

EPY3010 CHILD & ADOLESCENT DEVELOPMENT FOR EDUCATION

Dr. Paula Schwanenflugel
325R Aderhold
Work: 542-4273
Home: 546-6190 (not after 9:30 pm, please!!)
pschwan@uga.edu

WHO SHOULD TAKE THIS COURSE?

Take this course if you are interested in getting a broad based, introductory look at current issues in child development. This is a service-learning course, so if you are interested in helping children learn while you are learning, you have found your perfect match.

My view of this course is that students will need to be able to recognize developmental patterns in children in the heat of action while performing other tasks, whether it is teaching, coaching, or caretaking. By the end of the term, you should be well informed regarding the basic facts and current scientific thinking about child development. You should be able to recognize patterns of development in individual children with whom you are tutoring.

I assume that you have basic reading, writing, note-taking, and observation skills. I will cover materials not in your book and you are responsible for materials in the book not discussed in class. Good writing skills will help you, but you do not need to be Shakespeare to do well. Observation skills are a *must*. No memorization is required for the course.

GRADES, GRADES, GRADES... Your grade will be comprised of the following:

A. Comprehensive Reports (30% for each report). These reports serve as take-home exams. The comprehensive report is a compilation of your weekly observations. Careful attention to these assignments on a weekly basis will make these take-home comprehensive reports a snap to put together. Your comprehensive reports will be a comprehensive compilation of all your weekly reflections that reflect on the typicality of your child given what you've learned from the book and what was introduced in class. Your comprehensive reports should not focus on the subject matter of tutoring (i.e., whether the child is acquiring that subject matter). Instead, it should focus on the subject matter taught in this class as it relates to your tutee. It *should not* be more than 8-10 double spaced pages in length (1-inch margins all around), so give me your best points tightly written. If you update the weekly reflections as you go along with information you have learned from the book and class with subsequent observations of your tutee throughout the term, these comprehensive reports should be a snap to put together. Questions you might address can be found in the attachment at the back of the syllabus, but there are likely other issues from the class or book that strike you as relevant to your tutee. Reflections will be graded on the following scale by noting the number and relevance of unique observations you've made:

- F You have an unexcused absence from tutoring. You have presented me with a dramatic behavioral issue on your part that indicates that you are unsuited for working with children. (I must fail adults who fail children in principle. Thank goodness, this is rare.) You will be asked to drop the course.
- D You have very limited understanding of how materials related to your tutee. You attend tutoring and classes, but your ability to observe and relate materials to your tutee are very limited indeed. You fail to distinguish what you are teaching from the developmental attributes of your tutee.
- C Problematic in that you had limited understanding of how the material related to your tutee. You made points that seemed relevant, but zeroed in on only a few topics from the course, neglecting many. The relevance of your examples and observations with regards to course materials was not made crystal clear.
- B Good work, but you had some minor difficulties relating the class material to your tutee or only covered limited aspects of this child's development. Your examples needed more support. Your paper can contain features from "A" but in a less complete pattern.
- A You noted and provided many well-supported, distinct examples of how the class materials related to your tutee. You have included topics from the book not discussed in class. You have included topics from the class not discussed in the book.

B. Weekly Tutoring (10%). Tutoring activities are designed for conceptualizing class content in light of a particular child. You will tutor a child at Barrow Elementary every week during this term on Fridays. Your job as tutor is to aid the teacher in fulfilling her instructional mission for a particular child. Your job as a student is to reflect on how the class materials fit the readings and class discussion from each week. Attendance for tutoring is mandatory because your tutee will come to expect you and will not understand why you are not there. Excused absences from tutoring include:

- Sickness. Do not come if you are sick! Get a dated note from your doctor.
- Death. There is a death in the family. I will need dated proof of this.

You should come to the tutoring prepared to observe topics from the readings and class. I will record whether or not you have attended the tutoring session, whether you have generated a list of topics you wish to focus on, and you have come prepared to assist your tutee in their learning. If you miss Wednesday's class, I consider you unprepared. If you have an unexcused absence from tutoring, you will receive no credit for the subsequent *comprehensive report* (yes, a 0). Throughout the term, you should take notes after each tutoring session and attempt to relate the week's materials to your tutee.

TEXT AND READINGS:

McDevitt, T. M., & Ormrod, J.E. (2004). *Child Development: Educating and Working With Children and Adults*. Upper Saddle River, NJ: Pearson Education. ISBN 0-13-110841-7

There will be a few other readings available on-line as noted in the Timetable below.

LEGALITIES

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 course syllabus is a general plan for the course; deviations announced to the class by me may be necessary. I will not necessarily announce every assignment in class. I expect that you will read the syllabus and keep up with the readings on your own. I will only announce deviations from this syllabus.

TIMETABLE

Week 1: Introduction and Brain Development
Chapter 3

Week 2: Vygotsky and the Sociocultural Perspective
pp.163-177

Cognitive Development from a Piagetian Cognitive Stage Theory: Basic
Background; Sensorimotor Period
pp. 139-147

Week 3: Cognitive Development from a Piagetian Cognitive Stage Theory
Pre-operational Period, Concrete Operational Period, Formal Operational Period
pp.147-163, 177-183

Green, S.K., Gredler, M.E. (2002). A review and analysis of constructivism for school-based practice. *School Psychology Review*, 31, 53-70.

Week 4: Comprehensive Paper 1 due on Wednesday, 10 am, Aderhold 325R

Week 5: Attention and Working Memory,
Genetic and Environmental Influences on Intelligence
pp. 185-194, pp. 251-275

Week 6: Long Term Memory, Metacognition
pp. 194-235

Howe, M. L. (2003). Memories from the cradle. *Current Directions in Psychological Science*, 12, 62-65.

Week 7: Language Development, Literacy
Chapter 7 & 8

Hart, B., & Risley, T. R. (2003). The early catastrophe. The 30 million word gap. *American Educator*, 27, 4-9. or <http://www.aft.org/pubs->

reports/american_educator/spring2003/catastrophe.html

- Week 9: Comprehensive Paper 2 due on Wednesday, 10 am, Aderhold 325R**
- Week 10: Development of Bonding, Attachment, Fear of Strangers, Separation Anxiety, Attachment Security
pp. 363-391
- Week 11: The Family
Chapter 12; pp. 614-635

Evans, G.W. (2004). The environment of childhood poverty. *American Psychologist, 59*, 77-92.
- Week 12: Moral Development
pp. 429-453

Olweus, D. (2003). A profile of bullying at school. *Educational Leadership, 60*, 12-17.
- Week 13: Development of the Self and Ethnic Identity
pp. 391-411; pp 595-609

Phinney, J.S. (1990). Ethnic identity in adolescents and adults. *Psychological Bulletin, 108*, 499-514.
- Week 14: Peers and Friendships
Chapter 13
- Week 15: Gender Development
Martin, C.L., & Ruble, D. (2004). Children's search for gender cues: Cognitive perspectives on gender development. *Current Directions in Psychological Science, 13*, 67-70.

Hyde, J.S. (2005). The gender similarities hypothesis. *American Psychologist, 60*, 581-592.,

Final Exam: Comprehensive Paper 3 due on day of final exam Aderhold 325R

COMPREHENSIVE PAPERS

(These are suggested topics only. There may be others more relevant for your tutee.)

Please address as many as apply. Provide concise detail. You will be graded on both “breadth and specificity” of your observations as noted above.)

At the beginning of each report, *briefly* describe: (a) the age of your tutee; (b) the skills that you and your tutee have been working on; (c) progress your tutee has made; and (d) any difficulties you have faced during tutoring. Please use a pseudonym.

Comprehensive Paper 1 (8 double-spaced pages)

How is your tutee’s behavior indicative of the state of brain development he/she is currently undergoing? How does this knowledge influence your behavior as a tutor?

According to Vygotsky, how might the tool of reading change the cognitive development of your tutee?

Describe instances of intersubjectivity during your tutoring sessions.

Describe how you tried to find the child’s zone of proximal development in your tutoring sessions.

Describe how you tried to scaffold the child’s learning.

Describe how you carried out interactive storybook reading and how this was an example of guided participation.

Describe instances of private speech and how this speech related to the difficulty of the task.

What other observations do I have regarding my tutoring sessions that seem distinctly Vygotskian in nature and why?

What implications does my knowledge of Vygotsky have for teaching my tutee?

What have I noticed about my tutee’s thinking in a Piagetian sense that makes me think that she is pre-operational, concrete operational, or formal operational? (Things I might consider are evidence of deferred imitation, object permanence, undue attention to particularly salient aspects of a stimulus array, inability to consider several aspects of a situation at one time, difficulty with reversibility, heavy reliance on concrete manipulatives for understanding, egocentricity, hypothetical reasoning, among others).

Have I noticed horizontal decalage in my tutee’s thinking?

Given what I have noticed about my tutee’s cognitive level, what other inferences might I make about other Piagetian skills that the child may have that I have not had the opportunity to notice?

What implications might my knowledge of my tutee’s Piagetian level have for teaching her?

What limitations of the Piagetian approach might influence the extent to which I adopt this type of thinking in my dealings with this particular child?

Comprehensive Paper 2 (8 double-spaced pages)

What have I noticed about my tutee’s attention (grasping, dividing, selection, and inhibition), automaticity, and short term memory?

How typical is my tutee in his attention pattern?

How have I/ might I have used this knowledge to better my tutoring?

What have I noticed about my tutee’s recognition memory and long term memory capabilities?

Have I noticed the use of any kinds of strategic learning?

How able is my tutee to provide a good gist report of what he or she has read and how does that relate to fuzzy trace theory?

Does my tutee have realistic metamemory?

How typical is he for children of his age?

How can I use this knowledge about my tutee's metamemory in my tutoring?

To what extent do you use the features typical of child-directed speech when talking to your tutee? What features do you use and why do you use them?

If your tutee is African-American, reflect on the variations from Standard English you hear.

Are these variations from Standard English Dialect phonological, semantic, or morphosyntactic?

To what extent does your tutee show good meta-communication or the ability to monitor her own speech?

Is your tutee's meta-communication typical of others her age?

To what extent have you noticed that your tutee can fast-map the meanings of new words from reading? Provide some examples.

Does your tutee seem to have typical phonological awareness for her age?

What stage of reading development does your tutee seem to be in according to Chall?

Comprehensive Paper 3 (10 double-spaced pages)

Am I displaying interactional synchrony with my tutee while I am tutoring? In what ways have I demonstrated this?

Did my tutee show some reservation with me at first? How does this signal attachment?

Does my tutee seem to have developed an attachment with me in any way? How has this been demonstrated?

Does the child show a secure attachment to his teacher (to the degree that you have had any opportunity to observe this)?

Are your child's personal characteristics more typical of children with secure or insecure parental attachment? What implications do these observations have for teaching this child?

What has been your "parenting" style with your tutee?

To the extent that you have had the opportunity to observe it, what style does the child's primary teacher have?

Do your tutee's characteristics best resemble those of children raised by parents with a democratic, authoritarian, permissive, or neglectful style?

To your knowledge, are there any unique characteristics of your child's family (such as divorce, extended family-hood, poverty, foster care, adoptive parents, lesbian parents, maternal employment) that might impact the parenting that the child receives? What are the issues that might be involved with these?

How would this knowledge be used in your teaching if you were the child's classroom teacher?

To the extent that you have had the opportunity to observe it, does your child seem popular, average, or rejected by her peers? What implications might this observation have for teaching this child?

Have you observed any bullying behaviors in your tutee or aimed at your tutee or in the school environment itself?

What implications does this have for your tutee's academic achievement?

What steps can the school take to prevent bullying and for dealing with victims of bullying?

How might a tutor or teacher be important in the development of a self concept?

In what stage of ethnic identity is your tutee likely to be? How might teachers help to foster a positive ethnic identity in children?

Was I able to adjust my tutoring in some way to take advantage of the cognitive or developmental attributes of my tutee?

Did I notice any improvement in my tutee's learning as a function of these changes?