned with appropriate instruction. The Teacher understands the central concepts, structures, and tools of inquiry of all the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.

Standard #2: Understanding and encouraging student learning, growth and development. The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

Standard #3: Implementing the Curriculum. The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon standards and student needs.

Standard #4: Teaching for critical thinking. The teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving, and performance skills including instructional resources.

Standard #5: Creating a positive classroom learning environment. The teacher uses an understanding of individual and group motivation and behavior to create a learning

environment that encourages active engagement in learning, positive social interaction, and self-motivation.

Standard #6: *Utilizing Effective Communication.* The teacher models effective verbal, nonverbal, and media communication techniques with students and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard #7: *Use of Student Assessment Data to Analyze and Modify Instruction.* The teacher understands and uses formative and summative assessment strategies to assess the learner's progress, uses assessment data to plan ongoing instruction, monitors the performance of each student, and devises instruction to enable students to grow and develop.

Standard #8: *Professional Practice.* The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

Standard #9: *Professional Collaboration.* The teacher has effective working relationships with students, parents, school colleagues, and community members.

Course Objectives:

Among the learning opportunities this semester, you will:

1. Identify the historical viewpoints and evolution of the study of childhood and adolescence. (CF2)
2. Critically read and respond to a variety of issues pertinent to infancy, childhood, pre-adolescence and adolescence, including biological, cognitive, and social-emotional issues relative to these important stages in the human life span. (CF3)
3. Develop and articulate personal values concerning the issues especially prominent during infancy, childhood, pre-adolescence and adolescence. (CF3)
4. Identify and describe various approaches and resources for studying children and adolescents. (CF1, CF2)
5. Trace the prenatal development sequence throughout pregnancy. (CF2)
6. Contrast and compare the physical, motor, psychological, and cognitive development from infancy through age 18. (CF1, CF2)
7. Reflect upon and/or share personal experiences and understandings of this multi-faceted time of life. (CF3, CF4)
8. Evaluate developmentally appropriate educational practices, ethical behavior and advocacy on behalf of children and adolescents. (CF2, CF3)

Westminster College, Department of Education

Conceptual Framework (CF) Components Emphasized in the Course:

- Ñ CF1: Observation – includes teaching observations, learning activities and materials used in classrooms.

- Ñ CF2: Demonstration – requires students to write and present knowledge of child, pre-adolescent and adolescent growth, based on several theorists and recently published research articles.
- Ñ CF3: Evaluation – requires students to research or critically analyze patterns of growth in normal human beings, aged 0-18, parenting styles and influence of social practice on development.
- Ñ CF4: Reflection – students will analyze different children or adolescents and their unique growth through their own research, and present those findings to the class.

My Teaching Philosophy:

I believe that the classroom setting, whether online or onsite, should promote, encourage, and support an environment conducive to the sharing of knowledge and various experiences. Teachers should facilitate a learning process that encompasses a variety of methods to ensure all students gain knowledge and insight into the subject matter explored. Thus, a combination of techniques and assessments best assure maximum student growth and understanding of the material. This course offers a combination of such techniques, including hands-on experiences, written reflection, and discussion. It is my intention to help guide students to a better understanding of this complex and fascinating time in the human life span: childhood, pre-adolescence and adolescence.

Diversity:

Students will be exposed to a wide range of multicultural issues in the classroom through exploration of topics and issues in this course. Although the course focuses on childhood, pre-adolescent and adolescent growth and development both physically and cognitively, another important concentration area involves socio-emotional issues. Race/ethnicity, religion and culture are reviewed and analyzed, as are gender-related and class issues. Finally, working with children, pre-adolescents and adolescents who have varying degrees of ability levels is also addressed.

Technology:

Major assignments will be submitted in word-processed format. Discussion Forum questions will be completed on Moodle through the course of the semester. You should plan to have a reliable computer and access to the Internet.

Overview of Course/Expectations and Procedures:

Assigned Reading:

You are expected to read all required assignments **prior** to the date the material is assigned. In a class of this short time-span, it is especially important to stay on top of the readings. You should plan to study/read/work for this course approximately two-three hours each day. Power Points will be available for review daily that outline the parts of the chapters to be emphasized for the exams.

Civility Statement

Because this class needs to be a participatory community if students are to fulfill their potential for learning, people who disrupt the community by their words or actions (e.g., rude, sarcastic, obscene, or disrespectful speech or behavior) will be removed from class. In order to achieve our educational goals and to encourage the expression, understanding, and creation of a variety of ideas and opinions, respect must be shown to everyone.

Academic Honesty Statement

Academic honesty is fundamental to the activities and principles of a higher institution. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards academic dishonesty as an extremely serious matter. When in doubt about plagiarism, paraphrasing, quoting or collaboration, please consult me. Westminster College's honor code, as well as policies disseminated by the Education Department regarding honesty, ethics, and professionalism will be respected.

Americans with Disabilities Act

If you need accommodations because of a disability, please contact me. I will try my very best to accommodate your special needs. Westminster's ADA policy can be found at the College's website:

http://www.wcmo.edu/wc_info/offices_and_services/human_resources/ADA_index/pdf.

Note

Your constructive, thoughtful, and pragmatic feedback regarding this course is both valued and appreciated. If you have any concerns about either your individual progress or other matters related to this course, please feel free to contact me. I make the sincere effort to be accessible to my students.

Course Assignments:

I. Exams:

The two exams will cover material from the textbook and class Power Points. Each exam will cover material from the previous chapters covered; there will be no comprehensive exam. Each exam is worth 60 points. The exams may be comprised of a combination of multiple-choice, true/false, matching, and short essay questions. Make-up exams will be given only in cases of emergency. ***If you have documentation with the Learning Opportunity Center regarding longer test time, please tell me at the start of the three-week term.***

II. Power Point Presentation:

You will research, in-depth, a narrowed issue or problem pertinent to child and adolescent growth & development and present your issue or problem to the

instructor through a Power Point presentation that should also include a link to either a film clip or magazine/newspaper article (a media component).

**Power Point Presentation Rubric is included below:*

Presentation/Grading Guide

Power Point Presentation (worth 60 points)

/15 points	=	Organization of presentation, interest level generated and maintained, and information provided
/15 points	=	Media presentation (e.g., video or article link provided)
/15 points	=	Why we should care about this topic in a pluralistic society? (e.g., why is it important to know)
/15 points	=	Creativity, professionalism displayed

III. **Moodle Discussion Forum: Begin Week December 16**

Six times during the term, beginning December 16 (Wednesday morning), I will post a question or a series of questions for you to respond to on the Moodle course Discussion Forum. You are asked to respond to these questions or series of questions and post your response(s). These postings will generally be tied to applying course material. Please be creative in titling your responses. In addition, please respond to (two) of your classmates' responses each of the times you post. Your initial response should be at least 6 sentences; your response to each peer should be at least 3 sentences. **Discussion Forum responses are due by 11:59 p.m. on the nights indicated. There will be no exception.**

I would advise you post your initial response on the first day the question is posted so that everyone has peers to respond to in the short allotted time period. The following is a schedule of postings and due dates for Discussion Forum questions during the course of the semester: **Late Responses will not be accepted and no points can be earned.**

Posting #1: Wednesday, Dec. 16/Due Saturday, Dec. 19

Posting #2: Saturday, Dec. 19/Due Wednesday, Dec. 23

Posting #3: Wednesday, Dec. 23/Due Saturday, Dec. 26

Posting #4: Saturday, Dec. 26/Due Wednesday, Dec. 30

Posting #5: Wednesday, Dec. 30/Due Saturday, Jan. 2

Posting #6: Saturday, Jan. 2/Due Wednesday, Jan. 6

IV. **Homework**

Three times this term you will have a simple homework assignment due based on the chapter or chapters covered. Each Homework Assignment is worth 20 points.

V. Video and Video Log

You will be asked to choose a video/movie to watch pertinent to children or adolescents and complete a video log which will be provided to you. The video log assignment is worth 50 points.

Grading Guide:

I. Exams	120 Points
Exam I	_____/60
Exam II	_____/60
II. Power Point Presentation	60 Points
Power Point Presentation	_____/60
III. Discussion Forum	54 Points
	_____/54 (three postings six times x 3 points per posting)
IV. Homework Assignments	45 Points
Homework #1	_____/15
Homework #2	_____/15
Homework #3	_____/15
V. Video and Video Log Assignment	50 Points
	_____/50
EDU 230 TOTAL POINTS:	_____/329

GRADING SCALE:

93 -100	A	(329 - 306 points)
90 -92.99	A-	(305 - 297 points)
87 -89.99	B+	(296 - 287 points)
83 -86.99	B	(286 - 274 points)
80 -82.99	B-	(273 - 264 points)
77 -79.99	C+	(263 - 254 points)
73 -76.99	C	(253 - 241 points)
70 -72.99	C-	(240 - 231 points)
67 -69.99	D+	(230 - 221 points)
63 -66.99	D	(220 - 208 points)
60 -62.99	D-	(207 - 198 points)
Below 60	F	(197 -)

Winter 2015-2016 Online Course Calendar for EDU 230

Date	Topic	Reading/Assignment
<i>Week 1</i>		
Dec. 16	Introductions/Ways of Thinking about Children	Syllabus EDU 230 & Chapter 1
Dec. 17	Ways of Thinking about Children	Chapter 1
Dec. 18	Physical Development & Health	Chapter 2
Dec. 21	Physical Development & Health	Chapter 2 Homework #1 Due
Dec. 22	Classic Theories of Learning and Cognition	Chapter 3
<i>Week 2</i>		
Dec. 23	Classic Theories of Learning and Cognition	Chapter 3
Dec. 24		Exam I: Chapters 1,2,3
Dec. 25		
Dec. 28	Peers, Friends, and Play	Chapter 11 Homework #2 Due
Dec. 29	Peers, Friends, and Play	Chapter 11 Video Assignment Due
<i>Week 3</i>		
Dec. 30	Language and Literacy	Chapter 12
Dec. 31	Language and Literacy	Chapter 12 Homework #3 Due
Jan. 1	The Child in Context: Family Structure, Child Care, and Media	Chapter 14
Jan. 4	The Child in Context: Family Structure, Child Care, and Media	Chapter 14
Jan. 5		Exam II: Chapters 11, 12, 14
Jan. 6-7		Presentation Due

Credit Hour Worksheet
EDU 230, Child and Adolescent Growth & Development
Winter Online 2015-2016

Week	"Class Time"	Reading	Discussion	Assignments and Written Work	Exams	Other	Other	Other	Total Student Time
12/16-12/22		15	2	25					45
12/23-12/29		15	2	28	1.5				45
12/30-1/7		15	2	28	1.5				45
Totals		45	6	81	3.0				135