

## Boyce College

Department of Teacher Education

ED 230 Child and Adolescent Development, 3 Credits

**Semester:** Fall

**Time:** TBA-

**Location:** TBA

**Professor/Instructor:** TBA

Email: Office –

Home:

Office Ph.#:

Home Ph:

Cell Ph.#:

Office Location:

Office Hours:

### **Course Description:**

A focus on the physical, social-emotional, and cognitive development of children from birth through adolescence, and the implications these growth stages have on the teaching and learning process in the context of the regular classroom. Prerequisite: Admittance to the Teacher Education Program

### **Instructional Materials:**

Text: Woolfolk, A. (2008) *Educational Psychology* 10th Edition, Allyn and Bacon

Other: Additional readings: See “Required Readings” below

**The Boyce Teacher Education Program Mission and Theme:** The primary purpose of the Boyce Teacher Education Program (TEP) is to provide Christ-centered quality teacher education, preparing teacher candidates for both Christian and public school teaching under the theme of *teachers as leaders*. The goal of the TEP for each teacher candidate is to develop the knowledge, the skills, the dispositions, and the intent to serve as a professional Christian educator. This goal is depicted in the conceptual framework logo below:

**Insert Boyce Conceptual Framework Graphic Here**

**Methods of Instruction:** This course will include the use of instructor lectures and discussions, student presentations, individual research, team teaching mini lessons, group workshops, and films and audio-visuals.

**Learning Outcomes:** Each of the learning outcomes and learning activities of this course are aligned with the 10 Kentucky Teacher Standards, which identify the competencies of knowledge, pedagogical skills, and dispositions that each student should achieve through this course.

The student in EDU 230 will...

1. Identify and describe cognitive, social, emotional, and physical human development.
2. Analyze different development events and teaching processes from the perspectives of major theories of development and recognize those theories when used by others to analyze events.
3. Describe and use the scientific method to study research in human development and learning.
4. Integrate, apply, and evaluate knowledge of human development and learning theory as it relates to the delivery of content.
5. Describe the connection of motivation to teaching and learning in a classroom setting and/or field experience.
6. Describe the influence of hereditary and environmental factors on human development and learning.
7. Identify the role of exceptionality and diversity in development and learning.
8. Identify, compare, and contrast learning theories.
9. Describe and analyze learning theories in classroom and other settings.
10. Demonstrate specific computer technology competencies

### **Course Requirements:**

#### **Exams (100 points each x 4 = 400 points total)**

Exams will consist of multiple choice questions. All exams will be "closed-book" and "closednotes". Each of the first 3 exams will cover approximately one third of the material in the course, including lectures, films shown and discussed during class, assigned chapters in the textbook, and assigned articles. The fourth exam (during finals week) will be comprehensive and will cover the materials of the entire course. There will be no make-up exams. There will be only partial overlap between the materials covered in lectures and the materials covered in the textbook. In other words, the lectures and class discussions will not cover all the material in the text chapters but you are still responsible for all the materials in the assigned chapters and readings for the exams. To help you prepare for the exams, review sessions will be held prior to the first 3 exams, but no review session will be held before the fourth exam.

#### **Team Teaching Mini-lesson. (200 points)**

**You are to work on this assignment in groups of 3 students.**

This is an opportunity for you to delve in-depth into a current issue ("hot topic") in developmental psychology. It is also an opportunity for you to practice and reflect upon your own teaching and learning. As a team teaching lesson, you will also have opportunity to engage in collaborative activities so important to the successful teacher. With your team members please

select a topic from the list of topics below and prepare a 25- 30 minute in-class team teaching lesson on that topic. The topics include a wide-range of interests so you should be able to find one that appeals to your team. A sign-up sheet for topics and dates will be available in class. Sign-up will be on a first-come-first-served basis. Dates for the presentations will be set once the team teaching groups are formed.

- 1. Bilingualism: what is the effect of early exposure to multiple languages?**
- 2. Imaginary companions**
- 3. ADHD: Causes and treatment**
- 4. Gender differences in adolescent depression**
- 5. Parental attachment status**
- 6. Adolescent-parent conflict**
- 7. Adolescents' romantic relationships**
- 8. Promoting students' prosocial behavior**

In terms of the specifics of the assignment:

(a) Summary of article. (50 points) Each group member must physically locate and read at least one unique article/book chapter that they have found in the periodical/journal section of Centennial Library.

Individual group members must turn in a typed one-page summary of the article along with a copy of their article. The article summary is due in class the day you present.

(b) Group presentation summary. (50 points) As a group you must turn in a complete summary of your presentation. All members of the group are expected to contribute substantively to the final presentation and the group presentation summary. In the group summary you should include a summary of the overall conclusions of research on your topic. What are the main ideas/themes of your topic? How does it connect to one of the major developmental theories we have discussed this semester? It also should include a separate one-page outline/lesson plan of how you have structured your presentation and what learning outcomes the lesson has. Finally, it should include a complete reference list of sources you have used in creating this presentation (written in Turabian style). The group presentation summary (with lesson plan and reference list) is due in class the day you present.

(c) Mini-lesson. (100 points) As a group you will present your mini-lesson to the class. The mini-lesson presentation should include:

1. Summarize the main points of the topic, including what is discussed in our course text. Focus on the major ideas/themes of your topic and stay within your time limits of 25-30 minutes
2. Discuss how at least one of the major developmental theories discussed in the text (e.g. Bronfenbrenner's theory, Chomsky's theory, Erikson's theory, Freud's theory, Kohlberg's theory, Piaget's theory, Vygotsky's theory) relates to the topic of your mini-lesson.
3. Discuss relevant research on your topic. This includes, but is not limited to, a discussion of the articles you have summarized for (a) above.
4. Discuss controversial/debatable aspects of the topic, if any
5. Properly cite all sources during the presentation
6. Create at least one open-ended question for class discussion on some aspect of your topic
7. Use multiple teaching strategies (e.g. group work, discovery learning)
8. Use multi-media (i.e., power point, video, etc.) if appropriate
9. Use relevant handouts.

## Required Readings (200 points)

In addition to chapters from the textbook, the following 3 articles (on the instructor's Microsoft Office Live Workspace) are required readings. Use the questions below to guide your reading of the articles and to use in the write-up of the articles. You will be asked to submit your write-ups the week of the 3<sup>rd</sup> exam. Questions on the 3<sup>rd</sup> exam will be related to these 3 readings as well as other assigned readings from the text up to the 3<sup>rd</sup> exam.

**ART 1.** Dantas, C., et al. (1985). Early social development in institutionally-reared Greek infants: Attachment and peer interaction. *Monographs of the Society for Research in Child Development*, Vol. 50.

1. What was the purpose of Study 1?
2. What behaviors were observed in Study 1 and how do they relate to the different attachment styles?
3. What were the purposes of Study 2?
4. What were the findings in Study 2 regarding infant-peer relationships and infant-caregiver relationships?
5. Think back of your own childhood: What types of attachment did you develop with each of your parents or main care-givers? Describe and justify.

**ART 2.** Rymer, R. (1994). A silent childhood. *The New Yorker* (parts I and II).

1. What do nativists (e.g., Chomsky & Lenneberg) say about language acquisition? What is the critical-period hypothesis?
2. In what ways did Genie's development support the nativist position on language development?
3. In what ways did Genie's development support the environmentalist position on language development?
4. What aspects of Genie's case make it hard to draw conclusions about language development?
5. What ethical issues in psychological research are raised by this case?

**ART 3.** Parker, J. G., & Asher, S. R. (1993). Friendship and friendship quality in middle childhood. *Developmental Psychology*, 29, 611-621.

1. What were the four aims of this study?
2. What are low-accepted and high-accepted children?
3. What types of friendships (number and quality) do low-accepted and high-accepted children have?
4. Which children report feeling the most lonely? Why might that be?
5. Think back of yourself as a 10-year-old in 4th grade. Where do you think you may have ranked in regard to (a) high vs. low acceptance and (b) relationship quality with a best friend?

## Attendance and Participation (100 points)

Each teacher candidate of this course will receive 100 points for attendance and participation. For each absence 10 points will be deducted from the 100 points and for each failure to participate in the group activities (mini lesson or workshops in class) 10 points will also be deducted. The deductions will be applied regardless of excused or unexcused absences if no previous notice is given for the absence.

**Evaluation:**

<u>Grade Scale %</u>	<u>Points Range</u>
94-100 - A	900 - 850
90-93 - A-	849- 810
84-89 - B	809- 755
80-83 - C+	754 - 725
74-79 - C	724 – 670
70-73 - C-	669 – 625
64-69 - D	624 - 580
60-63 - D-	579 - 540
0-59 - F	Below 539

**Summary of Course Evaluation**

<u>Assignment</u>	<u>Points</u>
Attendance	100
Exams	400
Mini-Lesson	200
Readings	200
<b>Total</b>	<b>900</b>

**Course Alignments – This course is aligned with...**

- Ky Teacher Standards

<b>Kentucky Teacher Standard</b>	<b>Exams</b>	<b>Mini-Lesson</b>	<b>Readings</b>
1.DEMONSTRATE APPLIED CONTENT KNOWLEDGE	X	X	
2. DESIGN AND PLAN INSTRUCTION		X	
3. CREATE AND MAINTAIN LEARNING CLIMATE		X	
4. IMPLEMENT AND MANAGE INSTRUCTION		X	
5. ASSESS AND COMMUNICATE LEARNING RESULTS			
6. DEMONSTRATE THE IMPLEMENTATION OF TECHNOLOGY		X	
7. REFLECT AND EVALUATE TEACHING AND LEARNING	X	X	X
8. COLLABORATE WITH COLLEAGUES/PARENTS/OTHERS			
9. EVALUATE TEACHING AND IMPLEMENT PROFESSIONAL DEVELOPMENT		X	
10. PROVIDE LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION		X	

- EPSB Themes  
Diversity,  
Technology,  
Collaboration,  
Environmental Education,  
Literacy Education
- ECEI standards  
DEVELOPMENT, LEARNING AND MOTIVATION  
INSTRUCTION 3.1, 3.2, 3.5  
PROFESSIONALISM 5.1, 5.2

**Course Schedule:**

1. Introduction and overview
2. Understanding Student Development and Diversity: Physical Development
3. Understanding Student Development and Diversity: Cognitive & Linguistic Development
4. Understanding Student Development and Diversity: Personal, Social and

Moral development

5. Individual and Group Differences

6. Learning and Cognitive Processes

7. Behaviorist Views of Learning

8. Social Cognitive Views of Learning

9. Creating and Maintaining a Productive Classroom Environment: Focus on Behavior

10. Motivating Students to Learn