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**SCHOOL OF Education - Plainview Campus**

Mission: *Wayland Baptist University exists to educate students in an academically challenging, learner-focused and distinctively Christian environment for professional success and service to God and humankind.*

**Course Title:** EDUC 2307 Child & Adolescent Development

**Terms & Dates:** **Summer 2019 (May 27 – Aug. 10)**

**Class Times:** Virtual Campus – Online Course

**Instructor’s Name:** Trisha Giacomazzi

**Office Address:** Wayland Baptist University

 1900 W 7thSt.

 Plainview,Tx. 79072

 Office location: 207 Van Howeling Education Complex

**Phone:** Office: (806)291-1048 Cell: (806)680-2044

**E-Mail:**  giacomazzit@wbu.edu

### Office Hours: 9:00am-12:00pm; 1:00pm-4:00pm

**Catalog Course** Physical, intellectual, and personality development of healthy children from birth

**Description:** through adolescence. Emphasis is placed on characteristics of the development of young people and the impact of these developmental passages on student development and learning. **Field Experience (6 hrs.) is required**. **PREREQUISITES:** None

**Required Resource/** (1) Text – Kail, R. V. (2010). *Children and their development* (7th ed.). Upper Saddle River, NJ:

**Materials:** Pearson. [ 9780133595680]

 (2) Access to WBU Learning Resources [www.wbu.edu/lrc](http://www.wbu.edu/lrc) ; **Access to the internet** on a regular basis is a requirement for this course; we will use Blackboard as the materials delivery system. All class materials are distributed online (lecture notes). All assignments are located online (assignments).

**COURSE OUTLINE:** This course is designed to acquaint students with theoretical concepts of child and adolescent development, research studies and experiences related to these changes, strategies for promoting physical, cognitive, and social-emotional growth, and indicators and interventions to assist with developmental issues. Specific areas of study include:

1. Science of Child Development
	1. Foundations
	2. Themes
2. Genetic Bases of Child Development
3. Prenatal Development, Birth, & the Newborn
4. Growth & Health
5. Perceptual & Motor Development
6. Theories of Cognitive Development
	1. Piaget
	2. Vygotsky
7. Cognitive Processes & Academic Skills
	1. Memory
	2. Problem-solving
8. Intelligence & Individual Differences
	1. Theory & Measurement
	2. Special Needs
9. Language & Communication
	1. Speech
	2. Listening
10. Emotional Development
	1. Regulation
	2. Temperament
	3. Attachment
11. Understanding Self & Others
	1. Self-Concept
	2. Self-Esteem
	3. Prejudice
12. Moral Understanding & Behavior
	1. Self-Control
	2. Theory
	3. Helping Others
	4. Aggression
13. Gender & Development
	1. Stereotypes
	2. Identity/Roles
14. Family Relationships
	1. Parenting
	2. Dysfunction
15. Influences Beyond Family
	1. Peers
	2. Media
	3. Institutions

# **Certification Preparation Alignment:** Pedagogy & Professional Responsibilities (PPR)

## **Domain 1: Designing Instruction and assessment to promote student learning**

Competency 001: The teacher understands human development processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

* 1. Understands the lifelong impact of the experiences on individual development and on society.
	2. Knows the typical stages of cognitive, social, physical, and emotional development of students.
	3. Recognizes the wide range of individual developmental differences that characterizes students and the implications of this developmental variation for instructional planning.
	4. Recognizes factors affecting the physical growth and health of students (e.g., nutrition, sleep, prenatal exposure to drugs, abuse) and knows that students’ physical growth and health impact their development in other domains (e.g., cognitive, social, emotional).
	5. Recognizes factors affecting the social and emotional development of students (e.g., lack of affection and attention, limited opportunity for verbal interactions, changes in family structure) and knows that students’ social and emotional development impacts their development in other domains.
	6. Knows the stages of play development (i.e., from solitary to cooperative) and the important role of play in young children’s learning and development.
	7. Demonstrates knowledge of developmental changes in children’s thinking (i.e., from primarily concrete thinking to the ability to reason and think logically, to understand cause and effect, and to organize information systematically).
	8. Analyzes how developmental characteristics of students impact learning and performance.

1.11 Understand how development is any one domain (i.e., cognitive, social, physical, emotional) impacts development in

 other domains.

1.12 Recognizes signs of developmental delays or impairments in students.

**COURSE REQUIREMENTS:** Because the university classroom is a place designed for the free exchange of ideas, we must show respect for one another in all circumstances. We will show respect for one another by exhibiting civility in our exchanges. Additionally, because it is so important for teachers to effectively communicate ideas to colleagues, parents, and administrators, writing clear and error-free English is a priority at Wayland School of Education. Therefore, your ability to express your knowledge of educational concepts and theories within the conventions of academic discourse will be assessed through both oral presentations and written assignments. Criteria for evaluation will be based on both content and mechanics. Integration of information from lectures, readings, and discussions will be taken into consideration as will correct and appropriate format and construction. All assignments are due as noted on the course calendar. All assigned work must be **word processed**. Assignments not completed on time will reflect a lowered grade of **10% deduction per day minimum**. Late work will not be accepted after 7 calendar days.

1. Students will complete all **assigned readings**, field experiences, and assignments *promptly*. This course is designed to be completed with assignments **due each week.** Under ***NO CIRCUMSTANCES*** will I accept the entire semester’s work during the last week or during the last day of class. (**Late work will receive daily point deductions**)
2. Students will participate in **field experiences** in this course.
3. Students will construct a **vocabulary notebook** to accompany this course for the purpose of reviewing for this class and preparing for the licensure examination.
4. Students will conduct **mini-research activities**, such as conducting a Piagetian Task, observing gender differences and aggression on TV, conducting an interview to determine Multiple Intelligence strengths, assessment of a children’s book, assessing toys, and conducting an interview with children or parents as a demonstration of research skills. Short results summaries or response charts will accompany these activities.
5. Students will conduct **independent research** concerning *exceptionalities and diversity* and share the results in a PowerPoint Presentation complete with five resources (minimum of 20 slides with a maximum of 25 slides).
6. Students will complete three **examinations** online.

**Student Learning Outcomes:**

1. Students will exhibit knowledge of educational professional responsibilities (promptness, appropriate exchanges of ideas, attention to assignments).
2. Students will participate in field experiences (6 hours) with children or adolescents to promote research skills and analysis of child and adolescent development theory.
3. Students will examine various theories used to promote best practices in regard to child and adolescent growth and development.
4. Students will carefully analyze reading and create vocabulary cards as a means of review for this class, best practice, and licensure preparation.
5. Students will examine exceptionalities and diversity in the classroom in order to incorporate a variety of intervention strategies to foster instructional efficacy.
6. Students will conduct mini-research activities to promote understanding of the science of child and adolescent development.

**MEANS FOR ASSESSING STUDENT ACHIEVEMENT OF THE OUTCOME COMPETENCIES:**

1. Exams (outcomes 1, 2, 3, 4, 5, 6)
2. Vocabulary notebook (outcome 4)
3. Toy assessment and children’s book analysis (outcome 3, 6)
4. Piaget Task (outcome 6)
5. MI analysis (outcome 2, 3, 6)
6. Gender Bias & Aggression on TV (outcome 6)
7. Interview Project (outcome 2, 5, 6)
8. Research and Presentation (outcome 1, 5, 6)

ATTENDANCE POLICY:

1. Campus Attendance Policy: Students enrolled at Wayland Baptist University should make every effort to attend all class meetings. The University expects students to make class attendance a priority. All absences must be explained to the instructor who will decide whether omitted work may be made up. When a student reaches a number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an Unsatisfactory Progress Report in the office of the dean. Any student who misses twenty-five (25%) or more of the regularly scheduled class meetings will receive a grade of F for that course. Student grade appeals should be addressed, in writing, to the campus dean.
2. Instructor’s Additional Policies: Additional attendance policies for each course, as defined by the instructor in the course syllabus, are part of Wayland’s attendance policy.

**METHODS OF INSTRUCTION:** The delivery system for the course will consist of the Blackboard delivery of materials. In an effort to accommodate the specific needs of students, instructional methods may include, but will not be limited to, the following: lectures, presentations, demonstrations, practice, and observations.

**ACADEMIC HONESTY:** University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work). Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty; see catalog for more information about academic dishonesty.

### DISABLED PERSONS: It is University policy that no otherwise qualified person with disabilities be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University. It is the responsibility of the student to disclose and to provide documentation pertaining to the disability so that appropriate modifications may be made.

**EVALUATION: UNIVERSITY GRADING SYSTEM**

A (900-100pts) Cr Credit

B (800-899pts) NCR No Credit

C (700-799pts) I Incomplete\*

D (600-699pts) W Withdrawal

F (599 & below) WP Withdrew Passing

 WF Withdrew Failing

 X No Grade Given

 IP In Progress

A grade of “CR” indicates that credit in semester hours was granted but no grade or grade points were recorded. \*A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the **I** will be converted to the grade of **F.** An incomplete notation cannot remain on the student’s permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.

**Course grading criteria: All assignments are due as noted on course calendar. All assigned work must be in a word-processed document. All work MUST be submitted in Blackboard. Do NOT email your assignments to me as an attachment or in the body of an email. Assignments not completed on time will reflect a lowered grade of 10% deduction per day minimum. Late work will not be accepted after 7 calendar days.**

# **Grading Rubric: EDUC 2307 Child & Adolescent Development**

**Assignments Possible Points**

Toy Assessment 25

Vocabulary (10 x 10pts) 100

Test #1 Ch. 1-5 100

Piaget Task & Summary 100

Multiple Intelligences (MI) 50

Book Assessment 25

Discussion Board (10 x 5pts) 50

Test #2 Ch. 6-10 100

Interview Project 50

Research PPT 125

Media Analysis 50

Field Experience Form 10

Class Evaluation Survey 15

Final Exam Ch. 1-15 200

**Total**  **1000**

**EDUC 2307: Child & Adolescent Development**

**Calendar of Assignments**

**٭***I reserve the right to amend the tentative course calendar as needed during the course٭*

**All Assignments due on Mondays by Midnight**

**DATE CLASSWORK READING ASSIGNMENTS**

**Week 1 Introduction/Syllabus Ch. 1-2 Vocabulary Ch. 1 & 2**

**May 27- June 3 Basic Instructions DB1 Get Acquainted Notes-ppt 1 & 2**

**Week 2 Notes-ppt 3 & 4 Ch. 3-4 Vocabulary Ch. 3 & 4**

**June 3-10 Research Task & Sign-Up Toy Assessment & DB 2**

**Week 3 Notes-ppt 5 Ch. 5 Vocabulary Ch. 5**

**June 10- 17 EXAM Ch 1-5 & DB 3**

**Week 4 Notes-ppt. 6 & 7 Ch. 6 & 7 Vocabulary Ch. 6 & 7**

**June 17-24 Piaget Task & DB 4**

**Week 5 Notes-ppt. 8 & 9 Ch. 8 & 9 Vocabulary Ch. 8 & 9**

**June 24-July 1 MI Interview & DB 5**

**Week 6 Notes-ppt. 10 Ch. 10 Vocabulary Ch. 10**

**July 1-8 Interview Project & DB 6**

 **EXAM Ch 6-10**

**Week 7 Notes-ppt. 11 & 12 Ch. 11 & 12 Vocabulary Ch. 11 & 12**

**July 8-15 Book Assessment & DB 7**

**Week 8 Notes-ppt. 13 Ch. 13 Vocabulary Ch. 13**

**July 15-22 A Class Divided – video Media Analysis & DB 8**

**Week 9 Notes-ppt. 14 Ch. 14 Vocabulary Ch. 14**

**July 22-29 Research PPT & DB 9 Class Evaluation Survey**

**Week 10 Notes-ppt.15 Ch. 15 Vocabulary 15**

**July 29-Aug. 5 Field Experience Form**

 **DB 10 (What I learned)**

**Week 11 Review Ch 1-15 Notes and Vocabulary Final Exam Ch 1-15**

**Aug. 5-10**