

## CIEP 336 CHILD DEVELOPMENT & IMPLICATIONS FOR EDUCATION

Spring 2010

Dunbach #117 Tuesdays 7-9:30pm

**Instructor:** Rabiatu Barrie, MA

**Office Hours:** By appointment, rbarrie@luc.edu

### COURSE DESCRIPTION

This course is designed to explore child development and its implications for educational practice. We will investigate the nature and context of child development as it relates to biological, cognitive, social, and emotional growth. Targeted theoretical structures will be transformed into methodology, which is applicable to classroom situations. By incorporating these paradigms into effective classroom strategies, students will develop an understanding of how child development can be interpreted and utilized by teachers in order to enhance learning outcomes.

### LEARNING OBJECTIVES:

At the conclusion of this course, the student will be able to:

1. Identify differences in approaches to learning and performance as they relate to child development.
2. Describe psychological concepts and principles, and explain their applicability to classroom practice.
3. Discover more about themselves as learners as a means to effectively understand and help students learn.

### REQUIRED TEXT

Meece, J., & Daniels, D. H. (2008). *Child and Adolescent Development for Educators, 3rd Ed.* New York: McGraw - Hill. ISBN-13 9780073525761

Supplemental readings will be provided by the instructor and posted on Blackboard.

### SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK

**Professionalism in the Service of Social Justice:** As a future educator, you can be a vehicle for justice in whatever setting you work. Issues of oppression, privilege, access, opportunity, inclusion, exclusion, discrimination, and bias occur throughout our society. You will be in a unique position to apply the knowledge base of your profession and the skills that you will acquire in an ethical and reflective manner that promotes the self-development and self-determination of others. This class is designed to help you consider social justice as a critical aspect of your professional work.

**Technology:** In this course you will use technology to aid you in communicating and locating resources. You will be able to locate journal articles through the Library's PsychInfo or ERIC search engines, access resources from Blackboard, and find additional information through website links.

**Diversity:** Your department and program are committed to issues of diversity including, but not limited to, race, gender, sexual orientation, social class, ethnicity, and ability status. This class is designed to facilitate your development as a multiculturally competent professional, able to work effectively with diverse students and communities.

### UNIVERSITY POLICIES

#### Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola

University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: [http://www.luc.edu/education/academics\\_policies\\_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://www.luc.edu/education/academics\\_policies\\_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

**GRADING CRITERIA**

In order to fully benefit from class activities and lectures, it is necessary that the student come to class prepared to learn. Therefore, it is expected that the weekly reading assignments will be completed prior to class. All written assignments and papers must be written in according to the American Psychological Association (APA) Publication Manual (6<sup>th</sup> edition). As students are preparing for careers as professional educators, papers must be grammatically correct and reflective of this level of education. Papers will only be accepted if stapled or clipped in the left hand corner.

**The final grade will be based upon the following criteria:**

<b>GRADED REQUIREMENTS</b>	<b>POINT BREAKDOWN</b>	<b>GRADING SCALE</b>
1. Class Attendance/Participation	65 Total (5 points each day)	A 93 - 100% 372 - 400
2. Article & Case Reviews	100 Total (20 points each)	A - 90 - 92% 360 - 371
3. Group Project	100	B+ 87 - 89% 348 - 359
4. Individual Presentations	35	B 83 - 86% 332 - 347
5. Final Paper	100	B - 80 - 82% 320 - 331

**400 Total Points**

C	70 - 79%	280 - 319
D	60 - 69%	240 - 279
F	< 60%	Below 240

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**1. Class Participation.** Weekly attendance is required and all assigned readings should be completed in preparation to actively engage and contribute to classroom discussions.

**2. Article & Case Review Summaries**

**Article Reviews:** You will be required to write and submit 2 articles related to child development from scholarly, peer-reviewed journals (no less than 2 pages - double spaced). Each article summary should include a brief description of the purpose and results of the study, and **most importantly**, include a paragraph describing what implications you can draw from the findings regarding child development (i.e. based on the findings, what conclusions can you draw about child development, the treatment, education, parenting of children, etc). You will be responsible for locating both articles, which should contribute to your final paper.

**Case Reviews:** You will be required to write and submit 3 case review summaries (no less than 2 pages - double spaced) based on case examples provided to you throughout the semester. Case summaries will be based on a theoretical perspective(s) that will be covered in this class. Instructions about what should be included in your case review summaries will be provided to you prior to the assignments due dates.

**3. Group Project & Presentation**

Students will work in groups to present for 30 minutes on an area of research, controversy, or areas of interest not covered in the main course material. You will be graded on the creativity of your topic, well-researched information, and engaging presentation. In addition, each group should provide the class (and instructor) with an assigned reading to familiarize themselves with the presented topic at least one week prior to the scheduled presentation. Additionally, each group is required to provide the class with an outline of their topic on the day of the presentation.

**4. Individual Presentation**

Although final papers are not due until exam week, students will provide an informal 7-10 minute presentation regarding the topic(s) of their final papers on the final day of class.

**5. Final Paper**

Each student will write a 7 - 10 page paper on an area of child development related to a topic of your choice related to child development. Students are strongly encouraged to select a topic that they can relate to their own experiences in childhood, as this process is most likely to have the course come alive for you. Papers should include citations in APA style with a bibliography of at least 10 references, three of which should be empirical research studies on issues related to child development.

**Policy on Missed Classes**

Because this class only meets once per week, it is paramount that students attend each class. If for some reason, you need to miss class, you must email me 24 hours in advance and explain a reason. Documentation for school activities, illness, or other significant events will be required.

**Policy on Late Assignments**

Assignments must be turned in at the beginning of class to receive full credit. **NO LATE ASSIGNMENTS WILL BE ACCEPTED.**

**RECOMMENDED JOURNALS FOR ARTICLE REVIEWS**

Childhood	Journal of Early Adolescence
Child Development	Journal of Research in Child Education
Childhood Education	Journal of Teacher Education
Education and Urban Society	Young Children

*Tentative Course Schedule*

DATE ( <i>Week #</i> )	TOPIC	ASSIGNMENT DUE
Jan 18 ( <i>wk 1</i> )	Intro, Syllabus, & Course Review - <i>Current issues in child development, &amp; research</i>	
<i>Readings</i>		
Jan 25 ( <i>wk 2</i> )	Biological & Physical Perspectives - <i>Prenatal, early childhood development, developmental milestones</i>	
<i>Readings</i>		
Feb 1 ( <i>wk 3</i> )	Cognitive & Learning Perspectives - <i>Information processing &amp; testing</i> <i>Case Example for Review 1 provided</i>	Article 1 Review
<i>Readings:</i>	Chapter 3 & 4	
Feb 8 ( <i>wk 4</i> )	Cognitive & Learning Perspectives Continued - <i>Language &amp; testing</i>	
<i>Readings:</i>	Chapter 5	
Feb 15 ( <i>wk 5</i> )	Contextual Perspectives - <i>Behavior, family systems, &amp; trauma</i>	Case Review 1
<i>Readings</i>	Chapter 8	
Feb 22 ( <i>wk 6</i> )	Contextual Perspectives Continued - <i>Behavior, society, &amp; culture</i> <i>Case Example for Review 2 provided</i>	Article 2 Review
<i>Readings</i>		
March 8 ( <i>wk 7</i> )	<b>SPRING BREAK</b>	
March 15 ( <i>wk 8</i> )	Emotional & Psychological Development - <i>Resiliency, self-efficacy, &amp; subjective well-being</i>	Case Review 2
<i>Reading</i>	Chapter 6	
March 22 ( <i>wk 9</i> )		Group Presentations
<i>Readings</i>	<i>To be determined</i>	
March 29 ( <i>wk 10</i> )	Film	Group Presentations
<i>Readings</i>	<i>To be determined; Case Example for Review 3 provided</i>	

April 5 ( <i>wk 11</i> )	NO CLASS	
April 12 ( <i>wk 12</i> )	Disabilities, Special Needs, & the Exceptional Child	
<i>Readings</i>		
April 19 ( <i>wk 13</i> )	Child Development into Adolescence & Adulthood - <i>Identity</i>	<i>Case Review 3</i>
<i>Readings</i>	<i>Chapter 9</i>	
April 26 ( <i>wk 14</i> )		<i>Individual Presentations</i>
<i>Readings</i>		
May 5 ( <i>wk 15</i> )		<i>Final Paper</i>

\* Please note that this class schedule is tentative and the instructor reserves the right to make necessary changes. Supplemental readings will be assigned periodically