

EDEC 7200
Developmental Issues of Elementary School Learners
Fall 2005

Instructor: Lisa Rudowitz, PhD

Office Hours: by appointment

Email: WebCT, if emergency lisa_rudowitz@gwinnett.k12.ga.us

Course Overview

This course will explore the implications of developmental issues for children aged 0 – 12 years with a primary emphasis on children in grades Pre K – 5th. The focus will be on how professionals working with young children in educational settings can optimally support children's development and learning.

Expected Course Outcomes

By the end of the semester, students will have had the opportunity to:

- apply developmental concepts and strategies to classroom practices and other settings
- develop skills in observing developmental nuances; learn to recognize the characteristics and diversity within various age groups in childhood and adolescence, as well as across the course of development
- problem-solve situations and consider issues that confront teachers (and other practitioners) and youngsters so that your students will be better equipped to make decisions based on research findings
- explore the core themes in development, and
- see development in action, rather than just read about it.

Alignment with Professional Standards Commission

The Early Childhood Education program seeks to prepare exemplary and reflective teachers of young children by committing itself to the standards for early childhood education of the Georgia Professional Standards Commission. The following PSC Standards will be addressed in this course:

STANDARD I: Child Development and Learning

STANDARD II: Curriculum Development and Implementation

STANDARD III: Family and Community Relationships

STANDARD IV: Assessment and Evaluation

STANDARD V: Professionalism

STANDARD VII: Teaching of Reading

STANDARD VIII: Georgia Special Requirements (see 505-2-.020 at

http://www.gapsc.com/TeacherCertification/Documents/cert_rules.asp)

Text

McDevitt, T. M., & Ormrod, J. E. (2004). *Child development: Educating and working with children and adolescents*. Upper Saddle River/NJ: Merrill/Prentice Hall.

Any other readings will be assigned or posted on WebCT.

ACADEMIC HONESTY

All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work.

The link to more detailed information about academic honesty can be found (until August 22) at:

http://www.uga.edu/ovpi/academic_honesty/academic_honesty.htm

The link after August 27 will be:

<http://www.uga.edu/ovpi/honesty/acadhon.htm>

ASSIGNMENTS

Class readings: Class readings should be completed prior to each class period.

Quizzes (120 points): Students need to complete online quizzes over the course of the semester. Quizzes are available through the on-line text resources included on WebCT. The purpose of this assignment is to self-check your comprehension of the material. Quizzes should be completed prior to each class. For all incorrect items please locate the textbook page on which the correct answer is located and WebCT me the page number and reasoning behind the correct answer. This must be done prior to class. Although you are expected to take all quizzes, your top 12 scores will be used to tabulate your grade. Any late quiz will not count to your grade. Any missing quiz will automatically count as a zero and cannot be dropped. Quizzes will count as 10 points each, and will total 120 points for the semester.

Class Presentation (100 points): Students will work in pairs or small groups to identify a topic of interest that comes from the reading. Each group will pick one chapter. Students will locate at least 5 outside resources relevant to the topic. Students will present their topic for 45 minutes. Only 15 minutes should be spend sharing the information. The remainder of the time should be spent engaging students in the topic. You may choose role-play, small group activities, simulations, debates, handouts, etc. Presentations may be strategies teachers can use or theory based.

Independent Project (100 points): Pick an age category: infancy, early childhood, middle childhood, early adolescents, or late adolescents. For the category you chose, use the information from the text to explain what you have learned about children at this age and how to work with children at this age. Be creative on the format. You may create your own format or use one of the examples below:

- A. You are explaining to a first year teacher what types of behaviors to expect and how to work with students and families at that age level.
- B. You are writing a letter to a parent discussing a student
- C. You are writing a case study about a particular student (fictional or anonymous)
- D. You are writing an article for a journal about students at a particular age group
- E. You are creating a self-help videotape for parents, teachers, etc. (You may turn in the tape or "transcript")
- F. You interviewed a child and are analyzing the student's responses

Class Participation / Case Studies (80 points): You are expected to attend classes and actively participate in class activities. You are allowed to miss up to 2 classes during the semester. For any additional classes missed, a make-up assignment will be expected in order for you to receive full credit in this area.

Grading Policies

- A – 90%-100%
- B – 80%-89.5%
- C – 70%-79.5%
- D – 60%-69.5%
- F – 50% or below

CALENDAR

Date	Readings	Topic & Additional Information
8/23/05	Introduction and Chapter 1	Making a Difference in the Lives of Infants, Children, and Adolescents
8/30/05	Chapter 2	Methods of Inquiry
9/06/05	Chapter 3	Physical Development
9/13/05	Chapter 4	Cognitive Development: Piaget & Vygotsky
9/20/05	Chapter 5	Cognitive Development: Cognitive Processes
9/27/05	Chapter 6	Intelligence
10/4/05	Chapter 7	Language Development
10/11/05	Chapter 8	Development of Literacy: Reading and Writing
10/18/05	Chapter 9	Personal and Emotional Development
10/25/05	Chapter 10	Social Understanding and Moral Development
11/1/05	Chapter 11	Development of Motivation and Self-Regulation
11/8/05	Chapter 12	Families
11/15/05	Chapter 13	Interpersonal Relationships
11/22/05	Work on Independent Projects	Work on Independent Projects
11/29/05	Chapter 14, Final Projects	Growing up in Context

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.