



Human Growth and Development Grades K-6

EDA 230

Syllabus: Florida Campus

EDA-230
 Professor – JP Rader
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TEXT & REQUIRED MATERIALS:

McDevitt, Teresa M, and Ormrod, Jeannie E. (2010). *Child Development* Columbus: Merrill.

COURSE DESCRIPTION:

We are going to take a semester long journey together through the human lifespan; our own, the students you will teach, the parents with whom you will work, and your future children. We will study, observe, read, and talk about the foundations in child development, biological developments, cognitive development and social and emotional development. We will address corresponding *moral* development as well. These developmental processes will be viewed as they interact with environmental and cultural influences pertaining to elementary and K-Grade 6 education. Specific attention will be given to the diversity of children’s experiences to include cultural diversity in pregnancy, English Language Learners, attachments, ethnic identity, artifacts, and case studies.

Link to Department Mission & Theme	<i>Teachers as facilitators of student success:</i> This course prepares candidates to facilitate learning by fostering an understanding of the physical, social, cognitive, moral, and emotional development of the students they will serve, as well as an understanding of self in similar areas.
Link to Conceptual Framework	This course supports the development of declarative and procedural knowledge.
Link to Standards	
Florida Educators Accomplished Practices Standards (FEAP)	This course addresses FEAP 2, 3, 4, 5, 6, 7, 8, 9,

Asbury College Dispositions Standard	Respect/compassion for others: Passion for teaching; Personal/emotional wellness and vitality; Moral/ethical integrity; Spiritual sensitivity and purpose. (Asbury College Standard 13)
English for Speakers of Other Languages	
ESOL Performance Standards	ESOL Competencies (Section 47): 2, 3
Florida Elementary Competencies	ESOL Performance Standards: 3, 13 FEC's (Section 60): 32, 33, 34
Discipline-Related Standards	This course addresses NAEYC Standards 1 and 2.
Attention to Culturally Responsive Teaching	This course will enable candidates to recognize the possible causes and potential impact of developmental disorders, historical, cultural, and social factors on cognitive, language, physical, and psychosocial growth in children and adolescents. In addition, the required service-learning project is designed to promote interaction with a culturally/ethnically/racially diverse population in an effort to increase awareness of and sensitivity to those environmental factors that impact human growth and development.
Attention to Technology Integration	
Professor's Use	In this course the professor uses the following technology: PowerPoint presentations & Elmo visual presenter used with lectures; Internet web sites for background research; Word processing for various documents, Florida Department of Education Website
Candidate's Use	In this course the candidates use the following technology: Word processing for various assignments; Internet web sites for research, Florida Department of Education Website
Attention to Dispositional Development	This course is particularly suited to address the development of the following dispositions: moral & ethical integrity, emotional & personal vitality and wellness, and spiritual vision & purpose
Attention to Impact on Learning	
Impact on Candidate Learning	This course will impact candidate knowledge of the <i>physical, social, and cognitive</i> aspects of human development and the corresponding <i>moral and emotional</i> development through the life-span including birth, childhood, adolescence, and adulthood. (See specific course objectives)
Candidate's Impact on K-6 Student Learning	This course will enable candidates to demonstrate their understanding of the impact of physical, cognitive, and social-emotional factors on the growth and development of children and adolescents. Candidates will demonstrate an awareness of the potential for parents, teachers, and other professionals to impact K-6 student learning through attention to developmental and environmental needs. The impact of this course is measured through formative assessments, summative assessments, and demonstration of performance tasks that assess the following Florida Educator Accomplished Practices: 1,2,3,4,5,6,7,8,9,12,13.
Attention to Multiple Instructional Methods	Instructional methods used in this course include, but are not limited to, the following: in-class collaborative group activities, small and large group discussions, lecture, video viewing, guest speakers, reflective seminars, service projects, field trips, and individual observations.

The candidate will:	Specific type of knowledge developed	Link to NAEYC Standards	Link to Course Activities/Assignments	Link to Portfolio (possible evidence)
1. Recognize and distinguish between major developmental theories	Declarative	Standards 1-2	Tests, Moral Dilemma Case Analysis, In-class Discussion, Research Project	FEAP 4, 7, 8, 13; FEC-32, 33, 34
2. Explain how various developmental theories relate to teaching and learning	Declarative	Standards 1-2	Tests, Moral Dilemma Case Analysis, In-class Discussion, Research Project	FEAP 3,4,7,8,9,13; FEC 33; ESOL13ps
3. Identify stages of physical development from prenatal through adulthood	Declarative	Standards 1-2	Tests, In-class Discussion & Activities	FEAP 4,7,8; Asbury13; FEC 32, 33, 34
4. Discuss possible physical causes for developmental disorders	Declarative	Standards 1-2	Tests, In-class Discussion & Activities	FEAP 4,7,8; Asbury13; FEC 32, 33, 34
5. Discuss possible environmental/health causes for developmental disorders	Declarative	Standards 1-2	Tests, In-class Discussion & Activities	FEAP 4,7,8; Asbury13; FEC 32, 33, 34
6. Trace aspects of cognitive and language development from birth through adulthood	Declarative	Standards 1-2	Tests, In-class Discussion & Activities	FEAP 4,7,8,9; Asbury13; ESOL13ps
7. Recognize stages of psychosocial development from birth through adulthood	Declarative	Standards 1-2	Tests, In-class Discussion, Research Project	FEAP 4,5,7,8; Asbury13; FEC 33
8. Recognize the impact of developmental disorders on cognitive, physical, and psychosocial growth in children and adolescents	Declarative Procedural	Standards 1-2	Tests, In-class Discussion, Research Project	FEAP 4,5,7,8; Asbury13; FEC 32 and 33
9. Recognize the impact of historical, cultural, and social factors on cognitive, physical, and psychosocial development in children and adolescents	Declarative Procedural	Standards 1-2	Tests, In-class Discussion, Research Project, Service Project Reflection	FEAP 4,5,7,8; Asbury13; FEC 32 and 33
10. Explain the stages of moral development from childhood through adulthood	Declarative	Standards 1-2	Tests, Moral Dilemma Case Analysis, In-class Discussion & Activities	FEAP 4,5,6,7,8; Asbury13; FEC 32 and 33
11. Employ the concepts and findings of developmental psychology in learning and instructional practices as well as in acts of service	Declarative Procedural	Standards 1-2	In-class Discussion & Activities, Research Project, Service Project	FEAP 2,4,5,6,7,8,9; Asbury 13; ESOL 13ps
12. Explain his/her position on moral, ethical, and social issues related to human	Declarative	Standard VIII Standard X	Tests, Moral Dilemma Case Analysis, In-class Discussion	FEAP 4,5,6,7,8, and Asbury 13; FEC 33

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Course Objectives and Standards Addressed

1. Recognize and distinguish between major developmental theories
FEAP 4, 7, 8, 13; FEC-32, 33, 34
2. Explain how various developmental theories relate to teaching and learning
FEAP 3,4,7,8,9,13; FEC 33; ESOL13ps.
3. Identify stages of physical development from prenatal through adulthood
FEAP 4,7,8; Asbury13; FEC 32, 33, 34
4. Discuss possible physical causes for developmental disorders
FEAP 4,7,8; Asbury13; FEC 32, 33, 34
5. Discuss possible environmental/health causes for developmental disorders
FEAP 4,7,8; Asbury13; FEC 32, 33, 34
6. Trace aspects of cognitive and language development from birth through adulthood
FEAP 4,7,8,9; Asbury13; ESOL13ps
7. Recognize stages of psychosocial development from birth through adulthood
FEAP 4,5,7,8; Asbury13; FEC 33
8. Recognize the impact of developmental disorders on cognitive, physical, and psychosocial growth in children and adolescents
FEAP 4,5,7,8; Asbury13; FEC 32 and 33
9. Recognize the impact of historical, cultural, and social factors on cognitive, physical, and psychosocial development in children and adolescents
FEAP 2,4,5,7,8; Asbury 13; FEC 32 and 33, ESOL 3ps
10. Explain the stages of moral development from childhood through adulthood
FEAP 4,5,6,7,8; Asbury13; FEC 32 and 33
11. Employ the concepts and findings of developmental psychology in learning and instruction
FEAP 2,4,5,6,7,8,9; Asbury 13; ESOL 13ps
12. Explain his/her position on moral, ethical, and social issues related to human development
FEAP 4,5,6,7,8, and Asbury 13; FEC 33;

Instructional Strategies Used in This Course

Cooperative Learning
Direct Instruction
Large and Small Group Discussion
Multi-Media Instruction
Class projects and presentations
Instructor Modeling
Independent Student Activity
Observing Lesson in Field
Peer Assessment
Admit Slips/Exits Slips
Topic Journals
Research Papers
Writing to learn
Writing to demonstrate learning
Case Studies

Course Topics:

Foundations in Child Development

- Making a Difference in the Lives of Children and Adolescents
- Using Research to Understand Children and Adolescents
- Family, Culture, and Community

Biological Development

- Biological Beginnings
- Physical Development

Cognitive Development

- Cognitive Development
- Cognitive Processes
- Intelligence
- Language Development
- Development in the academic Domains

Social and Emotional Development

- Emotional Development
- Development of Self and Social Understandings
- Development of Motivation and Self-Regulation
- Development of Morality and Interpersonal Behaviors
- Peers, Schools, and Society

Attendance Statement

This course requires in-class and out-of-class time to complete the assignments. Attendance is very important. Candidates are expected to attend all classes. In the event of an emergency the candidate should contact the professor prior to the beginning of class.

DESCRIPTION OF ASSIGNMENTS:

1. Class Participation/Attendance: (5 points for 5 sessions = 25 pts)

FEAP 2, 3, 4, 5, 6, 7, 8, 9, Asbury's 13; FEC 32, 33, 34; ESOL Ps 3, 13

The expectation is that ACHIEVE students will attend every class session, arriving on time, staying attentive throughout, and actively participating in class activities. For each of the 5 classes, students will earn 5 points toward their course grade for doing so. If a student misses one class, she/he will forfeit these points. Missing more than one class will result in the student losing credit for the course.

2. Contemporary Developmental Topic (50 points) FEAP 2, 4, 5, 6, 7, 8; Asbury 13; FEC 32, 33, 34; ESOL 3

The student will select a "hot" topic that is a current issue in human growth and development for the elementary age child. The student will present to the class a 10 minute presentation on the topic selected with a supporting handout. The presentation should include the use of technology in some way to enhance the presentation. The presentation will be 25 of the 50 points for this assignment. The student will create a report that is 2-4 pages in length that represents the following:

A-An overview of the topic

B-Why the topic would be considered a "hot" topic

C-How does this topic relate to the development of an elementary age child?

D-How will you use the knowledge from this topic as a teacher in an elementary school?

The report will be 25 of the 50 points for this assignment.

3. Reflection Paper (50 points) FEAP 2, 4, 5, 6, 7, 8; Asbury 13; FEC 32, 33; ESOL 3ps

The student will reflect upon his or her life and development according to three different socio-cultural influences (Normative Age-Graded, Normative History-Graded, and Non-Normative Influences). Then the student will write a 3-4 page autobiographical reflection paper describing how different elements of his/her life correspond to the various socio-cultural influences. Students should address each of the following questions:

A. (Normative Age-Graded) What things happened in my life at the predictable age?

B. (Normative History-Graded) What historical events in my lifetime have affected my life?

C. (Non-normative Influences) What things happened in my life that were not tied to a predictable age or time in my development?

D. Discuss how these three socio-cultural influences interacted with each other as you have developed through your life at this point?

E. Discuss any particular aspect of your life and the influences discussed in this paper that seems to have played a greater role than others in defining who you are today.

4. Human Development Research Report (100 points) FEAP 2, 4, 5,6, 7,8, 9; Asbury 13; FEC 32, 33, 34; ESOL 3ps, 13ps

Students will observe and/or interview individuals at either the elementary school (K-6) level. After collecting field notes (or data) students will write an analysis of some aspect of human development based on their research. Students will be provided with detailed guidelines for completing the report. The report will be due in three phases.

Phase I- Thesis, Place, Subjects, Dates, Contact information

Phase II- Field notes/Interview transcripts/Data

Phase III- Analysis & Conclusions (formal report)

HUMAN DEVELOPMENT RESEARCH REPORT RUBIC

PHASE ONE (5 Points)

You should state the site(s) where you will observe, the contact person for that site, the intended dates/days for your observations, and your thesis. Your thesis should clearly state what you are looking for in your observation or interview, what question(s) you hope to answer, and the area of human development that will be your focus.

PHASE TWO (40 Points)

Field notes (30 points)

Field notes are the **detailed notes** you take as you observe. This is your DATA. Field notes are handwritten accounts of what you hear, see, experience, and think during the course of collecting the data. *Try to be objective and highly detailed & descriptive.* [Note: If you tape record an interview with someone, the **transcription of your conversation** is your data. Sometimes it is easier to transcribe an interview by typing than writing by hand. This is acceptable.]

Observations might include:

- *physical descriptions of settings
- *physical descriptions of people
- *excerpts of dialogue you hear
- *accounts of particular events
- *descriptions of activities
- *descriptions of behavior

Example of an observation:

*5 girls/5 boys plying. In sandbx.
Tchr. stndng. @10' away watching*

Transcriptions include:

*verbatim words spoken by all participants during an interview

Example of a transcription:

*Interviewer- "What kind of toys do you like to play with?"
Two-year old- "I like trucks."*

Write as much as you can during the actual observations, but when you return immediately add information to your notes. This might be information you did not have time to write in the field. Even if you tape record an interview you still might want to take a few notes during the interview or jot down a few notes afterward. You will **turn in your rough field notes along with your completed report. Be sure to include date, time, location, and subject(s). Include age, gender, physical description of subjects, but DO NOT use real names!**

Researcher's Reflective Comments (10 points)

Now it is time to reflect upon your data! Using a different color pencil or pen you will add your personal thoughts, reactions, or questions related to what you have observed or to the interview you have conducted. You can write directly on your field notes as long as you use a contrasting pen or pencil. Some people like to write their field notes on a page that is divided in _ the long way, so they can write their corresponding reflective comments on the other _ of the page. Other researchers like to write on a completely different sheet of paper or on the back of their field notes. You can choose whatever technique you prefer AS LONG AS it is clear to the reader that you, the researcher, have made an attempt to be reflective!

Reflections might include:

- *personal ideas
- *connections you make to text
- *questions to consider later

- *hunches about a situation
- *inferences
- *personal opinions

Examples of Reflections:

"I think there are too many children in the sandbox at one time."

"The child seemed a bit shy. I think he is more verbal with family members with whom he feels more comfortable."

PHASE THREE (55 Points)

Analysis

This is the **formal report** of your field investigation. Here you should include the following sections:

- I. Thesis:** State clearly what you were looking for in your observation, what question you were answering, or the area of development that was your focus.
- II. Methodology:** State clearly the methods used to conduct your research. This refers to your participants, materials, and procedure.
- III. Results:** State clearly what you learned or observed concerning your focus/thesis.
 - Give details with reference to your observations and discuss the insights you have gained. *Use actual examples from the data you collected.*
- IV. Discussion & Analysis of Results:**
 - Make clear connections to information from the text or covered in class that supports what you observed. Cite studies or theories where appropriate. Also, make clear connections to ADDITIONAL information you found related to your area of investigation. Cite at least 2 sources beyond your text. This provides authoritative support for your analysis.
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- V. Conclusions:** Finally, make solid concluding statements concerning what you have discussed in your analysis. *Did you learn something new? Did your experience support or contradict what has been studied in class or read in the text? Do you have further questions as a result of your investigation?*
- VI. Include a bibliography** (APA style).

General Guidelines:

1. Students are responsible for arranging observations and/or interviews with Orange County School District guidelines.
2. Students can request the observation setting most preferred.
3. If student goes to a school, church, or day care student must get approval from a principal, pastor, or director beforehand.
4. The length of the three observations may vary, but you must stay long enough to observe what is characteristic of that age group. It is your responsibility to stay as long as it takes. Most productive observations require a **minimum** of 30 minutes.
5. Handwrite your field-notes, but TYPE your analysis and conclusions [double-spaced; 12 point font].
6. Do NOT use the real names of places or people in your final report (for confidentiality purposes)!
7. Your final research report should include:
 - *cover sheet (course, name, date)
 - *field notes with researcher's reflections
 - *analysis paper

5. Journaling (25 points): FEAP 2, 4, 6, 7, 8; FEC 32, 33; ESOL 3

Students will participate in class discussions, reflect on cooperative group work, observe presentations and create journals to reflect on the following:

- Critical concepts uncovered
- New Understandings that impact student development and learning
- Cultural stereotypes relating to LEP or non-LEP students
- Implications for future educators

6. Tests (50 points each) FEAP 4, 6, 7, 8; Asbury 13

Six tests covering textbook readings, other assigned readings, lecture & video material will be given ***after the following chapters are completed:***

Chapters 1-3	Foundations in Child Development
Chapters 5-8	Biological Development
Chapters 9-10	Cognitive Development
Chapters 11-12	Social and Emotional Development
Chapters 13-14	Social and Emotional Development (cont'd.)

EDUCATION DEPARTMENT GRADING SCALE:

A	96-100	528-550
A-	93-95	511-527
B+	91-92	500-510
B	87-90	478-499
B-	85-86	467-477
C+	83-84	456-466
C	78-82	429-455
C-	76-77	418-428
D	70-75	386-417
F	below 70	below 384

Final grades are based on the percentage of total points earned from the total points possible.

EDUCATION DEPARTMENT POSITION on Academic Integrity / Cheating and Plagiarism:

Cheating (dishonestly taking the knowledge of another person whether on a test or an assignment and presenting it as your work) and plagiarism (to take and pass off as one’s own the ideas or writing of another) are a serious issue. While it is legitimate to talk to others about your assignments and incorporate suggestions, do not let others “write” your assignments in the name of peer review or “borrow” sections or whole assignments written by others. We do get ideas from life experiences and what we read, but be careful that you interpret these ideas and make them your own. I am aware that many types of assignments are available on the Internet and will check these sources when there is legitimate suspicion.

Penalty is a “0” on the assignment. In cases where there is a major or continuous breach of trust, further discipline, such as an “F” in the course, may be necessary. The major consequence of any form of cheating is damage to your character and the lack of trust and respect that result. Remember, in the teacher education program and on job recommendations we are asked to rate your character and integrity.

The professor reserves the right to make any changes/additions during the semester related to course content, assignments, due dates, test dates, and/or policies.

Bibliography for ED 230

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Vygotsky, L. S. (1987). Thinking and speech. In R. W. Rieber and A. S. Carton (Eds.), *The collected works of L. S. Vygotsky: vol 1. Problems of general psychology*, pp. 39-285. New York: Plenum. (original work published 1934)



EDA 230, Human Growth and Development and Materials: *ESOL Infusion Syllabus Addendum*

ESOL Performance Standard Addressed	Related Course Objective	Related Readings, Class Activities, and Assignments	Related Assessments (i.e., entrance/exit slips or artifacts/products) that Demonstrate Mastery of ESOL Performance Standards & Indicators
3	9. Recognize impact of historical, cultural, and social factors on cognitive, physical, and psychosocial	Research Report Readings: McDevitt and Ormrod, <i>Child Development and Education</i> Topic Readings: <i>Accomplishments and</i>	Case Studies; Research Paper; Contemporary Topic Presentation;

	development in children and adolescents	<i>Diversity at Different Age Levels; Children in a Diverse Society; Diversity in Motivation</i>	
13	2. Explain how theories relate to teaching and learning various developmental	Readings: McDevitt and Ormrod, <i>Child Development and Education</i> Class Activity	Quiz
	6. Trace aspects of cognitive and language development from birth through adulthood	Readings: <i>Cognitive-Developmental Theories; Video & Video Viewing Guides</i>	Quiz
	11. Employ the concepts and findings of developmental psychology in learning and instruction	Text Reading: <i>Applying Basic Lessons from Child Development;</i> Analysis, Reflection on Lesson,	Entrance/Exit Slips Reflections Journal

