

## COURSE OUTLINE

<b><u>Course Number and Title:</u></b>	ED 6080 Seminar in Early Childhood Development
<b><u>Hours of Credit:</u></b>	3
<b><u>Name of Instructor:</u></b>	Dr. Regena Fails Nelson Email: nelsonr@wmich.edu 2427 Sangren Hall Office Phone: 387-3509; Fax: 387-2882
<b><u>Office Hours:</u></b>	By appointment
<b><u>Course Prerequisites:</u></b>	Graduate student status. Admission to Early Childhood Master's Program
<b><u>Required Text:</u></b>	Crain, W. (2005). <i>Theories of Development: Concepts &amp; Applications</i> (Fifth Edition). Englewood Cliffs, NJ: Prentice Hall, Inc.
<b><u>Course Description:</u></b>	The content of this seminar may vary each semester depending on the interests and needs of the students, but is invariably designed to provide an in-depth exploration of some facet of development in young children. Each student is expected to conduct a search of the literature on a specific topic. Topics may include child-rearing practices, sex-role identification, cognitive development, language-acquisition, psychomotor development, and parent education.

### **NCATE/NAEYC Goals Addressed in the Course:**

After taking this course, candidates will be able to demonstrate their understanding of:

1. Promoting Child Development and Learning (NAEYC/NACTE 1)
2. Teaching and Learning (NAEYC/NACTE 4)
3. Becoming a Professional (NAEYC/NACTE 5)

**Major Topics of the Course:** Listed below are topics for inclusion in this seminar course. This list is not exhaustive. Specific backgrounds and interests of the participants will influence content coverage.

Social-Emotional Development

Competition  
Death & Dying: Children's Conceptions  
Depression  
Divorce: Impact on Development  
Emotional Expression  
Friendship Patterns/Social Skills  
Parenting Styles and Personality Development  
Play and Children's Learning  
Prejudice  
Self-esteem  
Sex-role Development

- cognitive-developmental view
- psychoanalytic perspective
- social learning theory
- father absence/presence
- nature-nurture debate

Sibling Relationships/ Birth-Order Effects  
Stress  
Suicide  
Television and young children

Cognitive Development

Attention deficit disorder (with/without hyperactivity)  
Autism  
Creativity  
Curricula/Programs

- Bank Street
- Montessori
- Reading Recovery
- Reggio Emilia

Steiner  
Genetic vs. environmental influences

(e.g., twin/family resemblance studies)  
Giftedness  
Intelligence

Learning disabilities  
(e.g., dyslexia/dysgraphia/dyscalcula)  
Literacy  
Motivation  
Sternberg's theory

### Physical Development

Brain research

Prenatal Development

- environmental influences  
(e.g., alcohol/smoke/maternal disease)
- genetic disorders  
(e.g., Down/Turner/Klinefelter syndromes)
- genetic screening/prenatal diagnosis  
(e.g., amniocentesis/ultrasounds/cvs)
- learning in the womb
- reproductive technology  
(e.g., in vitro fertilization/artificial insemination)

Psychology of colors

- visual literacy
- media effects

Psychomotor skills

Sensory Development/Integration

- vision
- hearing
- touch
- smell/taste
- pre- and postnatal

### Course Schedule

Week	1	<i>Personal Profiles Due</i>
	2	Chapter 1: Early Theories; Chapter 2: Gesell; Chapter 3: Ethological Theories
	3	Chapter 8: Learning Theory; Chapter 9: Bandura <i>Topic for Presentation Due</i>

	4	Chapter 11: Freud; Chapter 12: Erikson; Chapter 7: Kohlberg
Week	5	Chapter 4: Montessori; Chapter 6: Piaget; Chapter 10: Vygotsky <i>Outline for Presentation Due</i>
	6	Chapter 14: Bettelheim; Chapter 15: Schachtel; Chapter 17: Chomsky
	7	<i>Presentation assignments are due</i>
	8	<i>Presentation Peer Evaluations are due</i>

**Course Objectives/Outcomes:**

1. To acquaint students with developmental issues which bear relevance to the educational experiences of young children.
2. To help students become aware of, and make use of, library, community and human resources which address the issues.
3. To provide opportunities for students to share their findings in the classroom forum.
4. To foster the incorporation of developmentally sound practices in working with young children.
5. To encourage students to explicate their own theories of child development through analysis and synthesis of existing major perspectives.

**Modes of Instruction:**

Online discussions  
Blogs  
Power point presentations.

5. **Attendance policy:**  
We do not have any scheduled meetings. You can submit all assignments via email.
6. **Academic Dishonesty**

You are responsible for making yourself aware of and understanding the policies and procedures in the Graduate Catalog (pp. 26-27) that pertain to academic integrity. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with me if you are uncertain about an issue of academic dishonesty prior to the submission of an assignment or test.

7. **Grading Scale**

90 - 100 % = A

85 - 89% = BA

80 - 84% - B

75 - 79% = CB

70 -74% = C

## **Methods of Evaluation/Grading:**

### **1. Personal Profile:**

To familiarize yourself with submitting information online and your classmates, your first assignment is a personal profile. In this profile, you will upload a digital photo of yourself. Share your name, occupation, where you live, favorite book about children or book written for children and why it's your favorite book.

This assignment is worth **10 points**.

### **2. Blogs:**

Readings will be assigned on a weekly basis. Based on these readings you are to prepare a brief journal entry (blog), which will be submitted for both peer and instructor review by 6:00 PM each Monday. Include in your writing significant thoughts/feelings/ideas, etc., which are stimulated by the assigned readings. Do not be afraid to be critical in your response! Consider what use you might make of the information you are absorbing, in your current/future work with young children. The recommended length for each entry is 3 - 4 substantial paragraphs. What matters here is not specific length of your entries, but rather evidence of thoughtfulness and critical thinking, particularly with regard to application of developmental theories, concepts, and principles in working with children. For example, you may present a brief summary of something that moved you from the text. Then explain why it moved you and how it applies to working with children.

Each blog is worth **10 points for a total of 50**.

### **3. Blog Reactions:**

Each week you will respond to your peers' blogs with a rating and provide a brief explanation of your rating. The rating scale is below. You must respond to all blogs to earn **10 points each week for a total of 50 points**.

1. Agree - I feel the same way completely.
2. Both Agree and Disagree - I agree with some parts, but not other parts.
3. Disagree - I have a different view on this topic.
4. Neither - I could go either way or haven't made up mind about this yet.

### **4. Web Presentation:**

Choose and research a topic in one of the developmental domains (physical, cognitive, or social - emotional) and develop a power point presentation for early childhood educators that will focus on activities they can implement to support children's development in the area you have chosen.

Presentation topics must be submitted by the week of May 19 - 23. **This assignment is worth 5 points**.

Next you will develop an outline for your presentation. Your outline should include the following sections. Background research and theories on the topic; Definitions and descriptions of learning/school issues and problems related to

the topic; Strategies teachers can use to address the issues. The presentation outline is due the week of June 2 -6. **This assignment is worth 15 points.**

The final power point presentation will include thoughtfully written notes on each slide based on the outline. The slides will be enhanced with photos, videos and clip art to engage the reader. The final slides in the presentation will include a list of 8- 10 web sites on the topic and 8- 10 scholarly references in APA format that you used to research the topic. The web presentation must be submitted by the week of June 16 -20. **This assignment is worth 30 points.** Points for all parts of the presentation activity are **50 points total.**

**5. Presentations Peer Evaluations**

Each person will review and evaluate all class members’ presentations. The evaluation scale for the presentations is below. **You must evaluate all presentations to earn 40 points.**

	<b>3</b>	<b>2</b>	<b>1</b>
<b>Topic background</b>	Grounds the topic in relevant theories and current research.	Provides research or theory on topic, but not both.	Does not make any connections to research and theory.
<b>Explanation of the problem</b>	Provides clear definitions and descriptions of the learning or classroom problems related to the topic.	Does not clearly state how the topic is related to learning or classroom problems.	Does not provide any definitions or descriptions of the problem.
<b>Strategies for teachers</b>	Provides a clear description of how to use the strategies to address the problem.	Presents a list strategies, but does not explain how to use them.	Does not present any strategies to address the problem.
<b>References</b>	The references and resources are relevant and reflect current research on the topic.	Some of the references are outdated or lack credibility.	Presents only a few or no references on topic.
<b>Style</b>	The design of the presentation enhanced engagement and understanding of	The design of the presentation was functional and effective.	The design of the presentation was distracting.

	the topic.		
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