EDT 207: THE CHILD AND ADOLESCENT IN EDUCATION

CATALOG DESCRIPTION: Study of the empirical principles of intellectual, moral, physical, personality, and social development as related to performance in the classroom. Interpretations for appropriate teaching behaviors and developmental causes of behavior problems. Clinical experiences (20 hrs.). Field Experience (25 hrs.) Prerequisites: EDT 110 or permission. Offered in Fall and Winter Semesters. 3 credit hours.

I. Course Goal:
The goal of this course is to prepare candidates with a sound understanding of child development so that they can ultimately become proficient in designing and implementing developmentally appropriate lessons for their students in grades pre-k through 12. This course will survey the theories including stages and ranges of normal human development (emotional, cognitive, physical and social) to prepare candidates to meet the needs of their students in the classroom. Candidates will be able to engage in critical reflection as they make decisions about how to best meet the needs of the students that they serve. Candidates will become part of a learning community where they will collaborate with their candidate peers and instructor to make decisions about how children learn.

The School of Education and Allied Professions in conjunction with the University of Dayton's Vision 2005 has adopted a school wide theme of "Building Learning Communities Through Critical Reflection." The goal for the faculty in the School of Education and Allied Professions is to become a learning community of its own, model that learning community, and mentor others in their quest for a learning community. This can happen when we work with the human services within the larger communities of public, Catholic and private learning institutions.

The University of Dayton's Department of Teacher Education has adopted a theme that is integrated throughout our entire program of study. The theme of "Teacher as Reflective Decision Maker in a Pluralistic Society" is an appropriate choice, considering the complex needs of students from many different backgrounds and the demand that teachers have as much preparation for this challenge as possible.

The department adopted this theme in accordance with the University's Marianist Mission Statement, which encourages student to take an active role in improving the
state of the larger community. This attitude is encouraged when professors and teachers embrace and model qualities of character embodied in the Marianist tradition. These values, found as well in student centered classrooms, include faith, community, mission, inclusivity, respect, acceptance, empathy, authenticity, service, compassion, a sense of humor, expectancy of good, concern for the total development of the child, and commitment of be professional minded.

This course supports the state of Ohio’s performance based licensure standards and as such prepares beginning teachers to demonstrate student success in the classroom in relation to (1) subject matter and (2) student learning. Student centered instruction is effective when considering the individual needs of students in a (3) diverse student population and when teachers are (4) planning instruction and encouraging (5) instructional strategies that develop critical thinking skills in students. The emphasis on student learning is a major component in a (6) learning environment that encourages positive interaction as self-motivation for all students. When teachers incorporate critical thinking into their learning environments that diversifies the (7) communication techniques utilized with their students especially in relation to the connection between technology, media, and literature. A teacher as facilitator thinks about (8) assessment of his/her students in multiple ways, both formally and informally. Teachers who emphasize student learning in their classrooms have an ongoing commitment in their professional development (9) to stay updated on the research and professional literature in their field. Communication with (10) parents/family members to support student learning is a necessity for effective instruction.

II. Course Objectives
A. Knowledge: Each student will be able to explain
1. The various aspects of human development: physical, intellectual, personality, social and emotional.
2. The following theories of human development: social learning theory, behaviorist, psychoanalytic and humanistic.
3. The nature/nurture controversy.
5. The importance of prenatal development and the birthing process to later development.
6. The importance of play during the early years for all areas of human development.
7. The role that social interaction plays on cognitive and language development and the role of adults in the broader community of learners.
8. All areas of development during early childhood, elementary, and secondary school years.

B. Skills: Each student will be able to
1. Study the lives of others by using the developmental theories.
2. Analyze and reflect on the effects historical, social, cultural, and economic factors have on the developmental process.
3. Develop and observe Piagetian tasks.
4. Analyze and reflect the importance of each level of development to the one which comes before and after.
5. Analyze current principles and practices of public education from developmental perspective.
6. Identify theorists with their theory.
7. Analyze the promotion of developmental skill attainments through play versus work.
8. Analyze the allowance for individuality within the theories of human development.

C. Attitudes and values: Each student will express an appreciation for
1. The relationship between stages of human development and the teaching/learning process.
2. Why human beings are what they are, as a whole species and on an individual basis.
3. The importance of the social, physical and emotional of development in the promotion of cognitive development.
4. The differences between individual rates of development and abnormal development.
5. An individual's unique rate of maturation based on an interaction between nature and nurture.
6. The role of human beings as social members of a broader community of learners with respect to differences in ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation and geographical area.

III. Course Topics
   A. Nature versus Nurture
   B. Birth and Infancy
   C. Growth, Maturation, & Individual Differences
   D. Neural, Sensory and Perceptual Development
   E. Infant Social and Emotional Development
   F. Learning (overview)
   G. Language Development
   H. Cognitive Development
   I. Intelligence and Creativity
   J. Socialization and Personality Development
   K. Sexuality and Sex Roles
   L. Peers and Social Development
   M. Morality and self-control
   N. Child Development in other Cultures
   O. Children with Special Needs
IV. Instructional Procedures
   A. Lecture
   B. Discussion
   C. Simulations
   D. Cooperative and individual problem solving
   E. Case studies
   F. Assessment/Evaluation Instruments
   G. Audio-visuals
   H. Student Presentation

V. INSTRUCTIONAL TECHNOLOGY
   A. Video-critiques
   B. Power Point Presentations if multi-media support is available in the classroom
   C. Web and library database searches for research report
   D. Word processing
   E. Educational software critique

VI. Student Evaluation Criteria
   A. All assignments must be handed in on time. Ten points will be deducted for each day the assignment is late. Extraordinary circumstances may allow exceptions to be made.

   B. Spelling, grammar and neatness will effect the grade of all assignments except exams.

   C. Participation Grade: This grade is based on each student's readiness and willingness to participate in whole group and small group activities. Students should note that participation points might be subtracted for missed classes. You cannot participate if you are not in class.

   D. All written reports must be word-processed using APA style except for clinical reports that are completed in class. Grades will be based on the following
Exam 1                        100 pts.
Exam 2                         100 pts.
Research Report/Presentation (group) 100 pts.
Bombeck Family Learning Center Observation 50 pts.
Participation (Includes Clinical Experiences) 50 pts
Successful completion of field experience*    pass/fail
TOTAL POSSIBLE POINTS   400 pts.

Grading Scale: Total points / 100

A    Excellent    4.0000
A-    3.6667
B+    3.3333
B    Good    3.0000
B-    2.6667
C+    2.3333 Benchmark flag
C    Fair    2.0000 Benchmark flag
C-    1.6667 Benchmark flag
D    Poor/Passing 1.0000 Not eligible for EDT coursework
F    Failing 0.0000 Not eligible for EDT coursework

*Successful completion as documented by the cooperating teacher on the EDT 207 Field Evaluation Form. Failure to submit this documentation by the end of the term will result in no grade for the course. Students who receive unacceptable scores on the Field Evaluation Form will need to repeat this experience and possibly this course. Students who contest this evaluation must submit their rationale to the course instructor via email prior to the end of the course.

VIII. Clinical Experiences: 20 hours
These experiences are earned during class time by participating in discussions, simulations, observation activities, lab experiences, and problem solving activities. Attendance will be taken so that clinical hour experiences can be recorded and turned in at the end of the term. Twenty clinical hours are required for this course. Students who miss more than two clinical hours need to perform additional activities to make up these hours. Make up activities must be approved by the professor outside of class and must be turned in before the end of the term or the student will receive an incomplete for the course. Clinical hours are accrued through the following experiences:

A. Video: Prenatal Testing
B. Video: Alan Alda on Physical Development
C. Video: Alan Alda on Cognitive Development
D. Attendance of Research Report: “Do Attentive Parents Spoil their Infants?”
E. Group Presentation of Piaget’s Developmental Task
F. Video: Brain Development
G. Observation: UD Children’s Center
I. Take and discuss UAL Cognitive Abilities Test
J. Take Creativity Test
L. Video: Men Woman and the Sex Difference?
O. Computer Program Evaluation
P. Attendance of Research Report: “Does Sex and Violence on TV Adversely Effect Children?”

VIII. Field Experience: 25 hours arranged through the Educational Placement Office for all but ECE who have 45 hours arranged at the Bombeck Family Learning Center

IX. To request academic accommodations due to a disability, please contact the Office for Students with Disabilities, 002 Albert Emanuel Hall, (937) 229-3684. If you have a self-identification form the Office of Students with Disabilities indicating that you have a disability which requires accommodation, please present it to all of the course instructors so we can discuss the accommodations you might need in class.

X. Texts (Required)

XI. Syllabus Revised 8/02
RESEARCH PROJECT

- Sign up for topic and date.
- Individual Research Report (50 pts.)
- Group Research Presentation (50 pts.)

Research Paper: Students should begin this project by seeking to answer their research question. Please note that the topics are stated in question form. This means that the process requires that they seek to find the truth by honestly answering the question. Students should not set out to prove what they believe the answer to be. One place to start is by reading the section of the Feldman text that addresses your topic. Then students can conduct an ERIC or Psychological Indexes search for journal articles and books related to the topic at the library. The Feldman text is also a good source for references. If students choose to conduct an internet search, they must be able to verify the credibility of their sources and cite them using APA style. The requirements for the research paper are as follows:

1. 3-5 pages
2. At least 1 primary research source (Typically journal articles that describe a study conducted by the author of the article)
3. At least 3 secondary sources (Books including text books or articles in which the author states a position or philosophy or reviews the research of others to support their stated point of view)
4. Correct spelling and grammar
5. Word Processed
6. APA (American Psychological Association) Style
7. First page of the ERIC, Psychological Index, other database or internet search printout attached to final report
8. Research Paper is due on the day of the presentation.

Research Presentation: After gathering research for the paper, students should finalize their plan for the group research presentation that communicates their findings to the rest of the class. Students will need to begin this process far enough in advance so as to be ready on the date for which they signed-up. Because research presentations tie in closely with course content, the dates for these presentations will not be changed. These presentations will be graded on the following criteria:

1. The presentation was a collaborative effort which required team members to share and synthesize each other’s research and come to a common understanding of the big picture as it relates to the research question.
2. The presentation was interactive both between individual group members and between the group and the audience. The turn taking approach to presentation is not allowed. Students may not read their findings. They should instead “teach” their findings in a creative and interesting manner.
3. Students should answer the research question. If this means that they provide two or more sides to the issue then that is acceptable. Some answers work well with a pros and cons format. Others can be answered with an absolute.
4. The presentation was based on fact and not the opinions of the team members. Remember you are not trying to prove a point but rather to discover the truth.
5. Teams must use a multi-modal approach. Students should be able to see your group’s findings either by poster, overhead, handout or combination.
6. Students should end the presentation with a summary that recaps and clearly spells out the research findings. Remember the class will be held responsible for the information that you are presenting on the next exam. They must be able to clearly answer your research question.
Participation Grade
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Part 1: Individual Evaluation

Rank your class participation between 0 and 30 using the sample criteria below:

Sample criteria:
- 30 points = Comes to class on time-every time, prepared with all readings, and contributes to discussion during each class session
- 15 points = Comes to class on time and prepared but does not contribute to class discussion
- 0 points = Doesn’t come to class

Student:_________________________ Student score:______

Instructor score:______

Subtract (number of unexcused absences)____ X 5 pts. for each absence = __________

Unexcused means:
- Absent without contacting professor/s (preferably by e-mail) and getting approval
- Absent without a note from the athletic or music dept.or Dean’s or doctor’s office

Total Part 1 score

Part 2: Group Evaluation

Rank yourself and your team members on preparedness, promptness, attendance, contribution of ideas, and team decision-making skills.

<table>
<thead>
<tr>
<th>Team Names</th>
<th>Score: 0 and 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your name</td>
<td></td>
</tr>
<tr>
<td>Team member</td>
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<tr>
<td>Team member</td>
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<td>Team member</td>
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<tr>
<td>Part 2 Score:</td>
<td>Average of scores (completed by instructor)</td>
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</tbody>
</table>

Completed by the instructors:

Part 1 score       ______

+Part 2 score       ______

=Participation Score ______ out of 50