1. UNIT THEME: Educator as creator of effective educational environments integrating diverse students, subjects, strategies, societies, and technologies.

2. CATALOG DESCRIPTION: Concepts and issues in the physical, social, emotional, and intellectual growth and development of children and early adolescents: prenatal through middle school/junior high.

3. COURSE DESCRIPTION: This course provides broad and salient coverage of development from birth through adolescence. It offers a balanced and eclectic selection of topics, a firm foundation of classic and up-to-date research, and an examination of timely issues such as abuse, genetic counseling, and changing family lifestyles. (3.0, 5.2)

4. COURSE PREREQUISITE: Concurrent enrollment with ELE 2000 is recommended. (6.3)

5. COURSE RATIONALE: This course will orient students to learning principles/theories and child development principles/theories and will serve as a foundation for higher level courses. (6.1)

6. COURSE GOAL: This course is intended to increase knowledge of ways children grow, develop, and learn from the time they are conceived until they have matured beyond early adolescence. The physical, social, emotional, and intellectual development of children and adolescence will be explored. Appropriate activities that promote the growth of children and adolescence, and societal changes which influence their development, will also be investigated. (3.0, 3.2, 5.0)

7. OBJECTIVES FOR ALL ELE CLASSES:
   A. Develop a desire for lifelong learning in students and personally display one's own desire for lifelong learning including self-evaluation.
   B. Demonstrate good communication.
   C. Demonstrate/exhibit sensitivity to student's feelings.
   D. Demonstrate a knowledge of facts, and an understanding of fundamental principles, ideas, and relationships among various domains.
   E. Demonstrate knowledge of past and present developments, issues, research, and social influences in field education.

8. OBJECTIVES SPECIFIC TO THIS COURSE:
   A. Emphasize higher order, critical thinking.
   B. Strive to develop student's intellectual, social, ethical, and moral skills and behavior.
   C. Provide for the uniqueness of individuals, recognizing of characteristic of culturally pluralistic and "at risk" populations, and foster appreciation of those differences.
   D. Design instruction to develop and utilize the cognitive processes by which pupils learn.

9. LEARNING MODEL FOR COURSE: Information-Processing Model.


11. METHOD OF INSTRUCTION: Lecture, class discussion and activities.
12. COURSE REQUIREMENTS AND EVALUATION:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two short papers (1 1/2 - 2 pages): analyze two short journal articles</td>
<td>50</td>
</tr>
<tr>
<td>Current Event (1 current news item about child development)</td>
<td>10</td>
</tr>
<tr>
<td>Personal Child Study Paper (5 pages from birth to adolescence)</td>
<td>70</td>
</tr>
<tr>
<td>Class attendance/Participation</td>
<td>30</td>
</tr>
<tr>
<td>Online Quizzes</td>
<td>170</td>
</tr>
<tr>
<td>E-mail professor</td>
<td>20</td>
</tr>
<tr>
<td>Six TESTS including a MIDTERM and FINAL</td>
<td>600</td>
</tr>
<tr>
<td>Attendance at a Professional Meeting</td>
<td>5</td>
</tr>
<tr>
<td>Discussion Board/Group Projects</td>
<td></td>
</tr>
</tbody>
</table>

Extra Credit Opportunities: A reaction paper (one page, typed, double spaced, 12 point font) may be written for "Educating Peter" which we will watch in class for a maximum of 5 points each. Also, each student may do a maximum of one extra current event for a maximum of 10 points.

13. GRADING SCALE:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% - 100%</td>
<td>A</td>
</tr>
<tr>
<td>80% - 89%</td>
<td>B</td>
</tr>
<tr>
<td>70% - 79%</td>
<td>C</td>
</tr>
<tr>
<td>60% - 69%</td>
<td>D</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

At any point in this course, a student can determine the letter grade at which he/she is achieving by dividing the number of points earned on tasks required. The above percentage levels can be matched with the designated letter grade equivalents. Due dates will be set for all work, two points shall be deducted for each calendar day that a paper or project is late. No work will be accepted after April 30, 2004. A 10% deduction will be assessed on all tests not taken on the assigned test day. All assignments must be typed in Microsoft Word and saved as a document file or saved as a Rich-text file if using another software program.

14. TWO SHORT ARTICLES:

Select two current (1993-) journal articles related to research regarding any component of childhood and early adolescent development. The first article must come from the Internet. The second article must come from the selection of articles on reserve in the library. The articles on reserve are listed under my name and this course. Cite title, author, date, and sources of material. The reserve articles will also be available through e-reserves online. Abstract the research into one and one half to two pages of double-spaced typed (12-point font) material. Write your reaction to the research findings.

Components of the paper will include:
1. Reference in APA formats (top of page).
2. Summary of article.
3. Reaction to the article.
4. Copy of the article or link to the article.

This assignment needs to be turned in as an attachment using the mail function in WebCT. All written assignments will follow American Psychological Association (APA) style format. As prospective teachers, all students will be expected to meet performance criteria associated with grammar, spelling, and sentence structure. (1.3, 3.0, 3.2, 5.7, 6.0)

Grading: The articles will be worth 25 points.
Reference cited in APA style..................................5
Summary of Article..............................................10
Reaction to the Article........................................5
Quality -grammar, spelling, punctuation, page length........5

15. PERSONAL CHILD STUDY PAPER:

You will be writing a paper on your development from birth to adolescence. Discuss your physical, social, emotional, intellectual, and language development in your paper and relate your development to what the textbook states regarding children's growth and development. Children's development in these areas may vary greatly. Please include in the paper if you were gifted in any particular area or if you might have been delayed in some areas. This paper will be read only by the instructor so please be complete as possible. This paper should be approximately five typed pages (double spaced, 12 point font) in length. Your Child Study Paper is to be turned in through WebCT as an attachment. The scoring key that will be used to assess the child study paper will be on my web page.
16. CURRENT EVENT: You will select a current event item from a newspaper or magazine, etc. that is relevant to this class. It must be about a child and adolescent development/behavior. You will report on this news item orally to the class. Also, you will need to write a short, one paragraph, summary of the news item which is to be written on a 3x5 notecard and handed in on the day that the article is presented in class. (1.3, 3.2, 6.0, 6.4)

17. E-MAIL INSTRUCTOR: Each student is to e-mail the professor, from their own WebCT e-mail account, with the name and author of the first article the student chooses to review. This is to check to make sure that each student can use E-mail to send mail via the computer.

18. VIDEOS: There will be a selection of videos to help students understand child and adolescent development. If a student misses a video, it is his/her responsibility to watch the video with another class or get the notes from a classmate. (5.7, 6.0, 6.4, 13.1)

19. ATTENDANCE: Attendance is encouraged. Each student is responsible to obtain notes from a classmate if they are absent. To receive points for class participation, you must be in class. Even if your absence is excused due to a death in the family or illness, you will lose partial points for not participating in class on those given days.

20. ONLINE QUIZZES: An online quiz is available for each chapter to help prepare for tests. You are required to take each quiz before we take a test over that section. This is part of your class participation grade, which will result in the loss of 2 points for each quiz not taken before a test.

21. FINAL EXAM: Your final exam will be during the designated final exam time. You will be given the normal two hours to take the final exam.

22. GRADES: You will be able to check for your grade on any given assignment by using the gradebook on Web CT. Averages will not be calculated on a daily basis. You will need to figure out your average by dividing the number of points earned by the number of points possible.

23. Reading Assignments: You will be required to read all of the chapters in your book. Class discussions will require you to have read the chapters ahead of time and to be able to apply what you have learned. Occasionally, you will have supplementary reading assignments that will be required to read before coming to class. These reading assignments will be available online and announced in class.

24. Attendance at Professional Meeting: During the semester, attendance at an ACEI, Math Energy, MLEC, SRC, KDP, or PDK meeting is required. You will need to have one of the officers or advisors sign a proof of attendance and turn it in during class.

25. DUE DATES: All assignments are due into my office by 1:00 p.m. on the date due.
   01/30/2004  Article selection e-mailed.
   02/27/2004  First article due.
   04/02/2004  Second article due.
   04/09/2004  Personal Child Study paper due.
   04/23/2004  Current event due.

   Additional due dates will be provided during class for discussion boards and group assignments.