



WESTMINSTER COLLEGE
TEACHER EDUCATION PROGRAM



The Teacher as an Inquiring Professional

EDU 230
Child and Adolescent Growth & Development
Online Summer 2015
Three Credit Hours

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(I will do my best to answer any email within 24 hours or less. If you need to reach me sooner than that and I have not responded to email, text me.)

Required Text:

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

Other Requirements for Online:

Access to internet, reliable computer, and ability to visit a group setting of children or youth in a public or private school, camp, daycare, church school or other similar large group setting where there is an adult in charge.

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)

This course meets the **Tier II Social and Behavioral Context** for required general education.

Course Objectives:

(Aligned to the four standards of Education Department Conceptual Framework (CF) found at end of this document.)

Among the learning opportunities this semester, you will:

- Identify the historical viewpoints and evolution of the study of childhood and adolescence. (CF2)
- 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)
- Develop and articulate personal values concerning the issues especially prominent during infancy, childhood, pre-adolescence and adolescence. (CF3)
- Identify and describe various approaches and resources for studying children and adolescents. (CF1, CF2)
- Trace the prenatal development sequence throughout pregnancy. (CF2)
- Contrast and compare the physical, motor, psychological, and cognitive development from infancy through age 18. (CF1, CF2)
- Reflect upon and/or share personal experiences and understandings of this multi-faceted time of life. (CF3, CF4)
- Evaluate developmentally appropriate educational practices, ethical behavior and advocacy on behalf of children and adolescents. (CF2, CF3)

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 document files and submitted electronically in drop boxes on Moodle. Discussion Forum questions and responses will be completed on Moodle. Weekly quizzes and major tests are open-book, timed, on Moodle. You should plan to have a reliable computer and access to the Internet during the online semester.

Overview of Course/Expectations and Procedures:

Attendance: Online Presence: You are expected to complete weekly assignments, posts, responses and any quizzes or tests by the due date for each through out the online session. Please check the course site often (about every other day) to make sure you are submitting and receiving feedback on your work. In a six-week session, it is critical that you do not get behind.

Assigned Reading:

You are expected to read all required assignments **prior** to completing the discussion post/responses each week. Your posts need to reflect text material, and lets the instructor know you have read it. There is a lot of reading in this class; approximately 125 pages a week for the first five weeks; plan on reading at least 20 pages a day to keep up. Quizzes and tests, even though they are open book, are much easier if you are familiar with the reading and have gone over it at least once before you attempt to pass quizzes.

Major Assignments and Points

- Weekly Posts/Responses to other students; (5 @ 20 each).....100 total**
- Baby Biography.....50**
- Observation Reports of Children in a group setting (2 @ 25 each)50 total**
- Final Case Study of One Individual.....120**
- Three Quizzes @ 20 each.....60 total**
- Three Tests @ 60 each.....180 total**
- TOTAL POINTS...560**



Schedule of Assigned Text Reading Assessments and Assignments Due:
BEFORE THE COURSE BEGINS: Log on and do Introduction Post

Week 1 June 1-7: Foundations, Physical Development & Theorists;
Read Chapters 1-3, First Post due by Fri 10 PM; responses to two posts and first Quiz due by Sun, midnight. Make arrangements to visit/observe children for next week.

Week 2 June 8-14: Information Processing; Cognitive Ability
Read Chapters 4-5; Start thinking about your fictional Baby Bio assignment. Post by Fri 10:00 PM; responses and Test over 1-5 and put Observation assignment in drop box by Sun. midnight.

Week 3 June 15-21: Emotions and Personality Read Chapters 6-8, Post by Fri 10 PM, responses, Baby Bio in drop box and take quiz by Sun midnight.

Week 4 June 22-28 Social Development
Read Chapters 9-11, Post by Fri 10:00 PM, responses and test over 6-11 by Sun midnight.

**Week 5 June 29-July 5-Holiday week! The Whole Child: Putting it All Together
LAST Reading assignment; Read Chapters 12-14, posts, quiz, due by Sun midnight.
WORK ON YOUR CASE STUDY.**

Week 6 July 6-FRIDAY July 10- shorter week.

**Case Study of an Individual by Wed, July 8; take final Comprehensive Test on Moodle
by Fri midnight, 7/10.**

THEN WE'RE DONE!!!



General Terms, Notes:

Why do we Study Child Development?

- Three Domains of Physical, Cognitive and Psychosocial Development
- Perspectives on a Child and Family Policy
- Past Understandings of Human Development as it applies to Education
(Darwin's Baby Biography, Cassatt paintings, Maria Montessori, Susan Blow), Supporting the Welfare of Children
- Understanding Children's Lives in Context-real children, real lives.

Terminology: Case study, cross-sectional study, hypothesis, in loco parentis, longitudinal study, naturalistic study, survey, validity, universal development, norm

How do we study Child development?

- Theories and Theorists
- Erikson's Identity Crisis: Crisis/Versus, 8 stages
- Behavioral Learning and Social Cognitive Learning Developmental Theories:

Contributions of Pavlov and Skinner to Behavioral Learning, and behavior modification in school settings,
Piaget's Cognitive Learning: Ages and Stages of cognitive growth (4); and terms of process itself: assimilation, accommodation, equilibration
Vygotsky and the Zone of Proximal Development
Maslow's Pyramid, (and how it affects educational policy –free breakfast, lunch to fear of violence in schools.)
Terminology: accommodation, assimilation, attachment, and metacognition, ZPD

Prenatal and Infancy Periods

Genes, Environment, DNA
Conception, prenatal growth periods: Germinal, embryonic, and fetal
Diseases and teratogens during pregnancy
Childbirth and Neonates
Infant Brains
Motor skills in infants and Toddlers

Early Childhood

The Adult Role in Learning (two basic ones)
Piaget, Vygotsky, Erikson, Freud, Maslow, Rogers, Gessell, Skinner, and Sears.
Constructivism and Behaviorism
Activities for Cooperative Learning
Play—equipment, space, materials
Special Ed. Legislation PL94-142
Cooperative Learning, antibias curriculum, role of family, multicultural education, child abuse homelessness and poverty
Language Development
Learning to Read, Whole Language, Phonics

Later Childhood and Adolescence

Elementary School
Motor skills, sports development
Television's influence
Parenting Styles: Authoritarian, Authoritative, Permissive
Divorce, family styles
Childhood obesity
Cueing systems in language and literacy
Kohlberg's Moral Development Stages: Preconventional, Conventional, and Post conventional
Adolescent fables
Peer popularity and rejection
Juvenile delinquency
Early maturing gender versus late maturing

Timeline of onset of puberty

Vulnerability and Resilience: 3 Factors: know they are loved; expectations of chores/worth, rules; and membership in a larger social network outside immediate family.

Description of Assignments:

Posting to discussion boards: Most reading assignments will be followed by a discussion board for that topic. Students will post to instructor's question, and also one other topic in the reading, *minimum of two paragraphs*. Students will then be required to *respond to two others* original posts, *two sentences or more*. Each post and two responses worth 20: 100 total points possible.

Quizzes and Tests:

There will be three quizzes and three tests, taken open book, timed, ONLINE, *Individually*, not at the same time with another person. The multiple-choice quizzes will be 20 points each; the tests will be worth 60 points each. Tests will include matching, multiple choice and possibly one or two essay questions.

There will be a separate drop box for each written assignment described below.



Baby biography—



Students will write a fictional account of an individual child's early years of life. This can be in narrative journal form with at least twelve entries; or prepared as an online scrapbook "baby book" with artwork, photos and relevant milestones noted; (such as birth announcement, first or subsequent birthday party invitations, etc.) or an actual account of a real individual's life the first few years, including important developmental milestones.

Points: Appearance, writing style- 15 points, Inclusion of at least 15 instances of correct developmental information, 25 points, grammar, punctuation, readability, 10 points.

Total points possible: 50

2 Lab/Observation Reports:

Two written reports from ACTUAL observing/working with children, ages 3-12 in a group setting. 25 points each. Form for observation:

OBSERVATION REPORT FORM

Content of Paper:

Heading at Top of Paper should include:

Name:

SCHOOL NAME, location, city

Lab Observation Number: (i.e. 1st Lab Observation, 2nd Lab Observation, etc.)

Date of study:

Age range/Class/ of grade of the group:

Body of the Paper should include:

- I. **Introductory Paragraph** (don't forget this section --- it should provide the reader with an overview of the age group you observed-include time of day, physical conditions like heat, outside noise, sun coming through windows, crowded/roomy, comfy, etc.)
- II. How many children were in the group you observed?
- III. What was the age range of the group? What were your preconceived notions about this age range?
- IV. Describe the environment (positive & negative) and the various teaching styles being used by whoever is leading/supervising the group. **What theory (ies) do you believe the teacher/adult/parent incorporates into his/her teaching? Explain your rationale and provide specific examples, which show the teacher putting "theory to practice" if at all possible.**
- V. In what activities did they participate in during your observation (include points you have learned through your class readings)?
- VI. **Comment on their physical abilities** (i.e. drawing, putting on clothes, tying shoes, climbing, running, athletic coordination) (connect information to class readings)
- VII. **Comment on their social & emotional skills** (i.e. sharing, taking turns, interacting with peers and teachers) (connect information to class readings)
- VIII. **Comment on their cognitive/intellectual abilities** (oral expression, working puzzles, showing others how to do things) (connect information to class readings).
- IX. **Critically** evaluate the teacher's teaching style and presence in the classroom (or adult working with the children) --- provide specific examples to support your evaluation.
- X. Were any of the children more or less advanced than you expected? What evidence is available to support this claim?
- XI. How did your presence affect the behaviors of the children? How did you come to this conclusion?

XII. Summary of Findings/Conclusion



Attach a jpeg photo of the setting if possible; a distant shot of the children (no faces) playing, or maybe a selfie of you in front of the building or school, if not the children themselves. Don't photograph individual children unless you have permission from parents: hard to obtain usually.

Final Project: Students will do their final project on themselves or a child they have access to:

A formal case study over one individual child, Preferably **Age 11, or older, (can be yourself-that may be easier)** with results presented in a Power Point Presentation; highlighting the child's **physical, cognitive and socio-emotional progress**. Students, if not doing it over themselves, will need to both observe and meet with the child and possibly the parents, to gather developmental information during the course. These will be posted (with your permission) by the beginning of the final week of the course, for others in class to view, or if you wish, I will keep it confidential and not post it. Let me know. A good presentation will have *at least* 15 slides.



Scoring for final project:

Professional Appearance (formatting) of Power Point -20 points (including cover or title page, references page)

Content and/or data: 60 points

Conclusions drawn and presented clearly, based on resources, data: 20 points

Writing/presentation style concise, clear, easy to follow: 10 points

Grammar, spelling, error-free, 15 points

Creativity, Photos, Effort Apparent- 15 points

Total: 120 points

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. Quizzes and tests are meant to be taken **individually** are not to be completed with another member of the class at the same time. 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.

Netiquette

Your course instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Our differences will add richness to this learning experience. Please consider that sarcasm and humor can be misconstrued in online interactions and generate unintended disruptions. Working as a community of learners, we can build a polite and respectful course ambience.

Written Work: Late work will be accepted for reduced credit, if arrangements have been made with instructor. All work not is expected to conform to standard American English conventions.

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.

GRADING SCALE:

93 -100	A	(560 - 516 points)
90-93 A-		(515 - 503 points)
87-89 B+		(502 - 485 points)
83-86 B		(484 - 464 points)
80-82 B-		(463 - 446 points)
77-79 C+		(445 - 429 points)
73-76 C		(428 - 409 points)
70-72 C-		(408 - 390 points)
67-69 D+		(389 - 373 points)
63-66 D		(372 - 353 points)
60-62 D-		(352 - 336 points)
Below 60	F	(>335)

Alignment to Education Department Coursework

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

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

Missouri Standards for Professional Educators (MSEPE)

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.

Westminster College, Department of Education

Conceptual Framework (CF) Component; Emphasized in the Course:

- CF1: Observation – includes teaching observations, learning activities and materials used in classrooms.
- 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.
- 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.
- CF4: Reflection – students will analyze different children or adolescents and their unique growth through their own research, and present those findings to the class.

Federal reporting now requires a break down of time spent for academic credit; here is the breakdown of time spent on the class. This is how time might be spread out over 6-week class.

Week	“Class Time” 1rst Posts	Reading	Discussion Responses	Assignments and Written Work	Exams	Observing Child.	Note Study	Syntheses	Total Student Time
1	1	9	.5	7	.5	1	.5		20
2	1	9	.5	7	1	1	.5	.5	20
3		9		10	.5	2	1.5	1	32
4	1	9	.5	7	1	1	1		20
5	1	9	.5	7	.5	2	.5		20.5
6	1.5	10.5		12.5	1	2	4	1	32.5
Totals									135