



Theories of Child Development and Learning
ELED 4317.002

Fall 2014

Instructor Information:

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Faculty Profile	https://www.uta.edu/mentis/public/#profile/profile/edit/id/9578/category/1		
Course Web Site:	http://elearn.uta.edu		

Course Information:

Course Title: Theories of Child Development and Learning
Course Number: ELED 4317.002
Semester: Fall 2014
Course Location and Time: Thursday 8AM—10:50 AM PKH 321

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. (2014). *Child and Adolescent Development in Your Classroom*, 2nd Ed. Cengage Learning. ISBN: 978-1-285-42734-8.
- Wood, C. (2007). *Yardsticks: Children in the Classroom Ages 4 – 14*. 3rd Ed. Northeast Foundation for Children, Inc. ISBN 978-1-892989-19-2. (This paperback is optional but really excellent for your use in this course and in the future.)
- AVID – Elementary Foundations Implementation Resource.

**This book is only available through the UTA Bookstore. It will be used as a resource in all of your

Education courses.

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:

<i>TESOL - Standard 2a</i>	Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning.
<i>TESOL – Standard 2b</i>	Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning.
<i>TESOL- Standard 2c</i>	Understand and apply knowledge about cultural conflicts and home events that can have an impact on ELLs’ learning.
<i>TESOL – Standard 2d</i>	Understand and apply knowledge about communication between home and school to enhance ESL teaching and build partnerships with ESOL families.
<i>TESOL – Standard 2e</i>	Understand and apply concepts about the interrelationship between language and culture.
<i>TESOL – Standard 2f</i>	Use a range of resources, including the Internet, to learn about world cultures and specifically the cultures of students in their classrooms and apply that learning to instruction.
<i>TESOL – Standard 2g</i>	Understand and apply concepts of cultural competency, particularly knowledge about how an individual’s cultural identity affects their learning and academic progress and how levels of cultural identity will vary widely among students.

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.

State Guidelines, Competencies and Professional Organizations:

TEExES Domains and Competencies - www.sebc.state.tx.us

National Accreditation Standards - <http://caepnet.org/>

<http://www.tesol.org/>

Texas Essential Knowledge and Skills (TEKS) - <http://www.tea.state.tx.us/teks>

Texas Educator’s Code of Ethics –

http://www.tea.state.tx.us/index2.aspx?id=2147501244&menu_id=771&menu_id2=794

University Policies:

Expectations for Out-of-Class Study:

The general rule of thumb is this: for every credit hour earned, a student should spend 3 hours per week working outside of class. Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Grading:

- Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.
- **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.

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://wwwb.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://wwwb.uta.edu/aao/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.

Title IX:

The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

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).

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>.

Student Feedback Survey:

At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online 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>.

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.

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 syllabus. 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. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

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:

- The Writing Center, 411 Central Library, offers individual 40 minute sessions to review assignments, Quick Hits (5-10 minute quick answers to questions), and workshops on grammar and specific writing projects. Visit <https://uta.mywconline.com/> to register and make appointments. For hours, information about the writing workshops we offer, scheduling a classroom visit, and descriptions of the services we offer undergraduates, graduate students, and faculty members, please visit our website at www.uta.edu/owl/.

Librarian to Contact: Your librarian for the Department of Curriculum & Instruction is Andy Herzog.
<http://libguides.uta.edu/profile.php?uid=33755>

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 s 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
([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:

Attendance:

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I follow the following attendance below:

- * Attendance is a strong indication of your commitment and professionalism; therefore, attendance will be taken and absences will be seriously considered when assigning final grades. You are expected to be on time and remain engaged during the entire class.
- * Class begins promptly at the designated start time and ends when dismissed by the instructor.
- * It is your responsibility to sign in before leaving class. If your leave class and did not sign in, you may not e-mail or phone to confirm your attendance. If you do not sign in, you will be counted absent.
- * Absences are classified as excused if they are considered an "Authorized Absence" as defined by the UTA Undergraduate Catalog. In addition, illness of student or dependent family member must be documented by a medical professional. The medical confirmation not must contain the date and time of the illness and the medical

professional's confirmation of needed absence.

- * Illnesses or injury that require a student to be absent for more than three class meetings might require students to take an "Incomplete" for the course and repeat the course at a later date.

- * Three tardies (or leaving the class before class is concluded or a combination thereof) will equal one absence.

- * Pregnancy is an exciting time for parents-to-be, but may require special planning when occurring during your teacher preparation courses. If you are expecting a baby during your Teacher Preparation Courses, Early Field Experiences or Student Teaching semesters, please share this with the EC-6 Program Director as early as possible. Keep in mind that federal guidelines do not recognize pregnancy as a disability; therefore, neither the public schools nor the University are required to make accommodations in your daily activities or the program's expectations. Maternity/paternity leave is not granted. Should your pregnancy or delivery prohibit your completion of the required time in Teacher Preparation Courses, Early Field Experiences or Student Teaching semesters UT Arlington faculty will develop a continuation plan for you. Graduation and certification can only occur when all experiences have been completed.

Preparation:

- In order for you to maximize the learning opportunities available on and off-campus, it is necessary that you come prepared, including having read and reflected on the required readings for each and every class. Reading assignments are important and enable students to examine beliefs, explore theories, and debate ideas with fellow students and instructor.

Participation:

Class participation includes but is not limited to:

- Being prepared for class (reading all assignments and having assignments ready to turn in at the beginning of class. Lack of participation gives the appearance of lack of interest and/or preparation.
- Participating in discussions both whole class and small group
- Being mentally engaged in the class lectures as well as discussions. With this requirement, students who choose to use laptop computers in class are to use them for taking notes of lecture and discussion(s).
- Answering e-mail, "surfing the web", working on assignments for other classes on laptops during class does not demonstrate appropriate participation effort and participation grade may be affected.
- "Texting" is not appropriate during class. Your participation grade will be affected if you choose to "text" during class.
- One way we show respect is to not talk while others (the professor or fellow students) are talking. If you have difficulty demonstrating respect to the class members, your participation grade will be affected. This includes talking during demonstrations, presentations, or videos. You are expected to add depth to discussions at each meeting at the appropriate time.
- You have chosen a profession that requires a commitment to timeliness, responsibility, cooperation, teamwork, prior planning, above average writing and speaking skills, and an attitude of respect for learners with different needs, colleagues and mentors.
- Due to liability issues, consideration for other students, and developmental appropriateness, visitors and children are not permitted in class. (Guest speakers are an exception.)

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. Joyce E. Myers
Date
- Tips for APA can be found at the following website <http://owl.english.purdue.edu/owl/resource/560/01/>

- Save your documents in the following way: Last Name_First name____title of assignment
- 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.

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 – [15%]

- 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 Wednesday 11:59 PM of each week.

Collaborative Learning Group Activities - [25%]

- You will need to join a Collaborative Learning Group by the 2nd week of class. Collaborative activities take place in class. No make-up work is given for collaborative learning activities.
- Learning activities include AVID strategies and other cooperative group strategies.

Child Development Observations-- [20%]

- You will complete 8 observations of children ages birth through 12.
- Each observation will last for 15-30 minutes and be children of different ages.
- 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 "Child Development Observations."
- STEP 2:
 - You must observe children of various ages – infant through age 12 and use a variety of settings.
 - These observations can take place at the following locations:
 - Daycare or preschool setting in which you have permission to observe children. The 1st Baptist Church Arlington Child Development Center and the YWCA at UTA have agreed to allow our students to observe at their centers. You must call ahead and bring your UTA ID with you to the observation).
 - Your Early Field Experiences placement. You may observe students engaged in outside of classroom activities (i.e. lunchroom, recess, after school care, etc.).
 - Church/Community centers. 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.
 - You are allowed to observe your own child for **ONE** observation and you are allowed to observe a relative's child for **ONE** observation.
 - **For each observation you will have a representative at each location sign your Observation Log.**
- STEP 3:
 - Complete an objective record of events using the Observation Log template found on Blackboard.
 - 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. After completing the observation you must have a representative of the site/location sign your Observation Log. This can be the director of the child care center, your Cooperating Teacher, the parent of the child, etc.
 - 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:
 - Scan your Child Observation Log and submit it in the Child Development Observations folder on Blackboard. Label each submission with the number of the Observation and the Age of the child.

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 RESEARCH” 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.
- 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. Your presentation needs to include information about the physical, cognitive, social, and emotional development of children in your age-range. Groups will be assigned in class.
- 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, Gloster, or video. 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.
- Each group will present in class on their assigned date.
- You will take notes on each presentation and 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
25%	Collaborative Learning Group Activities
20%	Child Development Observations
20%	Mini-Research Report
20%	Group Project
15%	Weekly Reading Quizzes
100%	

Tentative lecture/topic schedule:

Week	Topics	TEXT Reading Assignments	Key AVID Strategies	Assignment Due
Week 1 – August 21	<ul style="list-style-type: none"> • Syllabus Review • Observation Instructions • Developmental Periods & Domains • Principals of Research • Nature vs. Nurture 	Bergin & Bergin Chapter 1 -Ways of Thinking about Children	Popcorn Novel Ideas Only Quickwrite Brainstorming	Academic Integrity statement
Week 2 – Aug. 28	<ul style="list-style-type: none"> • Maslow’s Hierarchy of Needs • Brain Development • Patterns of Physical Development 	Bergin & Bergin Chapter 2 - Physical Development and Health	Writing an Abstract Think, Pair, Share Take Five	Weekly quizzes are due on Wed. 11:59 PM Chapters 1 & 2
Week 3 – Sept. 4	<ul style="list-style-type: none"> • Behaviorism • Piaget • Vygotsky 	Bergin & Bergin Chapter 3- Classic Theories of Learning and Cognition	3-2-1 Summary	Weekly quiz
Week 4 – Sept. 11	<ul style="list-style-type: none"> • Learning & Memory • Perception • Attention • Working Memory • Metacognition • Problem Solving 	Bergin & Bergin Chapter 4 -Information Processing, Memory, and Problem Solving	Structured Video Response Brainstorming Quickwrite	Weekly quiz Observation 1
Week 5 – Sept. 18	<ul style="list-style-type: none"> • Multiple Intelligences • Deliberate Practice 	Bergin & Bergin Chapter 5 -Cognitive Ability: Intelligence,	Multiple Intelligences Philosophical Chairs Concept Mapping	Weekly quiz Observation 2

	vs Innate Talent • Working with all Students	Talent, and Achievement		
Week 6 – Sept. 25	• Attachment Style • Temperament • Personality Traits	Bergin & Bergin Chapters 6- Attachment and Personality	Quickwrite Vignette Discussion	Observation 3
Week 7 – Oct. 2	• Underlying Causes of Misbehavior • Parenting Styles • Teaching Styles • Self-Regulation Skills • Behavior Modification	Bergin & Bergin Chapters 7- Self-control and Discipline	Case Study Give One, Get One	Observation 4
Week 8 – Oct. 9	• Communicating Emotions • Social and Emotional Learning • Emotional Regulation • Emotional Intelligence	Bergin & Bergin Chapter 8 -Emotional Development	Jigsaw Think, Pair, Share Popcorn	Mini-Research Report Due
Week 9 – Oct. 16	• Theory of Mind • Perspective Taking • Theories of Moral Development • Moral Reasoning	Bergin & Bergin Chapter 9 -Social Cognition	Carousel Brainstorming Dialectical Journal Brainstorm Venn Diagram	Observation 5 Organize groups for projects
Week 10 – Oct. 23	• Moral & Prosocial Behavior • Oppositional Defiant Disorder • Bullying • Conflict Resolution	Bergin & Bergin Chapter 10 -Social Behavior	Simple Jigsaw Take Five Give One, Get One Quickwrite Diamante Poem 3, 2, 1 Summary	Observation 6
Week 11 – Oct. 30	• Peer Relationships • Making Friends • DAP and Play	Bergin & Bergin Chapter 11- Peers, Friends, and Play	Acrostic Poem Novel Ideas Only Two Column Notes One-Pager (Style 1) Graphic Organizer	Observation 7
Week 12 – Nov. 6	• Theories of Language Development • Stages of Language Development • Early Language Development • Speech Delays • Dual Language Programs	Bergin & Bergin Chapter 12- Language and Literacy	Four Corners Sequencing 3, 2, 1 Summary Quickwrite Position Statement Popcorn/Video Response	Observation 8
Week 13 –	• Sense of Self	Bergin & Bergin	Quickwrite	Group Project

Nov. 13	<ul style="list-style-type: none"> • Self-Esteem • Identity Formation • Erikson Psychosocial Theory • Intrinsic vs Extrinsic Motivation • Goal Setting 	Chapter 13 -The Self-System and Motivation	Concept Mapping One-Pager (Style 2) Popcorn SMART Goals	Due
Week 14 – Nov. 20	<ul style="list-style-type: none"> • Family Structures • Impact of Divorce of Children • Parent Involvement in Education 	Bergin & Bergin Chapter 14- The Child in Context: Family, Structure, Child Care, and Media	Compare/Contrast Brainstorm Think Pair Share Cause and Effect	Group Project Due Learning Log Due
Thanksgiving Day				
Week 15	No Final			Group Surveys Due

Tentative lecture/topic schedule:

The Professor reserves the right to modify and or adjust the assignments and/or lecture schedule as deemed necessary or appropriate in order to maximize learning. The Professor will inform students of any changes.

Faculty members should feel free to incorporate any of the following information into your course syllabus or other course materials.

Library Home Page..... <http://www.uta.edu/library>
 Subject Guides <http://libguides.uta.edu>
 Subject Librarians <http://www.uta.edu/library/help/subject-librarians.php>
 Database List..... <http://www.uta.edu/library/databases/index.php>
 Course Reserves <http://pulse.uta.edu/vwebv/enterCourseReserve.do>
 Library Tutorials <http://www.uta.edu/library/help/tutorials.php>
 Connecting from Off- Campus..... <http://libguides.uta.edu/offcampus>
 Ask A Librarian <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>.

The subject librarian for your area can work with you to build a customized course page to support your class if you wish. For examples, visit <http://libguides.uta.edu/os> and <http://libguides.uta.edu/pols2311fm> . If you have any questions, please feel free to contact Suzanne Beckett, at sbeckett@uta.edu or at 817.272.0923.

Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial **911**. For non-emergencies contact UTA PD at 817-272-3381