

**EDC 501 Course Syllabus**  
**Child Development**  
**(3 credits)**



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## **Instructor**

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**Office Hours:** By appointment. Please email me or give me a call to arrange a meeting time and location (f2f, telephone, skype, etc.) that is convenient to you. You may also email or call at any time should you have questions or concerns that require a timely response.

## **Instructional Assistant (former instructor of EDC 501, original designer of the course)**

Carrie Pfeiffer-Fiala, M.Ed.

Email: [cpfeducation@aol.com](mailto:cpfeducation@aol.com)

## **Required Text**

- Berk, L. E. (2009). *Child development* (8th Ed.). Boston: Pearson.

Additionally, though not mandatory, it would be helpful to have the following on hand. Writing and citing in APA format is a skill that will assist you throughout your graduate experience. It is recommended for those pursuing an M.A. (writing a thesis):

- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed). Washington, DC: Author.

## Required Readings

There will be a number of supplemental readings in this course. At times readings will be assigned from the book, and other times PDF files or links to websites will be provided (they may be optional, suggested, or required- this will always be indicated to you). Readings from the text are indicated in the syllabus and in the course calendar. Supplemental readings will be listed and provided in Amvonet.

*Note: Links to PDF files and websites will be available in our course management (learning) space a minimum of two days prior to the start of a new topic (i.e., during Week One, readings for Week Two will be posted by Saturday of the first week; during Week Two, readings for Week Three will be posted by Saturday of the second week, and so on).*

## Prerequisites

Bachelor's Degree

## Class Meetings

Fall Semester, 2010: all classes are asynchronous (we do not meet at a specific time online; you do not need to be logged on when the instructor is). Each unit begins on Monday and ends the following Monday. All assignments for a given unit **are due by noon** on the date a new topic begins (i.e., Monday at noon).

**Optional Face to Face Meeting:** There will be one F2F meeting provided on campus on **Saturday, August 28<sup>th</sup> from 10am until noon in room 114 in Julka Hall (JH)**. The purpose of this meeting is to get acquainted with the technology (Amvonet/Moodle), to meet the instructor and other students in the course, and will further serve as a Q & A session regarding the course design, requirements, expectations, etc.

## Technology Used

**Course Management System:** Amvonet/Moodle- students can access the course by using their login name and password (emailed individually prior to the start of class) at the following web address: [csu.amvonet.com](http://csu.amvonet.com). Any web browser (i.e., Mozilla, Safari, IE, Opera, Google Chrome, etc.) will work. Once logged into the system, click on the tab "Child Development- Fall 2010" to access the course management system for this class.

The screenshot displays the Blackboard LMS interface for Cleveland State University. At the top, the university's logo and 'engagedlearning' tagline are visible. A navigation bar includes a search icon and the text 'You are logged in'. Below this, a 'My courses' section is highlighted with a red background. It lists four courses:

- Child Development - Fall 2010**  
Teacher: Ashley Lyons  
Teacher: Carrie Pfeiffer-Fiala
- Child Development - 2**  
Teacher: Lydia Moore  
Teacher: Carrie Pfeiffer-Fiala
- Child Development**  
Teacher: Lydia Moore  
Teacher: Carrie Pfeiffer-Fiala
- AMVONET Q&A**  
Teacher: Phillip Mastroianni  
Teacher: AMVONET Tech

A red arrow points to the first course. To the right, a calendar for August 2010 is shown, with the 27th highlighted. A description for the AMVONET Q&A course is provided: 'This course will provide a space for users to share ideas and ask questions pertaining to their Kent State University courses on AMVONET'.

The syllabus, all required readings (aside from the text), assignment descriptions, handouts and recorded lectures, tutorials, group wikispaces, discussion threads, and other related class documents and links are located within this space. Further, all class activities will take place within Amvonet/Moodle.

**Video Lecture, PowerPoint Presentations:** Provided within Amvonet/Moodle in the Live Sessions/On Demand Content tab. A link to these sessions and/or material is available both on the left-hand navigation bar by clicking on “Live Session” as well as within the module for each week. Some weeks will include this material, others may not. This will be clearly indicated to students each week.

## Course Description

This course is designed to prepare learners to understand how children grow and develop from early childhood through late adolescence, including physical, psychosocial, language, and cognitive development. Attention is given to relationships among aspects of development and between development and school learning. It incorporates the knowledge of a variety of learning styles, socio-cultural diversity, school environment and developmental levels of children as it relates to principles of child development. The role of family in child development is also examined. This course is a Human Development option that can be used to satisfy the College core; it is a required course for those seeking an early childhood teaching license.

## Course Objectives

As a community of learners we will strive to meet the following objectives. Please take time to think about three or four objectives which you particularly want to achieve. Throughout the semester, we will be revisiting these objectives and I emphasize that you must hold yourself accountable to doing the individual work to accomplish these objectives.

***Knowledge***

- Demonstrate understanding of current knowledge of the major theories in child development. (*inquiry*)
- Explain physical, social, and cognitive development of children: infancy through late adolescence. (*inquiry and contextualism*)
- Use knowledge of how young children differ in their development and learning approaches to support the development and learning of individual children. (*inquiry, contextualism, partnership*)
- Apply knowledge of cultural diversity and understand the significance of socio-cultural and political contexts to the development and learning approaches of children. (*professionalism, inquiry, contextualism, partnerships*)

***Skills***

- Improve child observation skills and anecdotal note taking. (*professionalism*)
- Use computer skills and library/internet resources to find literature for assignments and readings. (*inquiry, contextualism*)
- Apply technology skills in presentation and observation project
- Demonstrate an ability to express his/her own perspectives on relevant child development issues and to dialogue with others about these issues (*professionalism, inquiry, contextualism, partnerships*)
- Demonstrate an ability to synthesize and reflect on materials from course work and life experiences. (*professionalism, inquiry*)

***Dispositions***

- Think reflectively and analytically regarding knowledge of child development. (*professionalism, inquiry*)
- Value and practice the various work ethic skills such as attendance, punctuality, responsibility, wiliness to learn, flexibility, equality production and completion of tasks. (*professionalism, inquiry*)
- Appreciate individual differences and respect diverse talents of all learners. (*professionalism*)
- Realize that subject matter knowledge is not fixed and seek to become knowledgeable about new ideas in the study of curriculum development and implementation. (*professionalism, inquiry*)

- Become a critical consumer of child development advise (*professionalism*)
- Perceive challenges positively and be motivated to expand and improve one's knowledge and skills. (*professionalism*)
- Value the importance of cooperative learning and be committed to your own group. (*professionalism*)
- Develop an increased appreciation for advocacy and its importance in the issues related to children. (*professionalism, inquiry, contextualism, partnerships*)

**Professional Standards** (as supported by the National Council on the Accreditation of Teacher Education (NCATE) and the Ohio Department of Education (ODE))

The following standards are addressed within the context of this course:

**Special Education Standard #1: Foundations**

	Competencies
CC1K1	Models, theories, and philosophies that form the basis for special education practice.
CC1K7	Family systems and the role of families in the educational process.
CC1K8	Historical points of view and contribution of culturally diverse groups.
CC1K10	Potential impact of differences in values, languages, and customs that can exist between the home and school.
EC1K2	Trends and issues in early childhood education and early childhood special education.

**Special Education Standard #2: Development and Characteristics Learners**

	Competencies
CC2K1	Typical and atypical human growth and development.
CC2K2	Educational implications of characteristics of various exceptionalities.
CC2K3	Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.
CC2K4	Family systems and the role of families in supporting dev.
CC2K5	Similarities and differences of individuals with and without exceptional learning needs.
CC2K6	Similarities and differences among individuals with exceptional learning needs.
EC2K1	Theories of typical and atypical early childhood dev.
EC2K2	Effect of biological and environmental factors on pre-, peri-, and post-natal development.
EC2K3	Influence of stress and trauma, protective factors and resilience, and supportive relationships on the social and emotional development of young children.
EC2K4	Significance of sociocultural and political contexts for the development and learning of young children who are culturally and linguistically diverse.
EC2K5	Impact of medical conditions on family concerns, resources, and priorities.
EC2K6	Childhood illnesses and communicable diseases

## Flexibility Policy

The instructor maintains an educational philosophy that recognizes the need for flexibility in terms of the coursework requirements and due dates. Therefore, a policy of 'structured flexibility' is adhered to. This means that if a student believes a different assignment would assist them in meeting the course and/or topic objectives for a particular activity or assignment, they should contact the instructor as soon as possible to work together to develop an alternate activity/assignment. If emergencies arise, it is the student's responsibility to inform the instructor of any possible delay in regard to turning in coursework on time in as timely a manner as can be managed.

## Expectations

### *What is expected of me as a participant in this class?*

- Students will work together in learning and applying course content.
- Students will engage in self-reflection and evaluation activities to facilitate changes in their practice.
- Students will find creative ways to explore new ideas and problem solve with others.
- Students are expected to attend, be prepared for, and participate in **all** class sessions. Each class session will be composed of problem-based learning activities, cooperative learning group activities, demonstrations, lectures, panel discussions, time for group and individual reflection, and lectures supported by live or recorded sessions. Asynchronous sessions will also provide students with opportunities to apply new knowledge.
- Students are expected to complete all assignments according to all course policies. All products should be complete, professional, and on time.
- Lastly, students are expected to use technology in their search for information, communication with the instructor and other students, and in dissemination of products. All students must ensure they have **weekly** access to a computer to engage in word processing activities, e-mail communications, and Internet searches.

### *What is expected of the instructor for this class?*

- Flexibility
- Supportive learning environment
- Ongoing constructive feedback
- Stimulating learning activities

### **What is the instructor's philosophy toward teaching and learning?**

- Learning is co-constructed by the interactions of those involved in the learning activity.

- Much of the responsibility for learning falls to the participant, but a strong guide is needed to make learning effective and efficient.
- Improving teaching techniques requires ongoing reflection, data collection, and revision.
- Learners should be engaged and critical thinkers – but the instructor needs to encourage multiple means of engagement and promote critical thinking.

Jones and colleagues (1995) describe engaged learning as follows:

In engaged learning settings, students are *responsible for their own learning*; they take charge and are self-regulated. They define learning goals and problems that are meaningful to them; have a big picture of how specific activities relate to those goals; develop standards of excellence; and evaluate how well they have achieved their goals. They have alternative routes or strategies for attaining goals--and some strategies for correcting errors and redirecting themselves when their plans do not work. They know their own strengths and weaknesses and know how to deal with them productively and constructively. Engaged learners are also able to shape and manage change (p. 8).

### **How can I be most successful?**

- Identify strengths and emerging skills as a learner. You will need strong information literacy and writing skills. For emerging skills seek outside help from other students, other faculty, and resources on campus (e.g., Writing Center, Educational Librarian).
- Check your time management skills. This is not a class where you can allot a single day for participation. New information will be posted daily and you need to develop strategies for keeping up and moving forward.

### **Evaluation and Grading Criteria**

All course evaluation will be completed using a point system that is based on a 200 point scale. Points will be earned for participation (in selected activities as well as evidence of routine participation in weekly assignments), discussions, reflective blogs, and three products: an individual (Product 1) and group review (Product 2) of child development theory, and a culminating experience (Product 3) with two parts- documentation of the observation of a child, followed by the creation of a presentation showcasing an analysis and interpretation of those results with suggestions for instruction (please see the list of activities for further information). The following is a table indicating how the points for this course will be distributed:

<b>Participation</b>	<b>30 points</b> (at 2 points per week; 15 weekly participation grades total) <i>15% of grade</i>
<b>Discussion</b>	<b>40 points</b> (at 2 points per discussion; 20 discussions total) <i>20% of grade</i>
<b>Reflective Blogging</b>	<b>30 points</b> (at 2 points per blog; 15 blogs total ) <i>15% of grade</i>
<b>WebQuest Individual Review</b>	<b>25 points</b> <i>12.5% of grade</i>
<b>Webquest Group Review</b>	<b>25 points</b> <i>12.5% of grade</i>
<b>Culminating Project:</b>	<b>50 points</b> <i>25% of grade</i>
<b>TOTAL</b>	<b>200 POINTS</b>

Grades will be computed on the following scale:

187-200	= A
180-186	= A-
175 - 179	= B+
167-174	= B
159-166	= B-
155-158	= C+
147 - 154	= C
139-153	= C-
< 139	= F/I

A grade of ‘Incomplete’ will only be issued when extenuating circumstances warrant such, and the student has been in communication with the instructor about said circumstances to the extent possible. If a grade of ‘Incomplete’ is issued, the student must complete any remaining coursework within 30 days after the semester has officially ended. Students utilizing the ‘Incomplete’ option must sign a contract specifying what work they will complete and the timeframe in which it must be completed prior to the end of the semester.

## **Activities and Assignments**

**Participation:** Students will be assessed relative to their participation in the class in three primary ways:

**Group Wikis:** These are often listed as activities in the course calendar/assignments. A task will be provided on the wiki page (which is located in Amvonet/Moodle) and all students in the class will contribute to the page (usually a table) individually by building off of one another's responses. Students should put their initials next to any contribution they make. While a grade will not be provided for student responses, student participation in each wiki is a portion of the participation grade.

**Attendance:** This is an asynchronous class so attendance at a specific time is not required. However, for the culminating project it is strongly encouraged that students/groups consider providing a presentation in Amvonet in the Live Session space. The instructor will be available to discuss how this is done for interested students/groups.

**Completion of weekly activities:** A portion of the participation grade, this refers to students making an attempt to complete all assigned weekly activities.

**Discussion Prompts:** The instructor will provide prompting questions each week that relate to course material. At times you may be asked to locate relevant outside resources, or you may simply use content that is provided either by the text or supplemental resources. This will always be specified to you. Some discussion prompts will require citing sources in APA format (5<sup>th</sup> or 6<sup>th</sup> edition), and some may ask that you reply to your peers. Directions will be explicitly provided for each prompt given during each week of the course.

**Reflective Blogging:** On most weeks, students will blog (in the blog space within Amvonet), or write, about their experience in the class for the week. Students should attempt to tie what they have learned to news they have read or experiences they have had. Information related to how to be successful at reflective blogging is located in Amovnet/Moodle.

**Webquest:** This is a two-part assignment. In the first portion of this assignment, students will take on the role of a stakeholder (i.e., theorist, interventionist, parent, etc.), identify an age group (i.e., infants, toddlers, preschoolers, etc.) and examine child development theoretical perspectives through the chosen lens. Students will sign up for these roles in the Amvonet/Moodle space. The means of representation (how you demonstrate what you have learned) are largely based upon how you feel you can best share that information, though a written component with citations must be included. In the second portion of the assignment (with a staggered, separate due date), students will work together in a group to provide a written review (again, the means of representation may vary), combining what they have learned. The review will focus on the relevancy or non-relevancy of various perspectives for the age group that had been reviewed. Attention will be paid to each theory's utility for planning and revising instruction, and will be based upon a consensus from team members and a review of the literature. A description

of this assignment is also available in Amovnet/Moodle under the title “EDC 501 Child Development Assignments Fall 2010”, and a lecture will be provided with more detail and clarification.

**Purpose:** When planning instruction, individual and groups of children’s needs must be assessed, sorted and sequenced prior to instruction. Sorting and sequencing children’s skills as well as determining patterns and trends among the group helps the teacher to implement a tiered model of service delivery. ECIS graduates should have extensive knowledge regarding the theoretical perspectives, the interrelatedness of domains of development, and typical/atypical development in order to individualize children’s learning.

**Brief Description:** Each student is required to gather information on at least one theoretical perspective in their assigned age group. Students will combine their information into one group presentation to share their findings with the class.

### ***DIRECTIONS***

#### **Challenge (in brief)**

- Take on a role (see team member options below)
- Create an individual review of common theoretical perspectives from the perspective of assigned role and the relevant age group.
- Create a combined written review of the age group that include recommendations for use (or non-use) for planning and revising instruction based upon a consensus of each team members' perspective and review of the literature

#### **Members**

- Theorist - What is the larger theory or the theories that underly the pertinent theories and what are the implications for practices? Is the theory widely accepted in ECI and/or for children with atypical developmental patterns?
- Researcher - What is the evidence base for using the theories constructs? Has it been validated for given population and purposes? Focus on Treatment validity.
- Family member – Do the theories chosen have social validity? How are they applicable to families?
- Interventionist – How do the theories concur or not concur with current recommended practices? Is the theory considered relevant in today’s society? Why or why not?
- School Psychologist (psychometrician) – Do the theories have documented validity and reliability? Is the theory biased, particularly toward children with diverse abilities?

- As a group, discuss implications for current practices. How does the relevant or not so relevant theoretical perspectives view atypical development? How could the underpinnings of the theoretical perspective(s) be implemented when sorting and sequencing skills for all children? Share the results in the media form of your choice (i.e., PowerPoint, optional live session, wiki page development, etc.)

*Note: A rubric for the paper and group assignments will be posted in Amvonet a minimum of two weeks before each assignment is due.*

**Culminating Project:** This assignment is also two-pronged. The first portion of this project involves observing a child in their natural environment. A curriculum-based assessment may need to be used to ensure accuracy and depth of observations. Students may work individually or in groups. The first piece that will be submitted is documentation of the observation. The second part of the assignment involves analyzing the observation/assessment information and interpreting that information, including making suggestions for the child's instructional needs. Once more, multiple means of representation are acceptable, as long as a written component is included.

### **Purpose**

The purpose of the project is to allow students to explore the developmental, pedagogical, and logical order of development specifically related to the scope and sequence element of the curriculum framework.

### **General Overview**

- Select an age group and a case child-may be one from videos or one from your current settings.
- Collect and document typical information for the given child. You may need to choose a CBA and conduct if you do not have the information.
- Submit documentation (assessment information); submit findings (answers to questions below), supply resources and references, and evaluate resources (may use a graphic organizer). *Resources will include a CBA or other system used to collect observational data.*

**Students may work in pairs; however, division of labor should be highly collaborative and visible.**

1. Collect observational data (may need to select and use a CBA)
2. Summarize (first determine and evaluate whether you have enough information – enough SCOPE and enough SEQUENCE)...so you might need to critique the CBA that was used in your Case study

§ Analyze

- Trends
- Patterns (emphasize patterns related to sequence)
- Interpret by sorting child's need

3. What common concepts and skills are to be covered/taught/addressed?

- –*State standards*
- –*Federal outcomes*
- –*Big Ideas*
- –*Items from an assessment*

4. Is another related skill/concept related to the child's need

- Desired concepts and skills that are emerging (stalled but not missing)
- Concurrent skill/concepts
- Means of expression
- Verbal
- Non-verbal
- Components or portions of the larger concept or skill are missing
- Has some of the desired responses but is not as sophisticated as one would expect for age and context

5. Are there concepts and skills which are keeping the child from *accessing, participating, and making progress* in the general curriculum/daily activities?

- –Barriers/Underlying issues
- –Missing prerequisite or foundational skills

•Examples

- a. –Barriers, underlying issues or concerns (e.g., behaviors that get in the way of a child achieving a particular objective or developmental milestone, such as challenging behavior, quality of movement, intensity of action, another language, etc.)
- b. –Foundational or prerequisite behaviors (e.g., behaviors needed to achieve a particular objective or developmental milestone such as joint attention, imitation, vocalizations, manipulation of objects, functional use of objects, etc.)

6. List and evaluate the resources you used in order to make your decisions. (May be completed through a graphic organizer)

***General Requirements:***

Select a child (may be a child whom you are currently working with or may be a child whom you have assessed for another class or through an educational experience). You must be able to have and/or collect enough information to fully develop the assignment (if you are having difficulties, please contact the instructor and I will help you).

- Collect and document typical information for the given child. You may need to choose a CBA and conduct if you do not have the information.
- Submit documentation (assessment information); submit findings (answers to questions below), supply resources and references, and evaluate resources (may use a graphic organizer).

***\*\*\*\*Assignment can be fulfilled through multiple means of representation. Does not have to be a paper but can be. A rubric for the assignment is posted.***

**Helpful Hints**

The following is a list of things you should do when completing assignments for this course.

1. Share ideas with others.
2. Gain feedback from others (i.e., have them edit drafts of your work).
3. Ask questions! Never hesitate to reach out if you need clarification or are feeling lost. Asking questions will never be held against you, and no question is a “bad” question. Conversely, not asking questions when you don’t understand something can cause misunderstandings and result in lower grades on assignments. However, please be sure that you have checked the course management learning space, the syllabus, and assignment descriptions to see if your question is answered somewhere first.
4. Feel free to incorporate knowledge, sources, information, and products created in other classes as you create, refine, or revise products for this course.
5. Do expect to make mistakes and to receive feedback from both the instructor and others.
6. Use different strategies when creating products. For example, use a different colored font when directly quoting the work of others and then go back and try to reduce the number of direct quotes, or find a way to elaborate upon the work of others. Also, try to write before, during, and after your review of relevant literature.

7. Cite all materials created by others used in your products (including PowerPoint slides). Use APA (vol. 5 or 6) guidelines when citing the work of others. The following are several helpful online APA citation guidelines sites:

- <http://owl.english.purdue.edu/owl/resource/560/01/>
- <http://employees.csbsju.edu/proske/nursing/APA.htm>
- <http://www.liunet.edu/cwis/cwp/library/workshop/citapa.htm>
- <http://citationonline.net/CitationHelp/csg04-manuscripts-apa.htm>

*Please See Appendix B for the University policy on plagiarism*

Course Calendar by Week

Date	Topic	Assignments/Required Readings (to work on during the week listed in the left column)	Events/Due (due on the date listed in the left column)
<p><b>Week 1</b> (August 30th)</p>	<p>Introduction to EDC 501: Child Development</p> <p>*Getting acquainted with the course management system and learning online</p> <p>*Getting familiar with course expectations and future assignments</p>	<p>Discussion Prompt (2)</p> <p>Reflective Blogging</p> <p>Activity</p>	<p><i>Optional</i> F2F meeting Saturday, August 28th from 10am-noon in room 114 JH</p>
<p><b>Week 2</b> (September 6th)</p>	<p>*Overview of the history and theory of child development</p>	<p>Discussion prompt (2)</p> <p>Reflective Blogging</p> <p>Select roles/team for Webquest</p> <p><b>Read:</b> Chapter 1 (Berk)</p>	<p>Labor Day</p>
<p><b>Week 3</b> (September 13th)</p>	<p>Research Strategies</p> <p>Curriculum Framework and Tiered Model of Learning</p>	<p>Discussion prompt</p> <p>Reflective Blogging</p> <p>Activity</p> <p><b>Read:</b> Chapter 2 (Berk)</p>	
<p><b>Week 4</b> (September 20th)</p>	<p>Assessment</p>	<p>Discussion prompt</p> <p>Reflective Blogging</p> <p>Activity</p>	

<p><b>Week 5</b> (September 27th)</p>	<p>Work Week</p>	<p>Reflective Blogging</p>	
<p><b>Week 6</b> (October 4th)</p>	<p>Prenatal and Infant Development  Sequence</p>	<p>Discussion Prompt (2) Reflective Blogging  <b>Read:</b> Chapter 3 (Berk)</p>	<p>Individual Webquest Due by noon on Monday, October 4th.</p>
<p><b>Week 7</b> (October 11th)</p>	<p>Infancy: Early Learning, Motor Skills and Perceptual Capacities  Sequence</p>	<p>Discussion prompt Reflective Blogging  <b>Read:</b> Chapter 4 (Berk)</p>	<p>Columbus Day</p>
<p><b>Week 8</b> (October 18th)</p>	<p>Physical Growth  Cognitive Development: Piagetian, Core Knowledge and Vygotskian Perspectives  Sequence</p>	<p>Discussion prompt Reflective Blogging  Activity  <b>Read:</b> Chapters 5 and 6</p>	<p>Group Webquest Due by noon on Monday, October 18th.</p>
<p><b>Week 9</b> (October 25th)</p>	<p>Cognitive Development: An Information-Processing Perspectives  Emotional Development</p>	<p>Discussion prompt (2) Reflective Blogging  <b>Read:</b> Chapters 7 and 10</p>	
<p><b>Week 10</b> (November 1st)</p>	<p>Language Development and Intelligence  Scope</p>	<p>Discussion prompt Reflective Blogging  Activity  <b>Read:</b> Chapters 8 and 9</p>	

<p><b>Week 11</b>                  (November 8th)</p>	<p>Self and Social                  Understanding Moral                  Development                  Scope</p>	<p>Discussion prompt (2)                  Reflective Blogging  <i>Read:</i> Chapters 11 and                  12</p>	
<p><b>Week 12</b>                  (November 15th)</p>	<p>Development of Sex                  Differences and Gender</p>	<p>Discussion prompt                  Reflective blogging                  Activity  <i>Read:</i> Chapter 13</p>	
<p><b>Week 13</b>                  (November 22nd)</p>	<p>The Family                  Tying it all together</p>	<p>Discussion prompt (2)                  Reflective blogging  <i>Read:</i> Chapter 14</p>	
<p><b>Week 14</b>                  (November 29th)</p>	<p><b>No Class – Academic                  Holiday/Thanksgiving                  break</b></p>	<p>Time to work on the                  culminating project</p>	
<p><b>Week 15</b>                  (December 6th)</p>	<p>Submission of Completed                  Project</p>	<p>Discussion prompts for                  groups (2)                  Reflective blogging</p>	<p>Culminating project due                  by noon on Monday,                  December 6th</p>
<p><b>Week 16</b>                  (December 13th)</p>	<p>Final Reflections</p>	<p>Reflective blogging</p>	

## **Appendix A** **Resources**

**Supplemental Resources** (*several of these tutorials were created by Dr. Kristie Pretti-Frontczak and are routinely provided to students in the Kent State University Early Intervention program for all courses in which Amvonet/Moodle is utilized*):

**1. Moodle tutorials and support (all URLs are also posted in Moodle)**

a. Video Tutorials - <http://www.youtube.com/user/AMVONET>

b. Accessing Moodle and Course Materials:

<http://www.screencast.com/users/kprettif/folders/Jing/media/ed64165c-dd28-4d53-b392-3443c7fc710f>

c. Changing your profile in Moodle:

<http://www.screencast.com/users/kprettif/folders/Jing/media/73d67717-dc40-44f6-9e5e-046fe53f6587>

d. Viewing recorded sessions in Moodle:

<http://www.screencast.com/users/kprettif/folders/Jing/media/0a357add-34a2-489f-9234-e837885bcc31>

*Note: Once you are logged into Moodle, you will also be able to access two PDF files related to a) getting started with the technology, and b) connection testing for live sessions. These files have also been sent as an attachment to student email.*

### **Cleveland State University Resources**

- Michael Schwartz Library: <http://library.csuohio.edu/> (includes links to databases, journal finder, ref works, interlibrary loan, etc., all of which can be of great assistance to you as you research).
- Library Services for Distance Learners: <http://library.csuohio.edu/dl/index.html>
- CSU AskIt Knowledge Base: <http://askit.csuohio.edu/> (ask questions related to technology and look to see whether others have the same question and have been provided an answer)

- CSU Call Center information and other trouble-shooting assistance:  
[http://www.csuohio.edu/offices/ist/needhelp/call\\_center.html](http://www.csuohio.edu/offices/ist/needhelp/call_center.html)

## **Appendix B** **Course Policies**

### **Grading Policy**

1. All assignments are due on the date specified in the syllabus. Five points will be subtracted for each day the assignment is late. If an assignment is later than one week, and prior arrangements have not been made, the assignment will not be accepted. **NOTE:** If you are overwhelmed or feeling behind, please contact me before the assignment is due to discuss options.
  - Procedures for submitting electronic assignments and/or e-mail
    - o Electronic submission of assignments is encouraged and can be sent to the instructor via:
      - Amvonet/Moodle upload/submission or e-mail ([A.N.LYONS@csu.edu](mailto:A.N.LYONS@csu.edu)) as a backup.
      - For files that exceed limits for Amvonet/Moodle or e-mail, and/or that need to be shared with entire class, you must clearly label them and post them in Ashley's dropbox (<https://dropbox.kent.edu/login.cfm?id=92>). The password is anlanl.
    - o *It is the participant's responsibility to ensure the electronic or hard copy of any assignment reaches its final destination.*
    - o When submitting work electronically, the following procedures **must** be followed or the assignment will be returned and 5% will be deducted from the overall point value of the assignment:
      - The **subject line** of the e-mail **AND/OR** the **file** must include three pieces of information: (a) participant's full name, (b) date of submission, and (c) assignment name (see syllabus for assignment names)
      - The document itself must be **saved in a readable** format (i.e., do not submit Office 2007 files at this time). Convert all Office files to 2003-2007 documents, as rich text format (.rtf), as a pdf, or in the case of movies and audio files, see the instructor's drop box or other course information for directions on appropriate file extensions.
      - "Written" documents must also be page numbered and include the participant's full name on a title page or as a header to the document.
2. All participants are expected to meet graduate standards by obtaining a "B" average on all assignments. This graduate standard indicates that the work met the expectations of the instructors, was completed fully, met stated criteria, represented a strong professional effort, and was turned in on time. Students seeking an "A" will need to demonstrate *superior* performance through critical thinking, exemplary products, positive and

supportive interactions with colleagues, and sustained active participation across course activities.

3. Any assignment (EXCLUDING THOSE WHICH ARE SUBMITTED LATE) that earns less than an 80% may be revised and resubmitted. In order to gain additional points, participants must indicate in writing what component or activity they would like to improve and how they plan to do so. Participants will then have a full week (but no more than one week) following receipt of a grade to make revisions. Participants are encouraged to work with their peers and share their work in order to receive peer feedback prior to due dates. A grade of higher than 89% cannot be obtained on work that is revised.
4. Grading – Percentage from total points (Note this course is for licensure and students must receive a B or better or they will have to retake the course)

187-200	= A (94% - 100%)
180-186	= A- (90% - 93%)
175 - 179	= B+ (88% - 89%)
167-174	= B (84% - 87%)
159-166	= B- (80% - 83%)
155-158	= C+ (78% - 79%)
147 - 154	= C (74% - 77%)
139-153	= C- (70% - 73%)
< 139	= F/I (< 70%)

### **Participation Policy**

Each student will be expected to participate fully in all on-line course activities and on-line class sessions. Participation is generally defined as working consistently and independently as a collaborative team member. Participation is also defined as being responsive by attending to the diverse or individual learning styles of other members and listening actively during group discussions and presentations. Lastly, participation is defined as being supportive of all other participants, the course instructor(s), and guest presenters by encouraging critical thinking and diverse ideas. Students are also expected to participate actively during all sessions. Examples of a “good” participator include but are not limited to one who:

- Supports the learning of others (e.g., shares resources, provides encouragement, affirms challenges, provides detailed responses, provides thoughtful posts).
- Works equally and respectfully to gain new knowledge (e.g., takes responsibility for finding answers, problem-solves independently, determines how and when ready to learn, follows netiquette for discussing concerns and challenges).

- Engages in critical thinking (compares and contrasts information, discusses pros and cons of various situations, considers ideas and practices that are novel, raises new questions for discussion) and embraces diverse ideas (i.e., tolerant of ideas that differ from own).

Participation during online sessions is crucial for student learning and is part of one's overall grade. Participation grades assume that the student engages in the processes necessary to eventually complete performance assessments/assignments. Therefore, the point values attached to participation activities may seem discrepant to the amount of work necessary for completion. The instructor(s) acknowledges this perception; nonetheless, students are expected to give full effort when completing participation assignments (i.e., process is highly valued and necessary for a successful product).

Participation is also evaluated in terms of the degree to which students effectively utilize technology to enhance communication, collaboration, and instructional efforts with young children and their families. The paradigms for teaching and learning are changing due to innovations in technology. One of the goals of the education program is to promote technological and information literacy of a broad and encompassing nature in the preparation of future early childhood special education professionals. To achieve this goal, technology is embedded through all courses and experiences so students gain skills and knowledge necessary to understand, control, and use technology in their own learning as well as in professional practice. Students are expected to learn how to adapt to technological change and how to deal with forces that influence their lives and potentially control their future.

### **Attendance Policy**

This is an online asynchronous course, meaning that there are no scheduled times in which the class must meet with the instructor at the same time. That said, attendance is evaluated in terms of your active participation in discussions and activities each week. Please do not wait until the final day of the topic/unit to begin. Many discussions require your participation to keep the learning engaging and relevant for your classmates. Attendance at the F2F session to get familiar with the technology and the course is optional.

### **Professionalism Policy**

A key competency related to being a successful scholar is ensuring that you possess the ability to reflect on your own practices, articulate a philosophy and rationale for decisions, continually self-assess and evaluate the effects of your choices and actions on others as a basis for program planning and modification and continuing professional development. To that end, students **and** faculty are expected to engage in the following behaviors over the course of the semester:

- conduct themselves in a mature, professional, and civil manner
- respect ideas presented by people of different cultures, races, genders, religions, sexual orientations, and national origins
- exercise the highest integrity in taking examinations, in collecting, analyzing, and presenting research data, and in teaching practice

- take primary responsibility to inform themselves about the specific regulations and policies governing their graduate studies at the department and Graduate School levels
- manage time effectively for maximum professional development as well as personal health and well being, balancing competing demands such as being a student, a graduate assistant, a parent, a spouse etc.
- respect faculty member's need to allocate their time and other resources in ways that are academically and personally productive
- recognize that the faculty advisor is responsible for monitoring the accuracy, validity, and integrity of the student's work, so that careful, well-conceived products will reflect favorably on the student, the faculty advisor, and the University
- maintain the confidentiality of the families and children, or community personnel who participate in related activities
- ensure professional development through any of the following activities:
  - participate in discipline-based activities, such as seminars and conferences
  - participate in university, departmental, or program governance as a component of professional development
  - uphold the public service mission of the university at an appropriate level

*Behaviors were adapted from the University of Wisconsin's Graduate School's Guidelines for Good Practice in Graduate Education.*

## **Copyright and Plagiarism Policy**

**Plagiarism:** Your papers are expected to be your own original work. Plagiarism is prohibited under the CSU Student Code of Conduct and will not be tolerated. Papers will be submitted in electronic form and will be checked through Turnitin.com for possible plagiarism. If you are unsure about what might or might not constitute plagiarism, check with me before turning in your essay and/or check with the CSU Writing Center. (<http://www.csuohio.edu/writingcenter/>)

Across course assignments (e.g., research projects, applied projects, or group projects) you will be asked to review, synthesize, and reference relevant sources. In the beginning, locating the sources is the greatest challenge, but later, the difficulty comes in synthesizing and

summarizing the work of others. As you begin or continue developing scholarly skills, please understand that honest learning mistakes are accepted, but deliberate cheating or fraud will not be accepted. Please do not hesitate to contact the instructor if you are not sure about how to appropriately cite the work of others or how to incorporate your review of the literature into your own products. The following is a brief description of what plagiarism is, how to avoid it.

Plagiarism includes, but is not limited to, representing the work of others as your own and not providing full and correct credit/citations for the work of others. It is important to note that copying materials from other students, authors, or the WWW, and pasting them into your work without permission or full citations, will result in the assignment not being accepted for credit.

**Please visit the following websites to learn more about plagiarism and how to avoid it.**

- <http://sja.ucdavis.edu/avoid.htm>
- <http://www.uky.edu/Ombud/Plagiarism.pdf> (includes tips on paraphrasing)

**Resources for students on plagiarism**

- <http://www.library.kent.edu/plagiarism/bibliography.html>

**Site with information and resources regarding copyright laws and fair use**

- <http://www.siec.k12.in.us/~west/online/copy.htm>

**Ethics:** Ethical professional behavior is expected from all child development students. The NAEYC Code of Ethics can be found at [www.naeyc.org/about/positions/pdf/PSETH05.PDF](http://www.naeyc.org/about/positions/pdf/PSETH05.PDF) and the NEA Code can be found at [www.nea.org/aboutnea/code.html](http://www.nea.org/aboutnea/code.html)

*Academic Misconduct: The University Policy on Academic Misconduct exists to resolve problems such as plagiarism, cheating on examinations, papers completed by someone other than the registered student, theft, mutilation of library materials, etc. The Policy details procedures for resolution of matters of conflict, channels of appeal, and penalties imposed, and can be found in the Cleveland State University Student Handbook. Copies are available from the Department of Student Life, University Center, Room 102.*

**Writing requirements:** This course requires a variety of writing skills. If you need assistance in writing drafts, doing research, developing a thesis or critical thinking you may find the CSU Writing Center a valuable resource. In addition to tutoring services, they also maintain a library of reference books, handbooks and other resources helpful to writers. If you need (free) assistance with writing skills, contact the CSU Writing Center (<http://www.csuohio.edu/writingcenter/>).

**Note:** Some graduate programs may require students to maintain a portfolio. If you are in a program that requires portfolios, please note that the following course projects address Teacher Education Standards 1, 2 and 4:

Project 2: Standard 1-Personal Philosophy

Project 2: Standard 2-Social foundations

Project 3: Standard 4-Knowledge of Development and Learning

Outcome Rubrics available at <https://eportfolio.csuohio.edu>

**Disability Statement:** CSU aims to provide equal opportunity to all of its students. Services are available to those who might need some extra help because of a physical disability, communication impairment, or learning disability. This program is designed to address the personal and academic issues of physically handicapped students as they become oriented to campus. A full range of services, including Braille writers, sign language interpreters, and specialized test administration, is offered. Students in this program may not need developmental courses, yet they may receive assistance until they graduate. The CSU campus is significantly barrier free. Interested students should call (216) 687-2015. For inquiries, contact: Michael Zuccaro, Coordinator Persons with Disabilities at [m.zuccaro@csuohio.edu](mailto:m.zuccaro@csuohio.edu).

**Professions Dispositions:** One important aspect of your education is the development of professional dispositions. This refers to ways of working, thinking, and interacting with others-in three areas: Professional, Work Ethic, and Communications Skills. You should be monitoring your own development beginning now and continuing throughout your teaching career. The Student List of Professional Dispositions, which you received with your acceptance into your program, is your guide (also available at <http://coehs.csuohio.edu/fieldservices>).

### **Registration Policy**

Registration Requirement: University policy requires all students to be officially registered in each class they are attending. Students who are not officially registered for a course by published deadlines should not be attending classes and will not receive credit or a grade for the course. Each student must confirm enrollment by checking his/her class schedule prior to the deadline indicated. Registration errors must be corrected prior to the deadline.