

EDUC 205-010, Fall 2012
Human Development: Grades K-8

Class (**on campus**): MWF 10:10-11:00 Brown Lab Room 207
 (After-School Mentoring Program Site): Tuesdays 3:30-6:00 pm

Materials Available on Sakai: <https://sakai.udel.edu/portal>

| Contact Persons | Office | Phone | Email |
|---|----------------|----------|--|
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| Office of Clinical Studies (for information on field placements) http://www.ocs.udel.edu | | | |

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COURSE DESCRIPTION

Course Content

In this course, we will explore the developmental changes that can be expected from early childhood through early adolescence, and the role that contexts, especially schools, play in promoting this development. Topics that will be discussed include the following: (a) the methods that are employed to study children and adolescents in classrooms and other settings; (b) the physical, cognitive, socio-emotional, moral, and linguistic changes from early childhood to early adolescence; and (c) the role of families, peers, and schools in influencing healthy development in the areas specified in b.

The emphasis throughout the course will be on how children and early adolescents differ in their development and educational needs, and how you as mentors and future educators can interact with children in ways that are that are “developmentally appropriate.” As you may teach adolescents in middle schools as well as children much younger, being knowledgeable about the changes from early childhood to adolescence will be valuable.

Service Learning (Mentoring)

You will not merely acquire knowledge and understanding of human development from the textbook, readings, and activities in this course, but you will also apply that knowledge during a service learning experience that will occur throughout the semester. At this point, you are likely asking yourself the question, “**What is service learning?**” Service learning begins with a clear need in the community. In this case, there’s a strong need for mentors and tutors to work with children and adolescents in after-school programs. Successful service learning experiences are ones in which the providers of the service (i.e., you) and the recipients (i.e., after-school programs and the children in them) both benefit. You will benefit by developing a better understanding of children’s and adolescents’ development. The program and the children will benefit by having a caring and understanding person to learn from and connect with. The main difference between community service experiences, which you may have had in high school, and the service learning experience in this course is that the course content and the service learning are explicitly intertwined.

You will be in an after-school program a minimum of once a week for ten weeks. You will work with a child from grades K-4 for five weeks and with an early adolescent in grades 5-8 for five weeks. Details will be provided in the first few weeks of class and are available in the Mentoring Manual, which can be downloaded from the “Mentoring Project” link in Sakai. ***Satisfactorily completing the approved service-learning component is required in order to pass this course.***

COURSE OBJECTIVES

General School of Education (SOE) Objectives and This Course

The mission of the School of Education is that pre-service teachers in the ETE program immediately take on the roles of researcher, problem solver, and partner to develop professional skills. In this course, you will meet the SOE’s objectives by taking on the role of *researcher* as you (a) learn to critically evaluate the text material and supplementary articles, (b) as you conduct observations, and (c) reflect upon their meaning in the service-learning component of the course. As a *problem solver*, you will solve educational problems and cases. As a *partner*, you will collaborate with your peers in classroom activities, with a child and adolescent for whom you will be a mentor and/or tutor, and with the coordinator of the after-school program (i.e., the service learning site).

Specific Learning Outcomes for This Course

There are 10 outcomes associated with the University of Delaware’s conceptual framework (for details go to <http://www.dcte.udel.edu/wp-content/uploads/2012/01/Conceptual-Framework-2012.pdf>). If you work hard at mastering course content and use your service learning opportunities thoughtfully, at the end of this term you will have gained the ability to:

1. Explain the physical, cognitive, linguistic, socio-emotional and moral changes that occur from early childhood to early adolescence;
2. Describe in your own words the contextual influences on human development (i.e., families, peers, schools, culture);

3. Apply your knowledge of theories and research findings to problems, cases, and mentoring/tutoring sessions in an after-school program [conceptual framework outcomes #2 and #3];
4. Reflect on how your experiences in this course have helped you understand developmental differences in children and adolescents and how you can provide “developmentally appropriate practices” (DAP) [conceptual framework outcomes #1, #2, and #3];
5. Develop skills that contribute to professional success in teaching (i.e., analytic or critical thinking skills, collaborative team skills, communication skills) [conceptual framework outcomes #5 and #10];
6. Discover and use resources in the library and the internet [conceptual framework outcome #7].

INSTRUCTION

Teaching Approach

Learning is best achieved when you apply the knowledge that you have learned in a meaningful way. Simply memorizing the content by rote *may* help you remember in the short term, but it will not be useful when you try to use this knowledge in your teaching. Consequently, I view my role as an instructor to be a *facilitator* of your thinking. My goal is not simply to inform you of the current knowledge base, but to engage you in thinking about the meaning of the information to help you mentor in this class, and to help you teach in the future.

This course is not a traditional lecture course. I will assist your learning by occasionally giving mini-lectures. However, the focus will be on having you engage with the material in the following ways: (a) collaborating and sharing ideas with peers on problems and cases; (b) viewing and discussing videotapes and clips that illustrate course concepts and theories; and (c) reflecting on how the course content relates to and informs your practice during your service learning in an after-school program, and vice versa. To engage fully with the material, **you MUST do the assigned readings prior to class.** Class activities are indicated on the course schedule. Please refer to the course schedule before every class, and visit Sakai every day! You must also **check your email each morning** because important notices on Sakai will also be emailed to you.

Please download and print off the activities from Sakai and bring them with you to complete in class on the days indicated. You can either bring a laptop to class or print off the assigned supplementary readings to use in class. You **must be in class and prepared every day!** I will quiz you individually (on Sakai) throughout the semester to make sure that you are keeping up with your textbook and supplementary readings. Finally, I will ask you to fill out an informal course evaluation halfway through the course to find out how these methods are facilitating (or not facilitating) your learning so that I can make adjustments.

Course Materials

1. **Required Text:** The following textbook can be purchased at the UD bookstore (Perkins Student Center at 325 Academy Street). You can also order it from the bookstore online (<http://www.campusstores.com/udel>), or anywhere else if you can find it cheaper!

McDevitt, T. M., & Ormrod, J. E. (2010). *Child development and Education, 5th edition*. Upper Saddle River, NJ: Pearson.

2. **Sakai (Online):** The course syllabus, assignments, class activities, resources, and supplemental readings are available on Sakai (<https://sakai.udel.edu/portal>). You must be enrolled in the course and know your UD username and password to access Sakai. Please see computing requirements later in the syllabus.

Course Requirements

1. **Readings: It is required that you do the readings before class.** You must be familiar with the material to engage in class and group discussions, to work in your groups, and to fully benefit from the class time. You can download the material on Sakai, and print PDF files for your use. It would be helpful to bring your own copy of each of the readings to class on the day that the reading is assigned, OR you may bring your laptop and use the pdf version on the computer instead of printing out the article. You will take individual online quizzes on the readings to ensure that you are keeping up with the reading (please see schedule for assigned quiz dates). ***There are no re-takes and no make-ups for these quizzes; be sure to submit them by the assigned due dates and times!***
2. **Small Group Work:** Collaborative learning is an integral part of this course. You will apply course content and consider developmental issues in more depth when we break into small discussion groups to do activities and solve problems during each class session. The purpose of working collaboratively is to share your ideas with peers so that you can learn from each other (not everyone will understand a concept and theory in the same way), rather than breaking down the task into parts so that it can be completed quickly. The discussions, problems and activities are key to moving towards a stronger understanding. ***Please download and print off the activities and readings and bring them with you on the assigned group days so that we can complete them together in class (available in Supplemental materials identified by topic in "Resources" in Sakai).***
3. **Service Learning (Mentoring) Experience:** The service learning experience enables you to relate the content of this course to day-to-day issues in mentoring or tutoring, and to provide you with some practical experience in working with children and early adolescents. This experience involves observing and working with students in an after-school program (details are provided in the mentoring assignment which is available on Sakai). You must act in a professional manner while in the field. Please read the guidelines for professional conduct during clinical experiences on the Office of Clinical Studies (OCS) website: www.ocs.udel.edu. Do not forget that you are a representative of the University of Delaware and must demonstrate judgment and responsibility commensurate with this role. Before you begin the service learning, you must make sure that you have had a negative result on a PPD Mantoux test for tuberculosis. When you are in the field, you must wear your ID card in a plastic holder around your neck at all times (plastic holders and lanyards are available at UD bookstore; inserts will be available in class). When you have completed your service learning experience, you must record your placement on the OCS website.

EXPECTATIONS AND PROTOCOLS FOR BEHAVIOR

(Adapted from 09J-SFI Sakai Track based on UCF's ADL5000 and IDL6543 course protocols. Used with permission)

What I Expect from You:

- *Participation and active engagement with the content.* As emphasized earlier in the syllabus, you must be prepared to discuss content in class and group discussions.
- *An open mind and willingness to learn.* You might have certain expectations of children and adolescents that may need to be adjusted based on the content and experiences you will gain in this class. Be open to that and embrace it! Change is good! In addition, you will need to open yourself up to a variety of perspectives.
- *Quality of thought and work.* You should be challenging yourselves to higher levels of thinking and making sure that the work you submit represents this high level. To aid in this process, you should be asking questions of your peers as well as the instructor to help you understand the material.

What You Can Expect from Me:

- *Dedication to facilitating your learning in any way that I can.* I always seek feedback on ways in which I can structure your learning or provide new experiences that can enhance your learning during the semester. Feel free to make suggestions whenever possible!
- *Flexibility.* I will make adjustments to the course schedule as needed (e.g., changes in the field placement setting or schedule, the manner in which progress is made throughout the course, and time considerations).
- *High standards.* While I am flexible and will adjust to your needs, I still expect you to produce high quality work, and will provide you with extensive feedback to that end.
- *Timely responses to email.* I will respond to any emails on the same day that they were sent during the week.

Protocols for All Types of Interactions (face-to-face, email, and discussion forums)

- *Be courteous and considerate.* It is important to be honest and to express yourself freely, but remember to be kind and think first. The golden rule applies: Do unto others as you would want them to do unto you.
- Use appropriate language.
- In communicating to people online (email and discussion forum)
 - *Be as clear as possible.* Online communication in particular lacks the nonverbal cues that fill in much of the meaning during face-to-face communication.
 - Do not use all caps. This makes the message very hard to read and is considered "shouting."
 - Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the e-mail).
 - Break up large blocks of text into paragraphs and use a space between paragraphs.

Face-to-face Protocol (in class or in group meetings outside of class):

- Turn off all cell phones; they can be left on vibrate if necessary.
- Do not check e-mail, facebook/myspace, or twitter during class.
- Do not interrupt the instructor or another student in class.
- Do not be late; it disturbs everyone.
- PDAs and other devices should not be used during class unless requested by the instructor.

Email Protocols:

- Check your e-mail and Sakai daily.
- When sending e-mail please put EDUC205 in the "Subject" line.
- Do the following in *every e-mail message you send* during this course:
 - Use the greeting “Dear Haruka” since you are communicating to the instructor in a formal way. This is great practice for you as future teachers given that you will be communicating with parents and other colleagues through email in the future. Make sure that you spell the person’s name correctly!
 - Sign your e-mail messages (it is usually not obvious who the sender is based on the email address).
- Never assume your e-mail can be read only by yourself; others may be able to read or access your e-mail without your knowledge.
- Never send or keep anything you would not mind seeing on the evening news. Use appropriate language.

Forum Protocols (for working on the PBL problems in groups online): Use the following *conventions* when composing a discussion posting:

- Be careful about "Subject" headings; use something that is descriptive, refer to a particular Forum topic when applicable.
- Use the "reply" link if you are replying to someone else's posting.
- Avoid postings such as "I agree," "I don't know either," "who cares," or "ditto." They do not add to the discussion.

EVALUATION

In this course, a point system is used instead of A's, B's, etc. This system will enable you to determine where you stand throughout the course (see end of section for the range of scores associated with each letter grade). You will be earning up to **160 points maximum**. Your final grade will be based on the following forms of evaluation:

1. **Online quizzes (50 points).** You will take **5 online quizzes** to test for your understanding of your readings over the course of the semester (10 points each; see schedule for dates). It is imperative that you keep up with the reading assignments so that you are able to

contribute meaningfully to class and to earn these points. All quizzes will be done on Sakai (under Tests and Quizzes), but ***MUST be done independently!*** Remember, these quizzes **MUST be completed by the deadlines; there are NO make ups for quizzes.**

2. **Exam (30 points):** You will write **1 exam** worth 30 points on **Part III of the course only** (socio-emotional and moral development of children and adolescents). The exam will be based on readings, classroom activities, handouts, and class discussions. Content covered in class will be emphasized but you are also responsible for studying material included in the textbook that may not have been discussed in class. The exam format consists of short-answer, multiple-choice, and/or short essay questions, as well as possible case analyses. It will be written in class where indicated on the schedule.
3. **Cognitive PBL (25 points).** In small groups of 5 or 6 students (depending on class size), you will collaborate on the cognitive PBL problem entitled “Challenge” over the course of several class periods. The goal of this collaboration is to understand the different cognitive theories and how they can be applied in the classroom. The end product will be a letter created by each group using Google docs that represents a group’s analysis of the problem and proposed solution. This *letter will be graded on 15 points*. Given that each group member is equally accountable for contributing to the group’s understanding of the content and creation of the letter, a *peer evaluation* of each person’s contribution to the process and product will be part of the grade, specifically, *10 points*. Thus, the cognitive problem is worth a total of 25 points.
4. **Service learning reflections, chart showing content connections to practice, and mentoring report (30 points).** 1) You will write **2 journal entries** in the Assignment folder of Sakai, each worth 2 points. (See Course Schedule for due dates.) With each journal entry you will attach an ***ongoing chart*** showing **three course-to-practice connections** (worth 3 points each time). These journal entries and chart connections will be worth a total of *10 points*. 2) You will write *a report* of the developmental differences between children and adolescents that you observed in the service learning, and explain how you developed and administered an art activity that was appropriate to the developmental level of the students. This part of the service learning evaluation is described in the Mentoring Manual and is worth *20 points*. Altogether, the service learning evaluation is worth *30 points*.
5. **“Arielle” PBL (25 points).** In small groups of 5 or 6 students, you will work on solving the “What’s Wrong with Arielle” PBL over the course of a few classes. At the conclusion of this assignment, your group will orally present your hypothesis and evidence that supports the hypothesis to the class. Your classmates will evaluate this *oral presentation* for *15 points*, and each of you will share the group grade (averaged scores). Most of the work related to this problem will be done during class time. However, you will need to do work outside of class time if you are unable to collect all of the information that you need during class and to run through the presentation at least once. There is also a 10-point *peer evaluation*, where peers within your particular group will evaluate your contribution to the project as a team player.

Each learning objective for the course will be addressed by the following evaluations:

| Learning Objectives | Form of Evaluation |
|---|---|
| Explain the physical, cognitive, socio-emotional, moral, and linguistic changes that occur from early childhood to early adolescence. | Exam and quizzes, journal entries on Sakai |
| Describe in your own words the contextual influences on human development (i.e., families, peers, schools, culture). | Exam and quizzes, journal entries on Sakai; mentoring report |
| Apply your knowledge of theories and research findings to problems, a relevant case, and mentoring/tutoring sessions in an after-school program. | Exam and quizzes, mentoring report, Arielle PBL (all stages), Cognitive PBL |
| Reflect on how your experiences in this course have helped you understand the differences in children and adolescents and how you can provide developmentally appropriate practices. | Journal entries on Sakai, mentoring report |
| Develop skills that contribute to professional success in teaching (i.e., analytic or critical thinking skills, collaborative team skills, communication skills, self-reflection skills). | Exam and quizzes, Arielle PBL, Cognitive PBL; mentoring report, journal entries, peer evaluations |
| Discover and use resources in the library and the internet. | Arielle PBL (stage 2), mentoring report; Cognitive PBL |

To obtain an A- in the course, you will need to get at least 90% of the total of 170 points, or at least 153 points. In tabular form the point system breaks down as follows:

| Letter Grade | Range in Percent | Range of Points |
|--------------|------------------|-----------------|
| A | 93-100 | 158-170 |
| A- | 90-92 | 153-157 |
| B+ | 87-89 | 148-152 |
| B | 83-86 | 141-147 |
| B- | 80-82 | 136-140 |
| C+ | 77-79 | 131-135 |
| C | 73-76 | 124-130 |
| C- | 70-72 | 119-123 |
| D+ | 67-69 | 114-118 |
| D | 63-66 | 107-113 |
| D- | 60-62 | 102-106 |
| F | 59 and below | 101 and below |

COURSE POLICIES

- **Attendance.** Because of the interactive nature of the small group exercises and the large group discussions, you are expected to attend every class barring illness or other emergency (such as a family death, a school-sanctioned trip, or a religious holiday). Remember, you can earn 15 class participation points based on your active participation and attendance. If you miss a class, you are responsible for obtaining the notes and any announcements made from your classmates (not the instructor). If you have a valid written excuse, bring it to the professor as soon as possible. *Please check Sakai and your schedule daily, and keep up with the readings and assignments* (see Pledge at the end of course schedule). Students who miss many classes typically do not do as well as those who regularly attend class.
- **Academic Honesty.** You are responsible for knowing the University of Delaware's policy regarding academic honesty. (Refer to the undergraduate catalogue.) You are expected to be honest and forthright in all of your academic work. Attempts to falsify (e.g., invent findings or citations), fabricate (e.g., invent sessions with students that did not occur), plagiarize (e.g., copying and pasting the whole or partial text from web pages into a paper), or cheat will be reported in accordance with University policy. The University of Delaware does *NOT* tolerate any form of academic dishonesty. Visit the following web site for specific information about the code of ethics in using information from a website: <http://www.udel.edu/codeoftheweb/>.
- **Responsible Computing.** General guidelines in using the university's computing services must be followed. Do *NOT* give your username and password to friends or roommates. You are also expected to interact with the instructor and peers in a respectful manner. Email or personal exchanges, discussion postings, and replies to postings on Sakai that contain inappropriate language, threats, or derogatory comments will *NOT* be tolerated. Any instances of such misconduct should be reported to the instructor and appropriate steps will be taken.
- **Accommodations Due to Disability.** Students who need special assistance or accommodations due to a disability should see me at the beginning of the semester so that arrangements can be made ahead of time. I will maintain complete confidentiality of any information you share with me. If you determine that formal, disability-related accommodations are necessary, it is very important that you contact the Office of the ADA (Americans with Disabilities Act), www.udel.edu/ADA or 831-4643.
- **Assignment Policy.** All assignments must be submitted on the due date. Late assignments will *NOT* be accepted. An extension may be given for the service learning paper in extraordinary circumstances. It is your responsibility to find out which service learning days will be missed due to holidays and/or testing days at the beginning of your placement and to try to make them up early; e.g., go to the after-school program an additional day each week if your schedule permits.

- **Exam Policy.** The exam and quizzes are to be taken when scheduled. Exceptions will be made only in cases of *excused absences* (i.e., illness, extreme personal tragedy, religious holiday, or University activity). You must contact me as soon as possible, preferably, before the exam. Absences for which you will *NOT* be excused include a family function, an appointment with a health care professional or professor, travel plans, traffic delays, weather conditions, and confusion about exam time and place.

COMPUTING REQUIREMENTS FOR ELECTRONIC ACCESS

- **Email.** You must have a UD email address since any information that the placement coordinator and I send will be automatically sent to this address. If you use an email account other than UD (e.g., AOL, Hotmail, Yahoo), you should forward your UD account to this personal account. This can be done by going to <http://www.udel.edu/help>, clicking on “Forward and unforward email” in the “UD community” column under “Email,” and following the instructions. ***Make sure that you check your email and Sakai for notifications every morning***; otherwise you may not receive important information regarding this course.
- **Sakai.** Most of the course material (e.g., assignments, class activities, some readings, and mentoring information) will be placed on Sakai so you must have access to the internet. To access Sakai you need to do the following first: (a) activate your UDeINet ID (if you haven’t already done so) by clicking <https://metal1.nss.udel.edu/cgi-bin/auth/network> and (b) make sure that you remember your UD username and password (from your UD email account). Then log onto Sakai: <https://sakai.udel.edu/portal> using your UD username and password. It is recommended that you have two browsers on your computer (e.g., Internet Explorer and Firefox; ***Safari is NOT recommended, especially for Macintosh users***).

If your browser does not support Sakai, you can update your browser for free by clicking on “visit UD deploy” on the My Courses homepage (<http://udeploy.udel.edu>). You can also download other software through this link (e.g., Acrobat Reader, which you will need to read documents in Sakai).