



Theories of Child Development and Learning
ELED 4317.001

Fall 2013

Instructor Information:

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Course Web Site:	http://elearn.uta.edu		

Course Information:

Course Title:	Theories of Child Development and Learning
Course Number:	ECED 4317.001
Semester:	Fall 2013
Course Location and Time:	Online Course Delivery (Required Virtual Orientation - Friday, August 23, 2013 3:00 pm – 5:00 pm)
Course Website:	http://elearn.uta.edu

Catalog Description

ELED 4317. EARLY CHILDHOOD DEVELOPMENT AND LEARNING (3-0) Examination of major theories and principles of cognitive, social, emotional, physical and aesthetic development and learning. Emphasis on development and learning from prenatal through the eleventh year. Emphasis on application of play theories as they apply to the total development of the child and cultural dynamics of families. This course is a co-requisite course and must be taken with EDUC 4316.

Textbook(s) and Materials:

- Bergin, C. & Bergin, D. (2011). *Child and Adolescent Development in Your Classroom*, 1st Ed. Cengage Learning. ISBN: 978-1111186340.
- Wood, C. (2007). *Yardsticks: Children in the Classroom Ages 4 – 14*. 3rd Ed. Northeast Foundation for Children, Inc. ISBN 978-1-892989192. (This paperback is optional but really excellent for your use in this course and in the future.)

Learning Outcomes:

Upon completion of this course, candidates will:

1. Articulate the physical/motor, psychosocial, and cognitive/language/literacy development of young children, pre-birth through age 12 by identifying and applying theories of child development and learning as they relate to the early years.
2. Demonstrate skill in observation and assessment of young children's development and learning.
3. Identify and describe some characteristics of exceptionalities in elementary-age children.
4. Identify, analyze and describe the influence of play on learning in the elementary years.
5. Analyze the critical role of developmentally and culturally appropriate experiences for young children.
6. Articulate the role of the early childhood professional in promoting optimal development in children.

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

Conceptual Framework:

The work of the College of Education is grounded in constructivism as a theory of teaching and learning and is done in a spirit of expectation that all involved in the College of Education, whether candidate, faculty or administrator, will hold the following as important: **Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning.**

Partners for the Future serves as the theme of the College of Education and epitomizes the understanding that it takes a village of partners to insure the future of education for all

National Standards:

ACEI/NCATE - Standard 1	Development, Learning, and Motivation --Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.
ACEI/NCATE – Standard 2.1	Reading, Writing, and Oral Language —Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.
ACEI/NCATE- Standard 3.2	Adaptation to diverse students —Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.
ACEI/NCATE – Standard 3.3	Development of critical thinking and problem solving —Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.
ACEI/NCATE – Standard 5.2	Collaboration with families, colleagues, and community agencies —Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

State Guidelines, Competencies and Professional Organizations:

- TExES EC-12 PPR Domains and Competencies- <http://www.sbec.state.tx.us/sbeonline/standtest/standards/allppr.pdf>
- ACEI National Accreditation Standards- <http://acei.org/wp-content/uploads/ACEIElementaryStandardsSupportingExplanation.5.07.pdf>
- Texas Essential Knowledge and Skills (TEKS) - <http://www.tea.state.tx.us/index2.aspx?id=6148>

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/catalog/content/general/academic_regulations.aspx#10

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/ses/fao>).

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 or by calling the Office for Students with Disabilities at (817) 272-3364.

Academic Integrity:

All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Academic dishonesty includes, but is 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." (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22).

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.

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.

Emergency Exit Procedures:

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals. <https://www.uta.edu/policy/procedure/7-6>

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. (<http://www.uta.edu/owl/>).

College of Education and Health Professions 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 efficiently and 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 Tk20 account.
 - 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://www.uta.edu/coehp/tk20>
- We appreciate your hard work and dedication toward completing your education in the College of Education and Health Professions at the University of Texas at Arlington!

AVID:

- AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.
- The AVID Teacher Preparation Initiative collaborates with colleges and schools of education to systematically address the needs of teacher candidates enrolled in teacher education programs. AVID supports teacher candidates in their efforts to obtain teacher certification. AVID assists faculty and staff in analyzing existing curriculum and data, identifying barriers and needs, and establishing learning outcomes and assessments. When implemented with fidelity, AVID has the potential to impact the preparation and performance of

teacher candidates through consistent support and professional development for faculty and staff.

- At UTA, we are working with AVID on the Teacher Preparation Initiative. In particular, we are aligning our courses to include the framework WICOR: Writing, Inquiry, Collaboration, Organization, and Rigor. The syllabus and instruction in this course will involve WICOR as both an instructional and an organizational tool. We believe this will help you be better prepared to meet the needs of a diverse student population as you leave UTA and pursue your teaching career. In addition to assessment of your participation in the course, we will also be asking for your feedback as we strive to improve this partnership.

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 affect 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
([http://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$ext.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.

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. Amber L. Brown
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 and time are considered late. The instructor will deduct 10% of the value of the assignment for each day it is late.**
- All assignments are due before the scheduled final examination for the course. Assignments submitted during or after the final examination will not be graded or considered in the final course grade.
- 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:

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 included on the cover page of each written assignment submitted for credit in an ECED 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.

Signature

Date

Course Assignments:**Weekly Reading Quizzes – [20%]**

- Each week you will complete a reading self-test. You will have the opportunity to take each quiz as often as you would like up until the due date, until you have mastered the material. Your highest grade will be the grade that counts towards your grade. These reading self-tests will be due by Sunday of each week.

Weekly Discussions – [10%]

- Each week’s lesson contains a Discussion Board. The Weekly Discussion Boards will contain a place for you to post responses to the Weekly Discussion Questions. You are required to post responses to the Weekly Discussion Questions in each Lesson Forum by **Wednesday** of each week. You are also required to post a response to at least two other classmate’s postings by **Sunday** of the same week.
- Your participation in the Weekly Discussions will be monitored for quantity and quality of participation and a grade assigned. Participation in the weekly discussions should reflect your understanding and reflection about what you have read. Each contribution to a discussion should be unique, thoughtful, and add to the learning of other classmates’ as well as one self.
- You will be graded on both your posting and your response to at least two of your classmates’ postings.
- **Guidelines for Responses:**
 - Post original, unique thoughts to each question.
 - Do not merely agree or disagree with a comment without offering concrete reasons.
 - Support your ideas with specific examples from the readings or other sources.
 - Link to other websites when it can help expand the discussion.
 - Do not use slang or emoticons.
 - Post at least one response (about 100 words) for each question. Post this information by 11:59 PM,

Wednesday of each week.

- Review your classmates' posts and respond to at least two (about 25 words) for each question by **Sunday 11:59 PM** of the same week.
- You may also post clarifying questions and comments as well as direct responses.

Collaborative Learning Group Activities - [10%]

- You will need to join a Collaborative Learning Group by Wednesday of the 1st week of class. The "Learning Group Sign-Up Sheet" on the Course Menu gives you the opportunity to join a Collaborative Learning Group with others who are interested in children of the same age-range as yourself.
- You will build a "learning community" in cyberspace. As a "learning community" you will participate interactively in Group Learning Activities embedded in the weekly Learning Modules.
- Each group will have a variety of tools available to aid in their collaboration and communication. Visit the "Tools" link on the Course Menu to explore these various collaboration tools.
- Your participation in the Group Learning Activities are due by Sunday of each week.

Child Development Observations– [20%]

- You will observe children for 15-30 minutes each week and write your observations on the form provided.
- Observations will be completed by the student and are due on the dates indicated on the Course Calendar.
- STEP 1:
 - View the "OBSERVING CHILDREN" lesson on Blackboard. It is located in the "Assignments" section under the "Observation Journal."
- STEP 2:
 - You must observe children of various ages – infant through age 12 and use a variety of settings. A list of suggested settings is provided on Blackboard.
 - You are allowed to observe your own child for **ONE** observation and you are allowed to observe a relative's child for **ONE** observation.
 - If necessary, obtain the parent's permission for the observations. Be sure to reassure the parents that you are not "testing" the child, but never tell the child that you are observing them.
 - Include the following information for each observation:
 - Date of observation:
 - Time of observation:
 - Location of observation:
 - Age(s) of child(ren) Involved (If possible try to provide ages with years and months)
- STEP 3:
 - Record an objective record of events.
 - You will be doing a "Running Record" type of observation. This is a detailed narrative account of behavior, recorded in a sequential manner as it happens.
 - Divide a few sheets of paper into two columns. Title the left hand column "EVENTS."
 - The observer sits or stands apart from the child writing down all of the behaviors, body language, what was said, attitudes, interactions with others present, etc. that occurs within a specified period, which is usually a five-minute intervals. Sentences are often short and words are abbreviated to keep up with the action.
 - In any recording, do not use descriptive words or phrases that are judgmental. For example, if the observer records, "the child just stood there because he was grumpy this morning," she is not being objective. She needs to avoid this judgment and instead record the actual details that explain what happened. An objective recording might state; "child wouldn't respond to teacher's greeting at first, did not make eye contact and spoke in a low voice." A few examples of judgmental phrases that should never be used in observation records could include: "he lost his temper," "made a big mess," "Marcie was mad at Patty," "he was a good boy today," etc.
- STEP 4:
 - The discussion section. After you have recorded an objective record of events, move to the right hand column of your running record sheet and list the type of development and level of proficiency

indicated by that behavior. For example, if the event listed in the left column is "jumps up and lands on two feet," your discussion in the right hand column might describe this as "large (gross) motor movement on-level with a 24 month old." or if the event listed (left column) is: "goes to wash hands - wets hands - rubs them together, interlacing her fingers," the description to the right could be, "shows smooth transition between large (gross) and small (fine) motor movement on-level for a 3-year old." Use you can use your textbook or the Wood Yardsticks for this information. Be sure to cite the source of your child development information.

- For each observation, answer the following questions:
 - How does what you have observed line up with what you are learning about that particular type of development or age group?
 - What was the most interesting or surprising thing you have learned from this particular observation?
 - What questions or considerations does this observation raise for you as a future educator?
- STEP 5:
 - Submit your Running Record and Discussion in the Child Development Observation Journal on Blackboard. Label each submission with the number of the Observation and the Age of the child. You can scan your original Running Record (assuming I can read your handwriting) or retype your notes directly into the Journal.

Mini-Research Report – [20%]

- The student will be required to complete an independent paper on a topic relevant to child development. The paper should be an extension of an area of study presented and/or discussed as part of this course. The topic of your study should be one of interest to you personally. A list of sample topics can be found on Blackboard.
- Before beginning this assignment, view the "CONDUCTING LIBRARY RESEARH" lesson on Blackboard and Complete the activity at <http://faculty.weber.edu/tlday/human.development/Study1.html>
- After selecting the topic of study, you will use the University library to locate and review at least three (3) current research report articles (published within the past 5 years). That means the author(s) conducted a study, and this is their report of what the data indicated. You can go to the library in person, or you can go electronically on the internet as a remote user. You must use library resources for this paper, DO NOT simply "Google" your topic and hope to find what you need. That would be a big mistake.
- The references for the studies must be from peer reviewed journals, NOT chapters in books, News Releases, Newsletters, or interesting articles from magazines.
 - **Caution:** Do not include Newsweek, Redbook, Parents Mag., Psychology Today, etc. or books that review research topics, these references will not be acceptable. Do not use Newsletters or News Release reports that describe a research study. Ten (10) points per reference will be subtracted for each reference which is not an actual report of a specific research study by the author, and published in a peer reviewed journal.
 - **Remember...** Do NOT use an article that simply reviews the topic you have picked (a literature review). Although these articles are very interesting and informative and talk about other people's research, ... they are not what you are to use in your report.
- Research Summaries: Each research article should be reviewed separately (about a 1 1/2 page summary double spaced) and the review should include the complete source reference in **APA 6th edition format** (reference should be at the top of the summary page... see example paper), research methods used, sample population and size, variables studied and major findings of the research.
 - The summaries should be written in your own words, do not simply copy and paste material from the article.... use your own words.
 - **NOTE:** These papers should not be research papers you are doing or have done for another class. They are to be designed to enhance your extended knowledge and understanding of research on a particular topic of interest in the study of human development. And remember... they should be published within the past 5 years for full credit. 5 points will be deducted for each article older than 5 years, unless prior approval has been given for specific articles. If you have a request, ASK.
- In addition to the research summaries, the paper should also include a title page, an abstract page (to

introduce the paper), a copy of the first page of each study, a general synthesis summary page (at least one page) of how the three articles helped answer questions related to the research topic, and a reference page (in APA 6th Ed. format).

- The general synthesis summary page is your attempt to summarize how the three research reports were similar in methods and findings, and your reaction or response to the research. The summaries should be written in your own words, do not simply copy and paste material from the article.
- The finished paper will be about 14 pages (typed, double spaced); composed of:
 - a title page,
 - abstract page,
 - 3 research summaries,
 - copies of the first page of the actual article (3),
 - a general summary page, and a reference page.
- Use the "Research Paper Check List" found on Blackboard to be sure you have included everything. Format your paper according to APA 6th edition (1" margins, 12pt font, double-space, etc).

Group Project – [20%]

- You will choose a group based on a specific age-range and develop a presentation based on developmental stages and domains. You can sign up for a group on Blackboard. THIS WILL ALSO BE YOUR GROUP FOR THE CORNELL NOTES AND WEEKLY DISCUSSIONS.
- Your presentation needs to include information about the physical, cognitive, social, and emotional development of children in your age-range.
- Your presentation also needs to include activities that promote development in each of these four domains for children in your age-group.
- Your presentation needs to use some type of creative tool to present your project. Do not be limited to traditional methods such as PowerPoint. (For example, you can create a WebQuest, Prezi) You will be graded on the creativity of your presentation.
- Each presentation must include an engaging viewer participation component.
- You will post your completed to the Group Project Discussion Board on Blackboard.
- You will then be responsible for viewing each of the other Groups' Presentations and answering the following questions. Submit your answers for each of the Presentations to the "Group Presentation Responses" assignment submission. You can combine all of your responses into one document. Your responses will count as 25% of your Group Project grade
 1. Describe what you learned about each of the developmental domains from this presentation.
 2. Was this presentation creative? Why or Why not?
 3. Was the presentation engaging to view? Why or Why not?
 4. What is the one thing you learned from this presentation that you can use as a future educator?
- At the end of the project you must complete "Group Collaboration Survey" and the "Self Evaluation for Group Work Survey." Completion of each of these surveys will count as 10% your Group Project grade.

Grade Calculation:

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

A = 93 – 100%

B = 85 – 92%

C = 77 – 84%

D = 70 - 76%

F = Below 70%

Percent of Total	Assessment
10%	Weekly Discussions
10%	Collaborative Learning Group Activities
20%	Child Development Observations
20%	Mini-Research Report
20%	Group Project
20%	Weekly Reading Quizzes
100%	

Tentative lecture/topic schedule:

Week	Topics	TEXT Reading Assignments	Key AVID Strategies	Assignment Due
Course Orientation – Friday, August 23th online via Blackboard Collaborate, 3:00 pm – 5:00 pm				
Week 1 – August 26	Ways of Thinking about Children	Bergin & Bergin Chapter 1	Quickwrite Brainstorm	
Week 2 - September 2	Physical Development and Health	Bergin & Bergin Chapter 2	Writing an Abstract	Observation 1
Week 3 - September 9	Classic Theories of Learning and Cognition	Bergin & Bergin Chapter 3	WebQuest 3-2-1 Summary	Observation 2
Week 4 - September 16	Information Processing, Memory, and Problem Solving	Bergin & Bergin Chapter 4	Activating Prior Knowledge	Observation 3
Week 5 - September 23	Cognitive Ability: Intelligence, Talent, and Achievement	Bergin & Bergin Chapter 5	Multiple Intelligences Philosophical Chairs	Observation 4
Week 6 – September 30	Attachment and Personality	Bergin & Bergin Chapters 6	Discussion	Observation 5
Week 7 - October 7	Self-control and Discipline	Bergin & Bergin Chapters 7	Application	Observation 6 Mini-Research Report Due
Week 8 - October 14	Emotional Development	Bergin & Bergin Chapter 8	Jigsaw	Observation 7
Week 9 - October 21	Social Cognition	Bergin & Bergin Chapter 9	Graphic Organizer	Observation 8
Week 10 – October 28	Social Behavior	Bergin & Bergin Chapter 10	Daily Dilemma	Observation 9
Week 11 - November 4	Peers, Friends, and Play	Bergin & Bergin Chapter 11	3-2-1 Summary One-Pager Graphic Organizer	Observation 10
Week 12 – November 11	Language and Literacy	Bergin & Bergin Chapter 12	Quickwrite	Observation 11
Week 13 – November 18	The Self-System and Motivation	Bergin & Bergin Chapter 13	SMART Goals Summarizing	Group Project Due Observation 12
Week 14 – November 25	Thanksgiving Week – No work due this Week!			
Week 15 – December 2	The Child in Context: Family, Structure, Child Care, and Media	Bergin & Bergin Chapter 14	Brainstorm Think Pair Share	Group Project Surveys Due Group Project Responses Due
Week 16- December 9	No Final Exam			