

CHILD GROWTH AND DEVELOPMENT

EPSY 240, Fall 2010

Section 01: MWF 9:00 – 9:50 a.m., 316 Fitzelle Hall

Section 02: MWF 10:00 – 10:50 a.m., 316 Fitzelle Hall

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I. Course Description

A study of human development from infancy through early adolescence, including physical, intellectual, social, and emotional aspects. Consideration given to the nature of learning as it applies to the growing child. Field experiences and/or service experiences required. (College Catalog description)

II. Course Rationale

As future educators committed to excellence, students completing this course will learn how normal developmental processes influence children's behavior in classrooms. Teachers who understand developmental issues are better prepared to empower their students toward both academic and social success and to better understand their own classroom behavior and reflect on its consequences for both themselves and their students. Understanding development entails recognizing both normal and exceptional processes; throughout this course, students will learn how to adapt their teaching to these individual differences.

III. Course Objectives and Outcomes

SUNY General Education Learning Outcome, Social Sciences (S2): Students will demonstrate an understanding of the methods social scientists use to explore social phenomena, including observation hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis, and knowledge of major concepts, models and issues of at least one discipline in the social sciences.

The major goal for this course is to introduce students to developmental psychology with an emphasis on the applications of psychological research to the study of children in home and school environments. The specific objectives for this course are listed below (the themes from the Division of Education's conceptual framework to which each of these objectives apply are indicated in parentheses).

1. Students will demonstrate an understanding of current developmental psychology research that applies to classroom activities. (Best Professional Practices)
2. Students will demonstrate an understanding of normal developmental processes—physical, social, cognitive, emotional, and moral—particularly as they apply to children in school. (Best Professional Practices)
3. Students will demonstrate an understanding of educational practices that influence cognitive, social, and emotional development of children in school. (Best Professional Practices)
4. Students will demonstrate an understanding of individual differences and their impact on educational outcomes. (Academic and Professional Excellence; Empowerment, Respecting Diversity, and Social Justice)
5. Students will demonstrate an understanding of the ways that diverse cultures experience the educational process. (Empowerment, Respecting Diversity, and Social Justice)
6. Students will demonstrate an understanding of normal language development and its relationship to other aspects of development. (Academic and Professional Excellence)
7. Students will demonstrate an understanding of leading theories in child development. (Academic and Professional Excellence)
8. Students will analyze and evaluate the results of systematic observations and activities using theories and principles of child development. (Academic and Professional Excellence; Empowerment, Respecting Diversity, and Social Justice)

IV. Course Topics

The major topics to be considered include intellectual, social, moral, and educational changes and challenges during child development.

V. Instructional Methods and Activities

Traditional Experiences: Lecture, class discussion

Clinical Experiences: Cooperative group activities

Field Experiences: Six hours of field experience are required. Completion of the field experience will be indicated by 1) a time sheet showing 6 hours of classroom participation, signed by a school official (such as the classroom teacher), and 2) a paper that meets the requirements of the rubric (distributed in class). *Failure to complete this field experience requirement and submit the evidence listed above will result in a failing grade for this course.*

Students will be required to report their progress through the field experience on the class Web site in two distinct phases: *scheduled* placements are specific schools and classrooms where students have obtained a firm commitment to conduct their field experience; and *completed* placements are those that have already taken place. Deadlines for reporting these phases are listed in the tentative course schedule within this syllabus.

Course Web Site: The Web site for this course (<http://www.edpsych.net/>) contains a great deal of information and materials to help students be successful. A personalized login and password for the Web site will be sent to each student during the first week of classes. Information will be regularly updated on the Web site as the semester progresses (e.g., exam scores are usually posted the same day as the exam was taken). Some documents are available only as a PDF file; this is a format that can be opened with the free Adobe Reader, available at <http://get.adobe.com/reader/>. In the event of inclement weather, class cancellations will be posted on the main page of the Web site.

VI. Evaluation and Grade Assignment

Traditional Assessment (140 points). There will be four examinations, worth 35 points each. For these assessments, you will be responsible for information from the textbook as well as from classroom experiences. The exams will be made up of entirely objective (e.g., multiple-choice) items but will require thoughtful and flexible application of course material to new situations. (Course objectives 1, 2, 3, 4, 5, 6, 7; Gen. Ed. S2)

Field Experience Project (50 points). Six hours of observation and interaction with children are required. A detailed description of this project, and the rubric that will be used to evaluate the written report, will be distributed in class. (Course objective 8)

Group Presentation (10 points). There will be a group presentation on the field experience project. Each group will comprise approximately three class members and will create a visual representation of the results of the project. Each group will have an opportunity to present for approximately 10 minutes. The presentation will be evaluated using both the rubric, which will be distributed in class, and peer ratings of each group member's level of participation (0% to 100%, in 20% increments). The number of points earned for the group presentation are at the sole discretion of the instructor, and will be determined using the rubric score weighted by the peer ratings. For example, if a group presentation scores 10 points on the rubric and Student #1 is rated by his group members as participating at a level of 80%, Student #1 will receive 8 points (10 points \times 80%) for the group presentation. *Students who do not submit ratings of other group members may not receive any credit for the group presentation.* (Course objective 8)

Grading Scale: Final grades will be assigned on the basis of the total number of points earned, from the following distribution:

<u>Points</u>	<u>Grade</u>
190-200	A
180-189	A-
174-179	B+
166-173	B
160-165	B-
154-159	C+
146-153	C
140-145	C-
134-139	D+
126-133	D
120-125	D-
0-119	E

Final grades for this course are intended to reflect students' mastery of the content, rather than the amount of effort required to achieve that mastery. Therefore, even though daily study, regular class attendance, and frequent class participation are expected, these efforts do not earn any points toward the final grade.

VII. Course Schedule and Policies

Tentative Schedule

<u>Date</u>	<u>Topic</u>	<u>Assignment(s) Due</u>
Aug. 25	Introduction	
Aug. 27, 30	Basic Issues	
Sept. 1	Field experience orientation	
Sept. 3	Basic Issues	Chapter 1
Sept. 6, 8, 10, 13	Using Research to Understand Children	Chapter 2; Paik and Mix (2003)
Sept. 15	Exam #1 (Chapters 1-2, Paik & Mix)	
Sept. 17, 20, 22, 24	Cognitive Development	Scheduled field exp. placements due by class time Sept. 17
Sept. 27	Work day for field experiences	
Oct. 6, 8	Cognitive Development, cont.	Chapter 6
Oct. 11, 13, 15	Cognitive Processes	Chapter 7

<u>Date</u>	<u>Topic</u>	<u>Assignment(s) Due</u>
Oct. 18	Exam #2 (Chapters 6-7)	
Oct. 20, 22	Intelligence	Chapter 8
Oct. 25, 27, 29	Language Development	Chapter 9
Nov. 1, 3, 5	Development in the Academic Domains	Chapter 10
Nov. 8	Exam #3 (Chapters 8-10)	
Nov. 10, 12	Emotional Development	Chapter 11
Nov. 15	Social Cognition	Chapter 12, pp. 466-472
Nov. 17, 19, 29	Moral Development	
Nov. 29	Work day for group presentations	Field experience time sheets due in class Nov. 29
Dec. 1	Moral Development, cont.	Chapter 14; Field experience reports due Dec. 1
Dec. 3	Exam #4 (Chapters 11-12, 14)	
Dec. 6, 8, 10	Group presentations	
Finals Week	Final Exam Period (opportunity for re-takes)	
	Final Exam Period Schedule: Section 01: Wed., Dec. 15, 8am Section 02: Mon., Dec, 13, 8am	

Course Policies

Attendance: Students are expected to arrive punctually for *all* class sessions, including those immediately preceding or following a College break. Attendance will be recorded regularly. If you are unable to attend class on any given day, please notify your instructor—in advance if possible.

Common Courtesies: Whispered conversations and text-messaging can be distracting for the students around you, as well as for the instructor. Please be considerate and keep these activities to a minimum. Under normal circumstances, students are expected to remain in the classroom for the duration of the class period.

Late Assignments: Late assignments will be accepted at the discretion of the instructor; evidence of extenuating circumstances may be required. If accepted, assignments

submitted after the deadline may be subject to a 10% late penalty for *each* 24-hour period of tardiness (including weekends and holidays; e.g., a 50-point assignment submitted 15 minutes past the deadline is subject to a 5-point deduction). Students should prepare their work well in advance and maintain multiple backup copies in order to prevent computer glitches from delaying submission of assignments.

Make-up Exams: If a student is absent from class on the day of a scheduled exam, a make-up exam (roughly equivalent to the exam given in class) may be provided at the instructor's discretion. *Students must request and complete the make-up exam within one week of the scheduled exam in order to avoid a failing grade for that exam.* Written documentation verifying the reason for the absence may be required before the make-up exam is administered.

Re-Takes: During the designated Final Exam period of Finals Week, students may take an alternate version of any one or more of the exams if they wish to improve their grade. In the event that a lower score is earned on the alternate version of an exam, the score from the original version will be counted toward the final grade so that no student is penalized for attempting to improve his/her grade. *This opportunity may be denied to students who have engaged in academic dishonesty in any part of the course.*

Academic Dishonesty: Penalties for academic misconduct range from an oral reprimand to dismissal, as provided by the College's Code of Student Conduct (<http://www.oneonta.edu/development/judicial/code.asp>). Obtaining unauthorized assistance on classroom examinations will not be tolerated, and will result in a failing grade for the examination. Plagiarism is presenting the ideas or exact words of others as your own; if you are unsure about the proper ways to give credit to sources in your writing, ask your instructor or consult the Center for Academic Development and Enrichment at 225 Alumni Hall. Online resources are also available—for example, "Plagiarism: What It Is and How To Recognize and Avoid It" (<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>), published by the Writing Tutorial Services at Indiana University.

Syllabus: This syllabus is intended as a general plan of study and may be adjusted (typically with advance notice) if circumstances warrant. Additional readings and activities not presently listed may be added.

Emergency Evacuation/Shelter-in-Place Procedures: In the event of an emergency evacuation (i.e., fire or other emergency), classes meeting in Fitzelle are directed to reassemble in the IRC lobby so that all persons can be accounted for. Complete details of the College's emergency evacuation, shelter-in-place and other emergency procedures can be found at <http://www.oneonta.edu/security/>.

VIII. Textbook

McDevitt, T. M., & Ormrod, J. E. (2010). *Child development: Educating and working with children and adolescents* (4th ed.). Upper Saddle River, NJ: Prentice Hall. ISBN: 9780558616298

IX. Bibliography

Contemporary References

Bee, H., & Boyd, D. (2007). *The developing child* (11th ed.). Boston: Allyn and Bacon.

Berk, L. E. (2006). *Child development* (7th ed.). Boston: Allyn and Bacon.

Cook, J. L., & Cook, G. (2007). *The world of children*. Boston: Allyn and Bacon.

Classic References

Erikson, E. H. (1950). *Childhood and society*. New York: Norton.

Flavell, J. H. (1985). *Cognitive development*. Englewood Cliffs, NJ: Prentice Hall.

Gagne, R. M. (1968). Contributions of learning to human development. *Psychological Review*, 75, 177-191.

Gilligan, C. F. (1982). *In a different voice*. Cambridge, MA: Harvard University Press.

Kohlberg, L. (1969). Stage and sequence: The cognitive-developmental approach to socialization. In D. A. Goslin (Ed.), *Handbook of socialization theory and research* (pp. 347-480). Chicago: Rand McNally.

Piaget, J., & Inhelder, B. (1969). *The psychology of the child* (H. Weaver, Trans.). New York: Basic Books. (Original work published 1966)

Vygotsky, L. S. (1986). *Thought and language* (A. Kozulin, Trans.). Cambridge, MA: MIT Press. (Original work published 1934)

Key Journals

Child Development

Developmental Psychology

Educational Psychology Review

Journal of Educational Psychology

Journal of Personality and Social Psychology

Journal of Research in Childhood Education

Teaching Exceptional Children