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| ***Theories of Child Development and Learning*** | **Fall 2018** |
| ELED 5317.001 |  |

# **Instructor Information:**

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# **Course Information:**

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| **Course Title:** | Theories of Child Development and Learning |
| **Course Number:** | ELED 5317.001 |
| **Semester:** | Fall 2018 |
| **Location and Time:** | Online |
| **Course Website:** | <http://elearn.uta.edu>  |

**Catalog Description:**

This course covers the human growth and development of children focusing on children between ages 4 and about 12. It covers the developmental stages of cognitive, mental, emotional, physical and moral growth along with the characteristics of children at each age and grade level.

**Course Description:**

Human growth and development, including developmental anomalies, from birth through middle childhood with emphasis on cognitive, social, emotional, and physical growth. Attention is given to current research regarding establishment of learning environments that foster development of the child's self-concept, cognitive competencies, oral language and literacy development, and positive social behaviors including appreciation of diversity among individuals and groups.

**Textbooks and Materials:**

* Woolfolk, Anita & Perry, Nancy (2015). Child and Adolescent Development 2nd Ed. Pearson. ISBN: 13: 978-0-13-343979-3.
* Wood, C. (2007). Yardsticks: Children in the Classroom Ages 4 – 14. 3rd Ed. Northeast Foundation for Children, Inc. ISBN-13: 9780133831511.

# **Learning Outcomes:**

**The student will be able to:**

* List and describe the developmental stages that children go through and how these stages impact the role of the educator.
* Describe the social/emotional, physical, cognitive, language and academic characteristics of children at different ages.
* Explain how parenting styles, culture, mental and physical health and diversity of all types affect children and their classroom performance and behavior.

**University Mission:**

The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student- centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor’s, master’s, doctoral and non-degree continuing education programs.

**College Mission:**

The mission of the UTA College of Education is to develop and deliver educational programs that ensure the highest levels of teacher, administrator, and allied health science practitioner preparation and performance. As a recognized contributor to the fields of education and allied health science, the College engages in effective teaching, quality research, and meaningful service. The College is committed to diversity and to the advancement of active teaching and learning in all educational environments and at all levels.

**Core Values:** Effective teaching, Active learning, Quality research, Meaningful service

**National Standards:**

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| TESOLDomain 1 Standard 1.b | Candidates understand and apply theories and research in language acquisition and development to support their ELLs’ English language and literacy learning and content area achievement. |
| TESOLDomain 2: CultureStandard 2 | Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction; They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement. |

**State Guidelines, Competencies and Professional Organizations:**

* TExES EC-12 PPR Domains and Competencies - <http://www.sbec.state.tx.us/sbeconline/standtest/standards/allppr.pdf>
* TESOL National Accreditation Standards –
* Texas Essential Knowledge and Skills (TEKS) - <http://www.tea.state.tx.us/index2.aspx?id=6148>

**TEXAS PPR Competencies:**

**DOMAIN I—DESIGNING INSTRUCTION AND ASSESSMENT TO PROMOTE STUDENT LEARNING**

Competency 001

The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

Competency 002

The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students’ learning.

**DOMAIN IV—FULFILLING PROFESSIONAL ROLES AND RESPONSIBILITIES**

Competency 011

The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.

# **University Policies:**

**Expectations for Out-of-Class Study:**

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 6 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

**Grade Grievances:**

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate / graduate catalog. <http://www.uta.edu/deanofstudents/index.php>

**Drop Policy:**

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships <http://www.uta.edu/fao/> .

**Disability Accommodations:**

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364.

Counseling and Psychological Services, (CAPS) [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671.

**American with Disabilities Act (ADA):**

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:**

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Academic Integrity:**

See page 8 for details on academic honesty and integrity.

**Student Support Services:**

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272- 6107, send a message to resources@uta.edu, or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Student Feedback Survey:**

At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Electronic Communication:**

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Final Review Week:**

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabi. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. Classes are held as scheduled during this week and lectures and presentations may be given.

**Incomplete Work:**

In the case of incomplete work, a grade of “I” can be awarded only in the event of serious circumstances that prevent completing all work.

**Medical Reimbursement:**

* University students will be responsible for their own transportation, meals, and health care while participating in the field-based program.
* University students bear the burden of any expenses incurred in conjunction with injuries that may occur during field-based classes/components, internship, and residency.
* The University will not reimburse the student for any expenses related to injuries or illness.

**UTA Writing Center:**

Professionally trained tutors offer help with writing projects at any stage of the process at no cost to UTA students.

You can set up an online or face-to-face appointment with a tutor at the On-Line Writing Lab [www.uta.edu/owl/](http://www.uta.edu/owl/)

**Library Resources:**

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| Library Home Page | [uta.edu/library](http://www.uta.edu/library)  |
| Subject Guides | [libguides.uta.edu](http://libguides.uta.edu)  |
| Subject Librarians | [uta.edu/library/help/subject-librarians.php](http://www.uta.edu/library/help/subject-librarians.php)  |
| Database List | [uta.edu/library/databases/index.php](http://www.uta.edu/library/databases/index.php)  |
| Course Reserves | [uta.summon.serialssolutions.com/#!/](http://www.uta.summon.serialssolutions.com/#!/) |
| Library Catalog | [uta.summon.serialssolutions.com/#!/](http://www.uta.summon.serialssolutions.com/#!/) |
| Library Tutorials | [uta.edu/library/help/tutorials.php](http://www.uta.edu/library/help/tutorials.php)  |
| Connecting from Off-Campus | [libguides.uta.edu/offcampus](http://www.libguides.uta.edu/offcampus)  |
| Ask A Librarian | [ask.uta.edu](http://ask.uta.edu)  |

The following URL houses a page where we have gathered many commonly used resources needed by students in online courses: <http://www.uta.edu/library/services/distance.php>

# **College of Education Policies:**

**Commitment to Diversity:**

* In our commitment to furthering of knowledge and fulfilling our educational mission, the College of Education and Health Professions at UTA seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience.
* In our commitment to diversity, we welcome people from all backgrounds.
* We seek to include knowledge and values from many cultures in the curriculum.
* Dimensions of diversity shall include, but are not limited to the following: race, ethnicity, religious belief, sexual orientation, sex/gender, disability, economic status, cultural orientation, national origin and age.

**TK-20:**

* The College of Education and Health Professions has adopted Tk20, a comprehensive data management system that will provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more effectively. The set of tools that is required as a course text is called TK20 HigherEd. The following is a partial listing of what the Tk20 system will enable you to do:
	+ Create your course and performance artifacts online, which you will be able to access and use beyond graduation. This will be a great benefit to you as you seek to advance in your education career and build your career portfolio over time.
	+ Submit forms online, including applications for student teaching and other clinical practice required for teacher or administrator certification, and receive timely notification of placement details sent directly to your Tk20account.
	+ Create multimedia portfolios for documenting your work for presentation to faculty and prospective employers that can be exported to CDs or other media.
	+ Monitor your progress throughout the program and have access to a fully documented record of your program performance, including field experience, practicum, internship, or clinical practice. This is particularly important, given increased use of performance interviews by employers.
* On-line tutorials and training materials have been organized to orient you to the Tk20 system and its use. Information is available at the following website: <http://blog.uta.edu/tk20/>

# **C & I Departmental Policies:**

**General Policies:**

* The professor is available for telephone, e-mail or face-to-face conferences as the need arises. It is your responsibility to solicit help from the instructor. This is to be done before problems affects your grade – not after.
* The professor reserves the right to make changes in the syllabus as deemed necessary. Students will be notified of any changes.
* All borrowed material must be returned before a final grade will be reported to the university.
* Conduct yourself professionally and ethically as described by the Texas Administrative Code – Educator’s Code of Ethics [info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC?tac\_view=4&ti=19&pt=7&ch=247&rl=Y](http://info.sos.state.tx.us/pls/pub/readtac%24ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y)
* Do not underestimate the importance of the above requirements. Earning a grade of “A” for this course requires more than earning “A’s” on all assignments; it additionally requires a demonstration of professional behaviors.

**ESL/EC- 6 Program Policies:**

* Assignments and Assessments:
	+ All assignments should be submitted via the Blackboard course webpage.
	+ All assignments should be submitted with the designated title of the assignment.
	+ All assignments should be submitted using APA 6th Ed. formatting guidelines and a cover sheet including the following:

Student’s Name

Assignment Name

University of Texas at Arlington

Dr. Mary Lynn Crow

Date

* Tips for APA can be found at the following website <http://owl.english.purdue.edu/owl/resource/560/01/>
* Teachers must speak and write effectively; therefore, all written assignments must be in good form. Check your spelling and proofread. Points will be deducted for inappropriate content and form. As teachers, we encourage students to edit the work of classmates prior to submitting for a grade.
* **Assignments submitted after the designated date, Monday at noon, will not be accepted.**
* **Note:** If you wait to submit your work close to the noon deadline, you may encounter difficulties in uploading your assignments due to the number of students utilizing Blackboard. Waiting too close to the deadline may also limit your ability to receive technical assistance should it be required.
* Candidates are required to attach and sign the program academic integrity statement with each assignment submitted for a course requirement.
* Grades and Learning:
	+ **No** extra credit work will be given.
	+ Because learning is important you may be asked to reconsider and/or amend assignments completed that do not demonstrate an effective level of growth on your part.
	+ You will not be allowed to resubmit work that earned a low grade because the directions were not followed.
* Concerns:
	+ Should problems or concerns arise, it is your responsibility to solicit help.
	+ This is to be done before problems affect your grade – not after.

**Academic Honesty and Integrity:**

At UT Arlington, academic dishonesty is completely unacceptable and will not be tolerated in any form, including (but not limited to) “cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts” (UT System Regents’ Rule 50101, §2.2). Suspected violations of academic integrity standards will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

The following statement is to be signed and submitted to Blackboard at the beginning of the course. For assignments submitted electronically, the candidate’s name may be word-processed on the signature line. The posting of the statement with the candidate’s name through the candidate’s email, Blackboard or TK-20 account is recognized as the candidate’s signature.

*On my honor, I have neither given nor received aid on this assignment. I acknowledge that misrepresenting another’s work as my own is a violation of the UTA Academic Integrity Policy.*

*I have not submitted the attached work as an assignment for any other course or field activity.*

Printed Name

UTA Student Email

Signature

Date

# **Course Requirements:**

* Listen to weekly lectures available each Monday. This may change as the semester progresses. **Be sure to check your student email and Blackboard daily for announcements.**
* Read Woolfolk text as directed.
* View videos that appear in the required chapters.
* Read Yardsticks text as directed.
* Write 4 papers (See grades breakdown on page 10)
* Take 2 tests: mid-semester and final.
* Watch your calendar dates and do not fall behind.
* **All assignments are due on or before Monday at noon.**

**Note:** If you wait to submit your work close to the noon deadline, you may encounter difficulties in uploading your assignments due to the number of students utilizing Blackboard. Waiting too close to the deadline may also limit your ability to receive technical assistance should it be required.

**Woolfolk Text Book Reading**

* Omit Part 5 – Chapters 11, 12, and 13.
* Read quickly – Chapters 3 and 4.
* Study thoroughly Parts 3 and 4 - Chapters 5, 6, 7, 8, 9, and 10.
* pages 325, 334, 356, 462, 464, 465, 466, 468, and 469.

**Read in Yardsticks**

* Read pp 47 – 141

**Topics for the Papers**

* Special First Paper Tell me about yourself:
	+ Name
	+ Education
	+ Occupation
	+ Career goals
	+ What is special about you that you would like me to know?
* 2 Content Papers: Erikson, Piaget; Yardsticks
	+ Application papers using textbooks and Crow’s lectures
	+ Do not name the child
	+ Give the age (in years and months), gender, and grade
	+ Get written permission to talk to child if this is required and if parent/guardian approves
* Final What I Learned Paper
	+ Additional information will be given at the end of the semester

# **Grade Calculation:**

Final numerical valuations relate to letter grades and points as follows:

A = 90 - 100 points

B = 80 - 89 points

C = 70 - 79 points

D = 60 - 69 points

F = Below 60 points

**Grades**

|  |  |
| --- | --- |
| * Special first paper
	+ Any length accepted
 | 5 points |
| * Final What I Learned paper
	+ Any length accepted
 | 5 points |
| * Erikson and Piaget Paper
	+ 4-6 pages, plus list of references
	+ List of stages and ages
	+ Questions you asked
	+ Your conclusion, and supporting data
 | 20 points |
| * Yardsticks Paper
	+ Age of child in years and months
	+ Bar graph or other visuals to show calculations (see sample)
	+ Gender
	+ School grade and placement (gifted, special education, ESL, etc.)
	+ Home culture, ethnicity
	+ Your conclusions
	+ Your data to support your conclusion
 | 20 points |
| * Mid–semester Exam
 | 25 points |
| * Final Exam
 | 25 points |
| Total | 100 points |

# **Course Calendar and Requirements:**

All papers are due Mondays at noon, unless otherwise noted. See following addendum for required reading.

Weeks beginning the following Mondays

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| --- | --- |
| **Week 2**August 27 | Lecture: Course IntroductionReading: SyllabusPaper: Begin Special First Paper |
| **Week 3**September 3 | Lecture: The 4 Developmental TheoristsPaper: Special First Paper **due** at noon |
| **Week 4**September 10 | Lecture: Freud (as described in Woolfolk Ch. 2) Reading: Woolfolk Ch. 5 |
| **Week 5**September 17 | Lecture: Erikson (as described in Woolfolk Ch. 2, 4, 7, 10, & 13)Paper: Begin Erikson and Piaget Paper |
| **Week 6**September 24 | Lecture: Piaget (as described in Woolfolk Ch. 2, 4, 6, 9, 10, & 12))Reading: Woolfolk Ch. 6Paper: Continue work on Erikson and Piaget Paper |
| **Week 7**October 1 | Lecture: Kohlberg (as described in Woolfolk Ch. 10)Paper: Erikson and Piaget Paper **due** at noon |
| **Week 8**October 8 | Lecture: Review for Mid-Semester Test |
| **Week 9**October 15 | \*\*Mid-Semester Test over Developmental Theorists and Ch. 5 & 6 |
| **Week 10**October 22 | Lecture: YardsticksReading: Yardsticks pp 47-95; Woolfolk Ch. 7Paper: Begin Paper #4: Yardsticks |
| **Week 11**October 29 | Lecture: Yardsticks cont.Reading: Yardsticks pp 97-141 |
| **Week 12**November 5 | Lecture: Parenting styles, bullying, genetics vs. environmentReading: Woolfolk Ch. 8Paper: Yardsticks Paper **due** at noon |
| **Week 13**November 12 | Lecture: Skinner, Behavior ModificationReading: Woolfolk Ch. 9 |
| **Week 14**November 19 | Lecture: Identifying Health ConcernsReading: Woolfolk Ch. 10November 21-23 Thanksgiving Holiday  |
| **Week 15**November 26 | Lecture: Special TopicsReading: Listed single pages in WoolfolkPaper: Begin Final Paper |
| **Week 16**December 6 | Lecture: Review for Final ExamPaper: Final Paper **due** December 7 at noon |
| **Finals Week**December 13 | \*\*Final Exam over Woolfolk Ch. 7-10 |

# **Reading Addendum:**

Below you will find the required paged you will need to read before the lecture for each theorist.

These pages are in addition to the assigned chapters.

**Freud:**

* Ch. 2 33-34

**Erikson:**

* Ch. 2 34-37
* Ch. 4 163
* Ch. 7 264-272; 276-280; 292-294; 296-298
* Ch. 10 406-410; 447-448
* Ch. 13 548-558

**Piaget:**

* Ch. 2 42-45
* Ch. 4 147-156
* Ch. 6 353-356; 364-366; 377 IQ Score Paragraph
* Ch. 10 413 single paragraph
* Ch. 12 498-500

**Kohlberg:**

* Ch. 10 412-416; 420-424