



## The Citadel School of Education

<b>EDUC 307 - Child Development Fall 2017</b>	
Instructor: Dr. SooJoung Kim	Class Meetings: Tuesday/Thursday
Office: 325A Capers Hall	Class Hours: 8:00-9:15 am
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Credit Hours: 3	

**PREREQUISITES:** EDUC 202 Educational Psychology

### **COURSE READINGS**

- **Required:** Levine, L.E., & Munsch, J. (2016). *Child Development from Infancy to Adolescence: An Active Learning Approach*. Thousand Oaks, CA: SAGE Publications. (ISBN: 9781452288819)
- The instructor will provide additional reading materials and online resources via CitLearn.

### **COURSE DESCRIPTION**

This course is designed for the student to acquire understanding and appreciation of the mental, physical, social, and emotional aspects of development in childhood. Emphasis is on techniques of motivation, principles of learning, learning styles, individual differences, and developmental problems. In addition, this course will provide students with an understanding of the prominent theories of child psychology and the research methods used to study children.

Field experience is required.

### **STUDENT INFORMATION**

This course is part of the Teacher Education program and is intended for those students seeking initial certification through the State Department of Education.

### **LEARNING AND DEVELOPMENTAL GOALS**

Upon completion of this course, students should be able to:

1. Evaluate research findings and describe psychodynamic, cognitive, and behaviorist approaches to development and learning;
2. Identify factors in the birth process;
3. Discuss biological foundations of human growth;
4. Describe the influence of learning on development;
5. Discuss attachment and social-emotional development;
6. Identify the stages of language and cognitive development;
7. Describe and explain language development from acquisition through age twelve;
8. Recognize socializing influences of family, play, and peers;
9. Discuss the relationship between self-concept and school achievement;
10. Recognize cultural and cross-cultural influences;
11. Consider children with handicapping conditions and other special needs;
12. Survey related Literature and critically evaluate it as well as current issues in the field;
13. Use terminology and vocabulary of the field.

### **CONCEPTUAL BASE:**

Developing Principled Educational Leaders for P-20 Schools - The Citadel's Professional Education Unit prepares principled educational leaders to be knowledgeable, reflective, and ethical professionals. Candidates completing our programs are committed to ensuring that all students succeed in a learner-centered environment.

The Citadel's Professional Education Unit is committed to the simultaneous transformation of the preparation of educational leaders and of the places where they work. Specifically, The Citadel's Professional Education Unit seeks to develop principled educational leaders who:

- have mastered their subject matter and are skilled in using it to foster student learning;
- know the self who educates (Parker J. Palmer) and integrate this self-knowledge with content knowledge, knowledge of students, and in the context of becoming professional change agents committed to using this knowledge and skill to ensure that all students succeed in a learner-centered environment; and
- exemplify the highest ethical standards by modeling respect for all human beings and valuing diversity as an essential component of an effective learner-centered environment.

The Citadel's Professional Educational Unit is on the march, transforming itself into a Center of Excellence for the preparation of principled educational leaders. Through our initial programs for teacher candidates for P-12 schools and our advanced programs for professional educators in P-20 schools, The Citadel's Professional Education Unit transforms cadets and graduate students into principled educational leaders capable of and committed to transforming our schools into learning communities where all children and youth succeed.

The Citadel's Professional Education Unit has identified 15 performance indicators for candidates to demonstrate that they are principled educational leaders who are knowledgeable, reflective, and ethical professionals:

#### ***Knowledgeable*** Principled Educational Leaders...

1. Have mastered the subject matter of their field of professional study and practice;
2. Use the knowledge gained from developmental and learning theories to establish and implement an educational program that is varied, creative, and nurturing;
3. Model instructional and leadership theories of best practice;
4. Integrate appropriate technology to enhance learning;
5. Demonstrate a commitment to lifelong learning;

#### ***Reflective*** Principled Educational Leaders...

6. Develop and describe their philosophy of education and reflect upon its impact in the teaching and learning environment;
7. Develop and manage meaningful educational experiences that address the needs of all learners with respect for their individual and cultural experiences;
8. Construct, foster, and maintain a learner-centered environment in which all learners contribute and are actively engaged;
9. Apply their understanding of both context and research to plan, structure, facilitate and monitor effective teaching and learning in the context of continual assessment;
10. Reexamine their practice by reflectively and critically asking questions and seeking answers;

#### ***Ethical*** Principled Educational Leaders...

11. Demonstrate commitment to a safe, supportive, learning environment;
12. Embrace and adhere to appropriate professional codes of ethics;
13. Value diversity and exhibit a caring, fair, and respectful attitude and respect toward all cultures;
14. Establish rapport with students, families, colleagues, and communities;
15. Meet obligations on time, dress professionally, and use language appropriately.

## **COURSE EXPECTATIONS**

**Attendance:** A professional in the field of education consistently demonstrates time-honored, accepted professional dispositions including, among others, attendance and punctuality. Accordingly, this class, as a professional experience, expects attendance and punctuality at all class meetings in order to obtain credit. Attendance records are required to be kept, and The Citadel's CGPS policy on class attendance will be adhered to (i.e., credit cannot be awarded when a student misses more than 20% of scheduled class contact hours). If, in the case of unexpected circumstances, you must miss a class, it is YOUR responsibility to notify the instructor, and obtain any handouts, missed information and notes from a classmate who was present. You are responsible for all instructional material that was discussed. Further, any student who misses more than two classes for any reason will receive an overall grade deduction of 10%.

**Disability Disclosure:** If you need accommodations because of a disability, please inform me immediately and privately, either before/after class or call my office to make an appointment. To initiate accommodation, a student must register with the Office of Access Services, Instruction and Support (OASIS) located in room 105 Thompson Hall or call 953-1820 to set up an appointment. This office is responsible for reviewing documentation provided by a student requesting academic accommodation and to provide for accommodation, consistent with course requirements, in cooperation with the student and instructor as needed.

**Honor Statement:** As a professional educator, integrity is an expectation. Students of the School of Education at The Citadel are expected to meet the standards set forth in The Citadel Honor Manual, available at <http://www.citadel.edu/r3/honor/manual.shtml>. *Cheating and plagiarism violations will be reported, and a failing grade will be assigned for the work in question.* This class will follow The Citadel Honor Manual regarding plagiarism: "Plagiarism is the act of using someone else's words or ideas as your own without giving proper credit to the sources:

- When you quote another's words exactly you *must* use quotation marks and a footnote (or an indication in your paragraph) to tell exactly where the words came from, down to the page number(s). When you mix another's words and ideas with your own in one or more sentences, partially quoting the source exactly and partially substituting your own words, you must put quotation marks around the words you quote and not around your own. Then you cite the source, down to the page number(s).
- When you paraphrase another's words or ideas, that is, when you substitute your words for another's words, but keep their idea(s), you do not use quotation marks, but you must cite the source, down to the page number(s).
- When you use only another's idea(s), knowing that they are the other's ideas, you must cite the source of that idea or those ideas, down to the page number(s).
- Citing the source means giving, as a minimum, the author, the title of the book, and the page number.

**Field Experience:** Some of the required activities for this course will require field experiences in a school setting. It is required that the candidate will be able to successfully complete the requirements.

## **ASSESSMENT PROCESS**

### **PROCEDURES**

Students are expected to complete all examinations, course assignments and requirements. They also need to complete them on time. Assignments are due on the specified due date. Assignment turn in times will be specified on the syllabus or assignment direction sheets. Any assignment submitted after the specified time on the specified due date, without the permission of the instructor, will have its total score reduced by 10% for each day that it is late. Any assignment submitted MORE THAN ONE WEEK after the deadline will not be accepted for grading, and a failing grade will be recorded; that is, unless a student has received an extension from the instructor. This is only fair to students who submit their assignments on time. In general, all written assignments should be typed, double-spaced, and written in a standard 12-point font, with one inch margins on all sides of the paper. Unless otherwise noted on this syllabus or on the assignment sheet, assignments should be submitted on CitLearn or via e-mail to [skim4@citadel.edu](mailto:skim4@citadel.edu).

Learning will be facilitated through individual written work, in-class partner/small group activities, in-class and on-line group discussions, and individual presentation. Peer interaction is fundamental to achieve the goals of this course; therefore, each student is expected to attend every class well prepared. Students are expected to have read and reflected on the reading material before class.

## GRADING

Grades for EDUC 307 are based on a variety of assignments.

Assignment	Due Date	Percentage of Grade
Attendance/ Participation	N/A	15%
Reflection Paper	Variable	5%
Online Discussion	Variable	10%
Four Quizzes	9/12/2017 9/26/2017 10/10/2017 10/24/2017	20%
Field Experience Packet/ Presentation	11/30/2017	25%
Final Exam	12/5/2017	25%

Final grading is based on the following scale:

90-100=A, 86-89.9=B+, 80-85.9=B, 76-79.9=C, 70-75.9=D, 0-69.9=F

## ASSIGNMENTS

### ATTENDANCE/ PARTICIPATION

Students are expected to attend and actively participate in all class activities. Attendance will be part of the grade as noted below. If students miss more than 20 percent of the lectures, the instructor reserves the right to summarily assign a failing grade for the course. As in-class activities and group discussion are an integral part of this course, if the student misses all or a portion of more than one class, the student's participation points will be reduced. Students will not be allowed to make up in-class discussions and activities missed due to unexcused absences. Absences will only be excused if they have been pre-approved by the instructor or if the student is able to document a valid reason for the absence.

Students will be required to have a group discussion based on the questions that the instructor provides. Individual students must perform the responsibilities of presenter and writer more than five times in order to obtain full class participation point. Students will also participate in various activities during the class, and they are required to turn in a final product after the class. Students are expected to be fully engage in each activity to earn the participation points. The instructor will provide detailed instructions later.

### REFLECTION PAPER (2): Variable due dates; CitLearn and hard copy

Students are required to summarize and reflect on their work. Students are required to write TWO reflection papers. Students will select two of the topics that will be addressed during the class. At the beginning of the semester, students will have a sign-up sheet and will choose from the topics and the dates of the specific topics that will be addressed. In this reflection paper, students will include what they learned, how they feel about their own reading, and what else they want to know. They need to show evidence of having read the material by citing from the text. Students need to follow the APA style. They need to include the page number when they cite from the text. Students will also reflect on the ideas that seemed most interesting and the ones that seemed most troubling, confusing or surprising. At the end of the reflection paper, students will raise good discussion questions (at least two questions) to be discussed with other classmates. Students will post their reflection papers on CitLearn. They are also required to turn in hardcopy of their reflection paper at the beginning of the class. During the class, students will do a presentation on their reflection papers. Students will receive a handout with detailed information on writing a reflection paper.

### **ONLINE DISCUSSION:**

Students are required to participate in at least FOUR discussion board questions that are raised by the instructor and other classmates. When students write their reflection papers, they will raise good discussion questions. The instructor will select the appropriate discussion questions and post them on the discussion board on CitLearn. Once the instructor posts the questions on the discussion board, students are required to have responses to at least one question. Instructor will evaluate each student's participation by considering three parts: knowledge of reading materials, evidence of critical thinking, and considerate behavior towards other students' opinions. Students will receive a handout with detailed information on completing discussion posts.

### **COMPREHENSIVE EXAMINATIONS**

**Quizzes (4)** – Students will take four quizzes. The first quiz will be a take-home, open-book quiz that will allow students to practice taking quizzes. Three quizzes will be in-class closed book exam. These quizzes will be based on the objective tests for each chapter. The questions will be multiple choice, true/false, short answer, and essay type questions. The quizzes will include information presented in the textbook as well as material from lectures.

**Final Exam** – The final exam will be based on the objective tests for each chapter. It will be cumulative and will cover information presented in the textbook as well as material from lectures. The questions will be multiple choice, true/false, short answer, and essay type questions.

### **FIELD EXPERIENCES**

Students will have 10 hours of field experience. Students are required to work in local preschools or elementary schools for at least 10 hours. The instructor will be assigning classes for the students. Students are responsible for keeping a journal of the activities during the field experience. The requirements for the school-based field experience are found at this link, [Requirements](#). In this field work assignment, students are to observe children in structured and unstructured settings to gain a better understanding of children in order to help them become happy, healthy, and productive citizens. They will also observe similarities and differences in children's growth, maturity, and learning processes. They will investigate how children learn their language, cognitive, math skills, fine motor skills, large motor skills, and etc.

The observation packet will be submitted upon completion of the field experience. The observation write-ups will be in journal format. Students are required to include the following information in the observation write-ups: date and time of observation, age of observed participants, activity in which the participants were involved (briefly describe what the children were doing), physical characteristics of the participants (male, female, small or large for age), interest of the participants in the activity, and interaction among the participants. Students will include their knowledge of the physical, cognitive, language, social, and emotional development of the child that they will be observing. Students need to identify the stages of language acquisition that the participants demonstrated.

### **Indy/AAHPERD STANDARDS ADDENDUM:**

Indy/AAHPERD Standards taught in this class:

Standard 4: Physical Education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

Standard 5: Physical Education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.

Standard 6: Physical Education teacher candidates demonstrate dispositions essential to becoming effective professionals.

### Course Calendar

*(Note: Schedule subject to change based on class needs. Additional reading/activities will be assigned as the course develops.)*

<u>Date and Topic</u>	<u>Week's Assignments (Due that day)</u>	<u>Readings, Reminders (Due that day)</u>
8/24 (TH) Introduction to the Class and Each Other		
8/29 (T) Issues in Child Development	Interest & Reading Inventory	Read Levine Ch 1
8/31 (TH) Fieldwork	Inaugural Zucker Family Educational Leadership and Innovation Forum "The Education Workforce: Crisis of Shortages, Promises of Excellence"	
9/5 (T) Theory and Research in Development	Reflective Journal	Read Levine Ch 2
9/7 (TH) Nature through Nurture		Read Levine Ch 3
9/12 (T) Prenatal Development, Birth, and the Newborn	Practice Quiz 1: Take home	Read Levine Ch 4
9/14 (TH) Physical Development in Infants and Toddlers	Online Discussion	Read Levine Ch 5
9/19 (T) Cognitive & Language Development in Infants and Toddlers	Online Discussion	Read Levine Ch 6
9/21(TH) Social-emotional Development in Infants and Toddlers	Online Discussion	Read Levine Ch 7
9/26 (T) Sum Up: Development in Infants and Toddlers	In class: Quiz 2	
9/28 (TH) Physical Development in Early Childhood	Online Discussion	Read Levine Ch 8

10/3 (T) Cognitive/Language Development in Early Childhood	Online Discussion	Read Levine Ch 9
10/5 (TH) Social-emotional Development in Early Childhood	Online Discussion	Read Levine Ch 10
10/10 (T) Sum Up: Development in Early Childhood	In class: Quiz 3	
10/12 (TH) Physical Development in Middle Childhood	Online Discussion	Read Levine Ch 11
10/17 (T) Cognitive/Language Development in Middle Childhood	Online Discussion	Read Levine Ch 12
10/19 (TH) Social-emotional Development in Middle Childhood	Online Discussion	Read Levine Ch 13
10/24 (T) Sum Up: Development in Middle Childhood	In class: Quiz 4	
10/26 (TH) Child Development in School Setting: Fieldwork preparation		
10/31 (T), 11/2 (TH) Fieldwork	Fieldwork Journal Online Discussion	
11/7 (T), 11/9 (TH) Fieldwork	Fieldwork Journal Online Discussion	
11/14 (T), 11/16 (TH) Fieldwork	Fieldwork Journal Online Discussion	
11/21 (T), 11/23 (TH)	No Class Thanksgiving Break	
11/28 (T) Child Development in School Setting	Due: Fieldwork Journal	**Remember to Post your Fieldwork project to the Discussion Board in CitLearn.
11/30 (TH) Child Development in School Setting	Fieldwork Presentation	
12/5 (T)	Final Exam	