Child Development: Cognitive, Physiological, Socio-Emotional Syllabus

Course Description

Course participants will develop instructional and leadership skills needed for addressing the needs of students from early childhood through adolescence. Participants will reflect upon how developmental trends and concepts drive instructional practices in today’s challenging classroom environment. Specifically, attention will be given to the cognitive, physiological, socio-emotional, and cultural domains of development. Using the cases as a launching point, teachers will be given the opportunity to participate in on-line discussions regarding beliefs, best practices, challenges, current research, and ways to apply them to their own teaching practice.

Competencies

Upon completion of this course, participants will be able to

- Identify and address important developmental issues including individual expression of human adaptation, motivation and learning, and identity development in a social world;
- Understand fundamental developmental principles and the manner in which they interconnect with environmental factors;
- Discuss the principles underlying physiological development and the contribution of heredity;
- Describe the stages of cognitive development, the sequence of language development, and their subsequent influences on school performance;
- Predict the ways in which the family, peer group, school, and mass media act as facilitators or inhibitors of the development of children and adolescents;
- Understand the relationship between moral development, and successful human adaptation;
- Identify the skills associated with emotional intelligence and understand the importance of the construct;
• Understand diversity in development, resulting from a variety of cultural settings; and
• Apply an understanding of the nature of human development in different domains and the factors affecting developmental processes to practical classroom-oriented situations.

Materials

All materials are accessed via the CaseNEX website using the PIN provided and the user name/password you create.

All readings listed can be found by going to Class Materials ➔ Virtual Library ➔ Readings (Search).

If you do not have the most recent versions of the following software, please download each from the given sites.
  • Windows Media Player
  • RealPlayer
  • Adobe Reader
  • QuickTime

Cases Used
  • Borders and Barriers
  • Boxed In
  • On the Same Page
  • Up to Standard

Course Schedule

Find session dates by selecting Syllabus on the top menu bar. For typical courses, final Discussions, Journals, and Workbooks are due by Saturday at midnight unless otherwise noted. Please see the News Flash for any alterations of the course schedule posted by your instructor.
Introductory Session
Exploring the CaseNEX Site

Complete these tasks prior to the beginning of Session 1.

Readings

Read the course requirements, paying special attention to the Case-Analysis and Workbook Assignment Rubrics. They will be used by your instructor throughout the course to evaluate assignments where appropriate.

Discussion

Post one entry introducing yourself to your classmates. You may choose to describe your professional background and experience, relevant personal information, or why you are taking this course. (100 words or fewer)

Journal

What do you find inspiring and challenging about your work in education? (100 words or fewer)

Note

Use CaseMail to send a note to your instructor stating that you will be taking this course. To do so, click on CaseMail on the top menu bar and then ‘Click here to create a new message.’ Use the marked link to look up an address. Continue linking down until you see the class list. Select the instructor’s name and then compose your message and hit ‘Post Message.’
Session 1
Developmental Trends: Theory, General Applications, and Individual Expression

Case
Boxed In

Readings
• Human Growth and Development - A Matter of Principles
• Early Learning Standards: Creating the Conditions for Success
  The First Seven...and the Eighth: A Conversation with Howard Gardner

Optional Readings/Background Information
• Child Development and Parenting Information
• The ABC’s Of Child Development
• Multiple Intelligences by Jay Davidson

Discussion

Each child’s development is unique and unfolds at different rates. Based on the principles in this session’s readings, what knowledge might help Pauline make her recommendations at the gifted eligibility meeting? What actions might she take regarding the assessment of students such as Becky and Allyson?

Journal

Apply knowledge gained from the article “Human Growth and Development - A Matter of Principles” to your current class, school situation, or work with children. Based on your experience and observations, describe the importance of recognizing differences in development and the subsequent consequences for instruction within the classroom or work with groups of children.

Note

Check your CaseMail (linked from top menu bar) and News Flash (on the right when you login) for notes from your instructor every time you log on to the site.

Workbook
None this session
**Session 2**  
*Physiological Development: Heredity and Contemporary Influences*

**Case**  
Boxed In

**Readings**
- The Three-Ring Conception of Giftedness
- Causes of ADHD
- Childhood Obsessive-Compulsive Personality Traits in Adult Women With Eating Disorders: Defining a Broader Eating Disorder Phenotype

**Optional Readings/Background Information**
- Helping Your Child’s Physical Development
- The Gifted Student with ADD: Between Two Worlds
- Obsessive Compulsive Disorder

**Discussion**

From a developmental perspective, what are the **issues** that affect the academic performance of both Becky and Allyson? What **knowledge** gained from this session’s readings would help Pauline meet her student’s individual needs?

**Journal**

Describe your own experiences with the **issues** surrounding the interaction between hereditary traits (AD/HD, giftedness) and contemporary influences (gifted programs, environmental pressures). What **actions** can you take in the classroom or your work with children to help students cope with AD/HD and/or obsessive-compulsive traits? Discuss in detail strategies that would help to promote successful adaptation for such children.

**Workbook**

**Addressing AD/HD**

Focus on one student in your school who has been diagnosed with AD/HD. Select one subject area, class, or unit, and propose at least three different accommodations designed to support this student’s
needs. You may focus on instruction, assessment, classroom management, and/or any other area that will support the student in question. Provide detailed plans and a rationale for each recommendation that is based upon knowledge from the readings in this course. Cite your sources. 1000 words or fewer

Due by the end of this session
Session 3
Cognition, Language, and Learning: Influences on School Performance

Case
On the Same Page

Readings
• Another Look at What Young Children Should Be Learning
• The Role of Pretend Play in Children’s Cognitive Development

Optional Readings/Background Information
• Piaget

Discussion
Based on this session’s readings, what knowledge might the preschool teacher share with Elena during their next meeting about her daughter’s cognitive development? What actions might she recommend Courtney’s parents take regarding her preschool placement? When you respond to each other’s recommendations, speculate about the consequences of the actions they have proposed.

Journal
How might knowledge gained from reading “Another Look at What Young Children Should be Learning” affect your current teaching practices or work with children? What actions can you take in your classroom or work with children to enhance cognitive development by incorporating play? Describe three specific strategies for incorporating play to boost cognitive development.

Workbook
Following Piaget’s Model: Using Direct Observation

The purpose of this assignment is to learn about the cognitive development of students through direct observation. Piaget and other noted Developmentalists often used observation as a method of inquiry to acquire knowledge about children’s cognitive development.

Observation is an excellent qualitative means for gathering important
information and then translating **knowledge** gained into appropriate teaching practices. For this assignment your focus will be on what motivates students to learn.

Please use the following guide in conducting your observational experience.

**Observation Guide**
1. Choose three different students with whom you are familiar as your targets of observation.
2. Go into different learning environments where you are able to observe each target student on separate occasions.
3. Observe uninterruptedly for 20-30 minutes each time.
4. Take a running record of the student every 2-5 minutes. (Watch for 2-5 minutes and then describe what you see for a few minutes.) Take note of the following: the environment; people in the environment; characteristics of the target student; and any verbal or non-verbal interactions. What motivating factors are there to promote student learning. What works and what does not work in terms of motivation for your target students. What other information would be helpful?

Upon completion of your observation, compile your experience into a written report of each student including the information from the observation guide. Use this report to detail a specific **action** plan that you and other teachers can take to better motivate each student based upon **knowledge** you have gained. 1000 words or fewer

Due by the end of Session 4
Session 4
Parenting Styles and Family Dynamics: Influences on Development

Case
On The Same Page

Readings
• Parenting Style and Its Correlates
• The relationship between positive parental involvement and identity achievement during adolescence - Statistical Data Included

Optional Readings/Background Information
• Successful Parenting: Guidelines for Raising Children & Teenagers

Discussion
Using the knowledge from the article, “Parenting Style and Its Correlates” describe the parenting styles of Elena and Gerry in this session’s case. What issues are raised by their parenting styles and what might be the potential developmental consequences for Courtney? What might be her perspective on her preschool placement?

Journal
Based on this session’s readings, what knowledge have you gained regarding effective parenting? What are the consequences (both positive and negative) for educators of the different parenting styles represented in the classroom? Describe two different actions you might take to inform parents in your classroom or work about appropriate practices and the subsequent impact on children/adolescents? Justify your response by citing the corresponding research from the articles in this session’s readings.

Workbook

Following Piaget’s Model: Using Direct Observation assignment due by the end of this session
Session 5
Moral Development

Case
Up to Standard

Readings
• Moral Development and Character Formation
• Some Classroom “Dilemmas” are Beneficial
• Developing Empathy in Children and Youth
• The Domain Approach to Values Education: Examples of Classroom Practice

Optional Readings/Background Information
• Moral Development and Moral Education: An Overview
• Character Education: Who Is Responsible?

Discussion
What are the moral issues facing Maggie, Kyle, and Jamey in this session’s case? What actions might Maggie and her colleagues have taken in response? What might they do to help students learn to take the perspective of others? Cite knowledge from the readings as you frame your responses.

Journal
In your experiences working with children and/or adolescents, how do they learn right from wrong? What issues arise when schools assume an active role in teaching moral development? What are the consequences when schools do not articulate a vision for teaching moral development? Consider the actions you believe schools should or should not take to promote moral development.

Workbook
Developing Dilemmas: Moral Education for Today’s Students

Based on the knowledge gained from reading “The Domain Approach to Values Education: Examples of Classroom Practice” and “Some Classroom ‘Dilemmas’ are Beneficial,” write a dilemma (short story or vignette with a moral quandary) with the goal of increasing the current
level of empathy among students. (Refer to the readings for some examples). The dilemma should be age appropriate in terms of content, interest, and cognitive level for the students with whom you currently work. Implement the dilemma into a lesson plan, or present it to at least three students. Write about the process and outcome of this experience; include a copy of the dilemma. 1000 words or fewer.

Your lesson plan should include:

- Description of classroom, students, grade level, content, unit plan this lesson fits into, and any other relevant information;
- Goals and objectives, including state standards if appropriate;
- Grouping of students;
- Materials, including a description of the moral dilemma;
- Procedures;
- Assessment (informal or formal);
- Rationale for your choices; and
- Reflections on your implementation of this lesson and ideas for its refinement. (Complete this portion after you have delivered the lesson).

Due by the end of Session 6
Session 6
Social and Emotional Development: The Role of Feelings

Case
Up To Standard

Readings
- Young Children's Emotional Development and School Readiness
- Emotional Intelligence: The ‘Missing Piece’
- Nurturing Social-Emotional Development of Gifted Children

Optional Readings/Background Information
- Stages of Social-Emotional Development In Children and Teenagers

Discussion
What knowledge about emotional development might have helped the teachers in Up to Standard? According to the research in this area, the skills of emotional intelligence (perception of emotions, understanding emotions, and managing emotions) can be taught. Describe three actions Maggie might have taken to incorporate instruction of these skills in her classroom. What might be her students’ perspectives on these actions?

Journal
Based on this session’s readings, what appear to be the immediate and long-range consequences of having low levels of emotional intelligence? Describe your experiences working with students who have low levels of emotional intelligence. Compare and contrast those experiences with students who have higher levels of emotional intelligence. Reflect on the social and academic connections of students’ emotional intelligence.

Workbook
Developing Dilemmas: Moral Education for Today’s Students assignment due by the end of this session
Session 7
Social and Emotional Development: Influences of the Social World

Case
Borders and Barriers

Readings
• Helping Teens Develop Healthy Social Skills and Relationships: What the Research Shows about Navigating Adolescence
• Role Models, Ethnic Identity, and Health-Risk Behaviors in Urban Adolescents
• Parents or Pop Culture? Children’s Heroes and Role Models

Optional Readings/Background Information
• Culture and Adolescent Development
• Educating America’s Youth: What Makes a Difference

Discussion
Peer and adult role models are very important factors in adolescent development. Discuss the role models available from the perspective of the students in this case. What issues stand out? How did the role of peers affect learning and attitudes toward academics in this case? How did the role of adult models impact self-efficacy of the students?

Journal
Successful socio-emotional development during the period between childhood and young adulthood greatly depends upon having positive adult influences available. Briefly describe your experiences growing up. Who were your role models? What actions made them positive influences? How does this affect your teaching or work with children and or adolescents? What knowledge from the readings can you use to become a positive role model for your students or the children with whom you work?

Workbook
None this session
Session 8
Social Issues: The Role of Cultural and Social Influences

Case
Borders and Barriers

Readings
• Bridging Identities among Ethnic Minority Youth in Schools
• New Evidence about Brown v. Board of Education: The Complex Effects of School Racial Composition on Achievement

Optional Readings/Background Information
• The Multiple Contexts of Middle Childhood

Discussion

What knowledge from the readings might have helped Stuart and his colleagues address the issues raised by students in the case? What actions might they have taken? Discuss the perspectives of teachers and students on the proposed actions.

Journal

Based on your own personal experiences, how has the surrounding culture influenced your development? How do those experiences affect your teaching or work with students? Describe several actions you take to promote positive cultural experiences in your classroom or work with students and discuss the potential long-term consequences of these actions.

Workbook

None this session