## MASTER SYLLABUS

**Red = Non-Negotiable, set by Lead of this Course & ELE Program**

**Blue = Negotiable—please discuss changes with Lead of this Course**

* **Remove color-coding before use with students**
* **Feel free to adapt this format to suit your needs**

# TCH 210: Child Growth & Development

## Illinois State University

**School of Teaching & Learning**

**Elementary Education Program**

|  |  |
| --- | --- |
| **Instructor** | **Sections** |
| Office:  Phone:  E-mail:  Office hours: | Location:  Day:  Time: |

**Note:** This course syllabus is *tentative* and subject to change.

**I. A Catalog Description**

Physical, social, emotional, and mental development of the child from conception to adolescence; methods of studying children and their behavior. Includes satisfactory completion ***Clinical Experiences***: Type 1; 9 hours. **Credit Hours:**3.0 hours.

**I. B Relationship to Conceptual Framework – Realizing the Democratic Ideal**

Illinois State University has a historic and enduring commitment to prepare teachers and other school personnel who will be responsive to the ethical and intellectual demands of a *democratic* society. To teach in a democracy is to consciously take up the challenge of ***improving the ethical*** and ***intellectual*** quality of our societal ***dialogue*** by including in it as many educated voices as possible.

This course contributes to this mission by focusing on looking closely at children in relation to their development, which adheres to the principle of showing sensitivity to the individual as well as cultural diversity. In addition, the underpinnings of this course recognize the *appropriate teaching strategies* have to be tailored to diverse learners as each child is given respected status in the classroom community and the instructional support that he/she needs and deserves.

For more information please visit ISU’s [Conceptual Framework](http://education.illinoisstate.edu/downloads/teacher_education/RDI%20STT%20Rubric%20Fall%202013.pdf).

**II. COURSE OBJECTIVES & OUTLINE**

Upon completion of this course and the accompanying field experience, you will:

| **Course Objectives: Students will…** | **ACEI** | **IPTS** | **RDI** | **SELS** |
| --- | --- | --- | --- | --- |
| 1. Compare and contrast the various aspects of the child development theoretical base of information. | 1.0, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4 | 1B, 1I, 2A, 2C, 2F, 2G, 4A, 4C, 4D, 5A, 5F, 8B | EC1, EC4, IC1, IC2, IC3, IC4, IC5 | 1A, 1B, 1C, 2A, 2C, 2D |
| 2. Explain from a perspective of diversity the patterns found in the development of children in the following domains: Physical, socio-emotional, and cognitive. | 1.0, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4 | 1A, 1C, 2A, 2E, 2F, 4C, 5A, 5F | EC1, EC4, IC2, IC3 | 2B, 3A, 3C |
| 3. Apply developmental theory/knowledge/diversity to children in classrooms and their social worlds. | 1.0, 3.1, 3.2, 3.3, 3.4 | 1A, 1B, 1I, 4A, 4D, 5A, 5F | EC1, EC4, IC2, IC3, IC5 | 3B, |

ITPS, Illinois Professional Teaching Standards

ACEI, Association for Childhood Education International

RDI, Realizing the Democratic Ideal

EC, Ethical Commitments as part of the college's Conceptual Framework

IC, Intellectual Commitments as part of the college's Conceptual Framework

SELS: Social and Emotional Learning Standards

***Three frameworks to be introduced in TCH 210***

*The social and emotional learning standards, Danielson framework, and edTPA.*

***A. Social and Emotional Learning Standards – \* to be removed before sending out to students!***

*Goal 1: Develop self-awareness and self-management skills to achieve school and life success.*

* *Learning Standard A: Identify and manage one’s emotions and behavior.*
* *Learning Standard B: Recognize personal qualities and external supports.*
* *Learning Standard C: Demonstrate skills related to achieving personal and academic goals.*

*Goal 2: Use social awareness and interpersonal skills to establish and maintain positive relationships.*

* *Learning Standard A: Recognize the feelings and perspectives of others.*
* *Learning Standard B: Recognize individual and group similarities and differences.*
* *Learning Standard C: Use communication and social skills to interact effectively with others.*
* *Learning Standard D: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.*

*Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.*

* *Learning Standard A: Consider ethical, safety, and societal factors in making decisions.*
* *Learning Standard B: Apply decision-making skills to deal responsibly with daily academic and social situations.*
* *Learning Standard C: Contribute to the well-being of one’s school and community*

***B. Danielson Framework***

[*http://www.danielsongroup.org/article.aspx?page=frameworkforteaching*](http://www.danielsongroup.org/article.aspx?page=frameworkforteaching)

*4 Domains of the Danielson Framework*

|  |  |
| --- | --- |
| ***Domain 1: Planning and Preparation***  *1a Demonstrating Knowledge of Content and Pedagogy*  *1b Demonstrating Knowledge of Students*  *1c Setting Instructional Outcomes*  *1d Demonstrating Knowledge of Resources*  *1e Designing Coherent Instruction*  *1f Designing Student Assessments* | ***Domain 2: Classroom Environment***  *2a Creating an Environment of*  *Respect and Rapport*  *2b Establishing a Culture for Learning*  *2c Managing Classroom Procedures*  *2d Managing Student Behavior*  *2e Organizing Physical Space* |
| ***Domain 4: Professional Responsibilities***  *4a Reflecting on Teaching*  *4b Maintaining Accurate Records*  *4c Communicating with Families*  *4d Participating in a Professional Community*  *4e Growing and Developing Professionally*  *4f Showing Professionalism* | ***Domain 3: Instruction***  *3a Communicating With Students*  *3b Using Questioning and*  *Discussion Techniques*  *3c Engaging Students in Learning*  *3d Using Assessment in Instruction*  *3e Demonstrating Flexibility and*  *Responsiveness* |

***C. edTPA***

*Rubric 3: Using Knowledge of Students to Inform Teaching and Instruction.*

*Both levels 4 and 5 require the use of theory and research to inform instruction.*

**II. B. Course outline**

1. Studying Child and Adolescent Development—basic issues, introduction to theories
2. Physical Development—brain development, physical growth, development of motor skills
3. Cognitive Development—Piaget, Vygotsky, information processing and related concepts
4. Emotional Development—attachment, temperament, emotion, self-control, motivation
5. Social Development—understanding others, relationships with peers, and morality
6. Families: Partners in Education—family structures, influences, school-family partnerships

**III. REQUIREMENTS**

**III. A. Background Check**

You must have your fingerprint criminal background check completed with results on file before you are allowed to enter the schools for your course clinical experience. If you have previously had your background checks here at ISU through Accurate Biometrics or at Suchue Background Screening, then you do not need to have them again. Additional information and forms may be found at the following [website](http://www.teacheredcenter.ilstu.edu/requirements/criminalbackgroundcheck/index.shtml):

<http://education.illinoisstate.edu/teacher_education/gateway1/background.shtml>

**III. B. Required Materials**

Bergin, C. A., & Bergin, D. A. (2012). Child and adolescent development in your classroom. Belmont, CA: Wadsworth.

Reggienet/Sakai/class website

Other readings assigned by your instructor

**Other Readings**

\*Ayers, W., Dohrn, B., & Ayers, R. (2001). *Zero tolerance: Resisting the drive for punishment in our schools: A handbook for parents, students, educators, and citizens*. New York: New Press.

\*Berliner, D. C., & Casanova, U. (1993). *Putting research to work in your school*. New York: Scholastic.

\*Bruner, J. S. (1990). *Acts of meaning: four lectures on mind and culture*. Cambridge, MA.: Harvard University Press.

\*Scriven, M. (1976). *Reasoning*. New York: McGraw-Hill.

**Suggested Websites**

* <http://classweb.gmu.edu/awinsler/ordp/theory.html#behave>
* <http://webspace.ship.edu/cgboer/perscontents.html>
* <http://tip.psychology.org/backgd.html>

**IV. REQUIRED ASSIGNMENTS**

**1. Clinical Observations (70 pts) *Required*** [Objective A, B, C]

You will complete 9 hours of clinical experience. Six of these hours should be spent at Illinois State University Lab Schools including 3 hours at Thomas Metcalf (grades K-5) and 3 hours at University High School. The last 3 hours (grades 6-8) will be completed online using *Measures of Effective Teaching, a* classroom tagging system. You must take notes for each of the 9 hours focusing on students’ cognitive, social, and emotional development, in addition to motivation and classroom environment. You will be required to write two papers in which you will examine developmental differences across the different grade levels that you have observed and apply the theories of developmental domains discussed in class\*.

**You have to have a clear criminal background check (CBC) before you are allowed to do your observations in the lab schools. The earlier you get your CBC results the faster you will be able to start your observations.**

**This assignment must be completed if it is not completed, students cannot pass the course – grade will an F.**

**\*Further details for the observations and papers, including dates/times of observations and due dates of observation papers, will be given at a later date and/or share on Reggienet.**

**2. In-Class/ Written Participation/Professionalism (3 pts each, total of 30 pts)** [Objective A,B, C] ***Highly Recommended***

It is expected that students make meaningful contributions to class discussions and activities on a regular basis. In addition, a variety of formative assessment tasks may be given to provide students with opportunities to informally test their understanding of course content and to practice applying that knowledge base to real and hypothetical situations. This includes both in-class and homework assignments. **If you are absent, in-class written assignments cannot be made up and it is your responsibility to find out if any homework was assigned.**

These assignments may include:

1. Reflections applying theories to educational practice
2. Student-constructed scenarios that exemplify theories
3. Small group discussions of course topics
4. Reflections on videos
5. And other possibilities that might be included

**3. PLQ Document (20 points) *Recommended*** [Objectives A, B, C]

*My* ***P****rior Knowledge, what I have* ***L****earned,* ***Q****uestions I have* (PLQ) is a document that will help you keep track of the growth of your knowledge and understanding of the main theories in the field of child growth and development. This document needs to be completed twice during the semester. The document should reflect your deep comprehension of the topics discussed in the textbook and how they apply to real life situations. This document will be turned in at the end of the semester for evaluation.

**4. On-line Discussions (25 points total) *Highly Recommended for hybrid courses*** [Objective A, B]

Students will be required to participate in on-line discussions by responding to questions presented by the instructor and by posting questions and/or comments on the topics discussed in each chapter. Students will also be required to respond to other students’ questions and comments. **You will be assessed not just based on the quantity of on-line postings but the quality of your postings so be sure to put in serious thought regarding the material.**

**\*Further details on this assignment will be provided at a later date and will be posted on Reggienet/class website.**

**5. Library Research Assignment (20 pts)** ***Recommended*** [Objective A, B]

Students will be asked to find a research-based article related to any aspect of child development and write a 1-2 page paper which should include a brief summary of the article and a description of how the information in the article can be used by teachers (or other professionals) either indirectly or directly. (double-spaced, with complete reference(s) provided)

**\*Further details for this assignment will be provided later and will be posted on Reggienet/Sakai/class website including the rubric for evaluation.**

**6. Social Challenges Faced by Students -- Webpage Presentation (70 pts) *Highly recommended*** [Objective B, C]

In groups, students will be assigned one of the following topics [bullying, autism, ADHD, familial abuse, stress, depression, conduct disorder, death and grief, children raised in nontraditional families, poverty, children of homeless families, cheating, shyness] and prepare a website using [weebly.com](http://www.weebly.com) in which the following information is included:

1. Basic information (definitions, statistics, misconceptions, etc.)
2. Effects on school achievement, cognitive and other domains of development
3. Comparison of group or individual differences (gender, age, race, etc.)
4. Importance of the issue from various perspectives (school, teachers, students, parents)

5. Strategy for dealing with the issue school-wide

6. Strategy for dealing with the issue in the classroom/Lesson plan

7. Educational resources related to topic (teacher resources)

**\*Further details on this assignment will be provided at a later date and will posted on Reggienet/Sakai/class website..**

**7. Quality of Parenting Interview - Digital Storytelling (40 pts) *Recommended***  [Objective C]

You will be asked to find two participants and ask them about the parenting styles they have used or experienced. A preliminary questionnaire will be shared and tried out in class. This questionnaire will be fine-tuned based on students’ in-class-reflections and comments. When the questionnaire is ready, you will use it to interview two other people. One interview will be with a caregiver, and another one with an ISU student preferably from a different background. Backgrounds can include but are not limited to: African, East Asian, Indian, Latino/a, Native American, etc. If you are up to a greater challenge, you can attempt to interview a person from a low SES group, a gay, a lesbian, a single or step parent, etc. in place of one of the two other interviews. Students, working in groups of two will use digital stories to present their findings. The last slide of the digital story must be a list of references and credits – include URL for digital images (do not use copyrighted images). I will post some websites on Blackboard about digital storytelling and briefly present them in class, but I will not be teaching how to construct a digital story in class.

**\*Further details on this assignment will be provided at a later date and will be posted on Reggienet/Sakai/class website.**

**8. Quizzes (5 pts each, 50 total) *Recommended*** [Objectives A, B, C]

Quizzes will be given every week on certain topics discussed in class. Quiz questions will be given either on-line or in class and will consist of multiple choice questions but might at times include short argument-based questions.

**9. Examinations** **(120 pts total)** ***Recommended*** [Objectives A, B, C]

There will be two exams during the semester, a mid-term exam worth 60 points and a final exam worth 60 points. Exams will consist of multiple-choice and/or true-false questions.

**V. STUDENT PERFORMANCE EVALUATION**

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| --- | --- | --- |
| **Assignments**   1. Clinical Observations 2. Participation & Professionalism 3. PLQ Document 4. Online Participation 5. Library Research 6. Social Challenges faced by Students 7. Quality of Parenting Interview DS 8. Quizzes 9. Examination   **Total** | **Points**  70  30  20  25  20  70  40  50  120  *Please insert the total pts here!* | **Grading Scale**  **A= 92% - 100%**  **B = 83% - 91.9%**  **C = 74% - 82.9%**  **D = 65% - 73.9%**  **F = 64% and below** |

# VI. CLASS POLICIES

**Reading**

You are expected to complete all reading assignments and on-line assignments (video clips, radio shows, articles, etc.) prior to class. This will provide for better discussion and understanding of class activities. You will be responsible for the text content on quizzes regardless if that material was discussed in class or not.

# Attendance

Attendance is very important as great deal of information is discussed in a short amount of time. Call or email your instructor in advance if you are not able to attend. However, any assignments due on a day that you choose to miss are still due that day and must be turned in regardless of your presence in class**.** For each absence after the first (and if you did not inform me in advance regarding the first one), 5 points will be deducted from the final grade average.

**Late Assignments**

Assignments will be due at the beginning of the class period on the date specified. Late assignments, homework, or quizzes will be accepted; however, with 5 points off for each day the assignment is late with the first day beginning immediately after the beginning of class.

**Electronic Submissions/Presentations**

Assignment should be posted on BlackBoard. Please save and submit any electronic documents (including email attachments to instructors) in Office 2007 (NOT 2010), otherwise they will not be compatible with College of Education computers, and will not be able to be viewed.

**Written Work**

All written work is expected to be of professional quality. Spelling, grammar, sentence structure, paragraphing, etc. are factors in the grade you will receive for written assignments. It is a good idea to proof read your work before turning it in. All work is expected to be original, or referenced fully. If there is a question regarding the originality of your work, university plagiarism procedures will be followed.

For questions concerning the university’s academic dishonesty policy, please refer to the Illinois State University’s Student Code of Conduct available on-line at:

<http://deanofstudents.illinoisstate.edu/students/get-help/crr/code-of-conduct.shtml>

Violations of the Academic Integrity Policy as defined in the code of conduct will result in **zero points** for that particular assignment and **referral** to the appropriate institutional office for disciplinary action.

**Other information concerning assignments:**

* The first page of all submitted assignments must include: your name, section number, assignment title, and date.
* Written assignments should follow APA style format, 1”x1” margins, Times Roman, 12 font size, double spaced. If you need a reference for APA formatting, please refer to following website: <http://owl.english.purdue.edu/owl/resource/560/01/>
* Please be environment-conscious; print out assignment descriptions or rubrics on both sides of a paper and use “fast draft” to reduce ink consumption. Hardcopies of assignment descriptions can be handy when projects are first presented in class.
* I reserve the right to **adjust** assignments and/or due dates and will make those adjustments in a timely fashion, taking your thoughts and needs into consideration.

**\*Communication**

As a professional educator, you will often communicate with administrators and parents via email. This includes using formal titles (Dr., Mr., Mrs., etc) and format, including punctuation, capitalization, proof-reading and proper closing, in your emails. This same approach is expected in any email communication you have with your instructor. Emails that do not adhere to this policy will be returned back to the sender without a response!

# \*Cell Phone and other Electronic Devices

All cell phone, pagers, and other electronic devices should be turned off during class time. Answering or making phone calls including text messaging during class time will not be accepted and will negatively affect participation points without notice from your instructor.

**Disability Concerns**

Any student needing to arrange a reasonable accommodation for a documented disability should contact Disability Concerns at 350 Fell Hall, 438-5853(voice), 438-8620 (TTY).

**IPTS Appendix (these are the IPTS represented in this course, which are required in the master syllabus for this course, but can be removed for student versions)**

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| --- |
| 1A) Understands the spectrum of student diversity (e.g., race and ethnicity, socioeconomic status, special education, gifted, English language learners (ELL), sexual orientation, gender, gender identity) and the assets that each student brings to learning across the curriculum; |
| 1B) Understands how each student constructs knowledge, acquires skills, and develops effective and efficient critical thinking and problem-solving capabilities; |
| 1C) Understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community; |
| 1I) Stimulates prior knowledge and links new ideas to already familiar ideas and experiences; |
| 2A) Understands theories and philosophies of learning and human development as they relate to the range of students in the classroom; |
| 2C) Understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem-structuring and problem-solving, invention, memorization, and recall) and ensures attention to these learning processes so that students can master content standards; |
| 2E) Understands how diverse student characteristics and abilities affect processes of inquiry and influence patterns of learning; |
| 2F) Knows how to access the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines; |
| 2G) Understands the theory behind and the process for providing support to promote learning when concepts and skills are first being introduced; and |
| 4A) Understands principles of and strategies for effective classroom and behavior management; |
| 4C) Understands how to help students work cooperatively and productively in groups; |
| 4D) Understands factors (e.g., self-efficacy, positive social interaction) that influence motivation and engagement; |
| 5A) Understands the cognitive processes associated with various kinds of learning; |
| 5F) Knows strategies to maximize student attentiveness and engagement; |
| 8B) Understands the collaborative process and the skills necessary to initiate and carry out that process; |

**Concluding Remarks**

Finally, I would like to emphasize that I would like you to achieve the excellent grade you deserve. Should you have extreme difficulty in your assignments or course work, please make sure to come and see me. I am available to facilitate your learning and provide suggestions and ideas to help you reach both your goals and the expectations I have of you. Wish you a great semester.