

I. COURSE DESCRIPTION

This seminar is designed to equip the educator with conceptual, theoretical and practical knowledge regarding the various aspects and issues in child development, particularly as it relates to educational settings. We will discuss each aspect and relate it to real world examples of child behavior. We will also relate the various issues to one another in ideas and content in both theoretical and practical ways. The goal of this course is an integrated and useful understanding of how children grow and change in their behavior and their understanding of the world.

II. RATIONALE

To effectively master the challenges of educating and motivating children and adolescents, educators must have a solid foundation in the theory and application of developmental concepts, particularly as these relate to the educational needs of their rapidly growing and changing students. In addition, students bring different cultures, ethnic and linguistic backgrounds, family structures, abilities and disabilities to your educational setting. Educators must be prepared to not only accept these learners, but also to appreciate and celebrate their diversity. All these influences can and do affect the healthy growth and development of children and adolescents in the 21st century.

The understanding of child and adolescent development has dramatically increased of late. Thus, it is important for educators to be thoroughly up-to-date in order to teach students effectively, especially since today's students come from a wide background of developmental circumstances and contexts.

The effective use of this knowledge is predicated on a clear understanding of the theories and models of child and adolescent development and learning. Thus, this seminar will provide an integrated foundation that clearly links theory with application in context.

III. COURSE GOALS/OBJECTIVES

After completing this course, educators should be able to:

- Identify and demonstrate understanding of theories of child development as they relate to educational settings and contexts (INTASC principles 1,2,3,4,6,7,8,9,10).
- Identify characteristics of cognitive, language, physical, social, emotional, and moral development of each of the following developmental periods: early childhood, middle childhood, and adolescence (INTASC principles 1,2,3,4,5,6,7,8,9,10).

- Demonstrate the ability to relate knowledge of one aspect of development to another (1,2,3,4,5,6,7,8 9,10).
- Describe a variety of research methods used in the study of children (INTASC principles 1,2,3,6,8,9).
- Demonstrate understanding of recent research and debates within the field of child and adolescent development (INTASC principles 1,2,3,4,5,6,8,9,10).

IV. COURSE OUTLINE

None provided.

V. REQUIRED/OPTIONAL TEXTS

Papalia, D. E. & Olds, S.W. (2002). A Child's World: Infancy through Adolescence (8th Ed.). New York: McGraw-Hill.

VI. INSTRUCTIONAL STRATEGIES/ACTIVITIES/TECHNOLOGY

The following activities are examples and are not intended to represent the entire set of instructional activities for the course.

As child and adolescent learning, development and motivation encompass complex, multidimensional and interrelated concepts and theories, a wide range of activities and instructional strategies will be employed in this course. In order to gain competence the student will have multiple opportunities to understand, relate and apply the knowledge offered. Among these will be:

Cooperative Learning: The educators in this course will have a breadth and depth of life experience from which to draw. Thus, opportunities will be provided to share these experiences, as well as their perspectives and understandings as they relate to the theories and concepts presented.

Lecture, Discussion and Demonstration and Problem Solving: As theory courses require some lecture to build the background of relevant concepts, the lecture format will be used as appropriate in combination with discussion and group inquiry.

Research and Analysis: The students will have the opportunity to engage in research. They will select an area to review in the literature. Students will utilize computer databases to locate and select literature appropriate to their topic. They will then apply their findings to a specific case study drawn from their teaching experience.

Video, e-mail and other Media: Electronic media will be used as appropriate to communicate and develop course concepts in context and for research activities.

INSTRUCTIONAL STRATEGIES: SUMMARY			
	Knowledge Base	Diversity	Technology
Cooperative learning	X	X	
Problem solving tasks	X		
Videos for concept presentation and illustration of exemplary practice	X	X	X
Lecture-discussion, demonstration	X	X	
Model problem solving	X	X	
Case studies/authentic tasks for decision making	X	X	
Technology literacy activities: visual aids, video, web, internet, e-mail	X		X

VII. EVALUATION/STUDENT ASSESSMENT

Competence in child and adolescent learning, development and motivation will be assessed in various ways. For example:

1. Regular class involvement and participation.
2. Research paper on topic in child and/or adolescent development of interest to the student. **See “Criteria for Research Papers.”**
3. Two case study assessments: a mid-term and a final. The purpose of these projects is to demonstrate your depth of course knowledge and your ability to apply these concepts appropriately and in detail to a child or adolescent you know. The case study requirements will be further explained in class.

Every student in this class is encouraged to work for an "A." I do not grade on the "curve"; rather

EVALUATION / STUDENT ASSESSMENT SUMMARY			
	Formative/Criterion Assessment	INTASC Principles addressed	INTASC Principles Assessed
Case Studies	Formative	1-10	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Research Paper	Criterion	1-10	1, 2, 3, 4, 5, 9, 10

evaluation is based on the percentage of total points possible. Case study assessments will be 50 points each and the paper will also be 50 points. Grading will be based on your case assessments tests and your paper for a total of 150 possible points. If you earn 90% but less than 93%, you will earn an “A-.” If you earn 87% but less than 90%, you will have a “B+.” Scores from 83% to less than 87% will yield a “B.” Scores from 80% but less than 83% will yield a “B-.”

VIII. STUDENT ETHICS AND OTHER POLICY INFORMATION

For further information about The University of Akron's policies regarding student ethics and conduct, please consult the following sources:

<http://www3.uakron.edu/gradsch/gradbull.html>, then select "General Information" (academic honesty); or www.uakron.edu/studdev/conduct.html (Student Code of Conduct). Any student who feels she/he may need an accommodation based on the impact of a disability please consult www.uakron.edu/access and the Office of Accessibility at (330) 972-7928.

PLAGIARISM POLICY

You are expected to behave in a professional, ethical manner in this class, including being responsible for your own work and use of references. When you refer to/use/discuss concepts, ideas, suggestions, etc., from **ALL** sources, you will cite the reference you are using. When you are quoting this reference directly, you will put quotation marks (“ ”) and a page number after the quotation. Other sources include your textbooks, class handouts, lectures, personal communications, etc.

Plagiarism is using someone else's words and/or ideas as your own, to include very minor changes in wording.

- Original passage: “A recent editorial in the *Journal of Educational Psychology* identified plagiarism (the direct lifting of others' words for use in one's own publications) as an ethical issue of growing concern” (Gall, Borg, & Gall, 1996, p. 100).
- Example of plagiarism passage: A current editorial in the *Journal of Educational Psychology* says that plagiarism (direct use of someone else's writing for use in one's own work) is an ethical issue of increasing concern.

Plagiarism will be penalized according to departmental policy.

IX. BIBLIOGRAPHY

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Date: Summer 2002*