



EDUC 210, *Child Development and Cognition I*

Dr. Jean DesJardin • Fall 2015

Class meeting days: Monday and Wednesday; 1:10 – 2:20 p.m. Room 302

Office: PPHAC 326; Office Phone: 610-861-1317 • Office Hours; M & W 11:30 a.m. – 12:30 p.m.

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“The most important period of life is not the age of university studies, but the first one, the period from birth to the age of six.” - Maria Montessori

“To reach real peace in the world, we will have to begin with the children – and their families.” - Gandhi

EDUC 210 introduces pre-service teacher candidates to the process through which a child develops a sense of self within a socio-cultural system for young children birth – Pre-K. Students will learn the significance of a supportive interpersonal environment for child development by evaluating theories of child development, various ways of assessing young children across all developmental domains, and strategies to support child development in an early childhood care setting. Emphasis will be given to the critical role of families in nurturing child development and learning, as well as collaborating with other professionals to effectively support families and their young children. This course builds on the earlier learning from EDUC 100.2 and EDUC 160. All students must have a 2.7 GPA. EDUC 210 has a 40-hour field experience. Current clearances are required. Refer to Moravian College Field Experience Manual.

EDUCATIONAL FRAMEWORK:

To develop professionals who become educational leaders because they think and act critically in a collaborative environment. Our goal is to transform lives through pursuing the values of academic excellence, collaboration, diversity and life-long learning; to the commitment to technology and best practices; to focus on each individual child and family; and to teach so that words and actions inspire a will to learn.

PURPOSE OF COURSE:

The purpose of this course is to present foundations of knowledge about child development in all educational domains (e.g., social and emotional, physical and motor development, cognition and language development). The students will acquire the background and skills necessary to analyze developmental theories as they apply to child development in their field experience. The concepts will be foundational for all other courses in early childhood education.

PRINCIPLES FOR MEETING THE NEEDS OF CHILDREN BRITH TO AGE NINE:

The Early Childhood program prepares educational professionals who are capable to serve a diverse population of young children and their families in a wide variety of educational settings. For each course there will be specific content material offered and experienced, but there are a number of principles that will be prevalent throughout the ECE teacher certification program. These principles are:

- It is a given belief that all children can learn and it is the educational program that must be altered to support the learning of each individual child and his/her family. This would include children with cultural-linguistic diversity and children with special needs.
- Developmentally appropriate practice and research-based learning will be the bases for all course work and experiences. Whole group, small group and individual activities will be developed in a variety formats so that children can learn in varied domains. The use of national and Pennsylvania standards has been incorporated in the content of all courses to foster the growth of young children from infancy to 4th grade.

ESSENTIAL QUESTIONS:

1. What are the critical elements of *Early Childhood Education* and *Child Development*?
2. What are the current trends affecting early childhood education?
3. What are the standards for high-quality early childhood programs and why is quality important?
4. What do teachers need to know about young children (birth to four years) in order to support learning and development?
5. How do teachers assess young children and embed intentional instruction throughout the curriculum that link PDE standards?
6. How do teachers embrace cultural, linguistic, and learning differences in their classroom incorporating and respecting various traditions, values, and parental involvement?

COURSE OBJECTIVES

Upon completion of this course, the student will:

1. Describe the relevant and current legislation, theoretical perspectives, and research related to early childhood education (IE – 1 – 4).

2. Observe and describe early communication, cognition, physical/motor, social-emotional, and sensory perceptual developmental milestones of young children (IC 3 – 11; IA 3).
3. Describe the importance of parental roles, collaboration with parents and other professionals in respect for individual family culture and decisions (IA 6-9).
4. Understand the major theories pertaining to child development, family systems, family development and functioning, and the parental role in the development of a child (IE 1-4; ID 1-6).
5. Identify child and family characteristics that impact parent-child interaction during various contexts (e.g., during play, joint book reading, routines and activities in the home environment) (IC 12 a-g).
6. Describe the essential aspects of a family-centered, relationship-based philosophy to service provision including its effectiveness and contrast with other models (IE 1-4).
7. Demonstrate ability to interact with and engage parents using effective communication strategies and methods of active listening; identify strategies for promoting effective home-to-childcare setting communication for families (IA 6, 7, 8).
8. Demonstrate effective modeling techniques and strategies, non-verbal and verbal communication skills to promote age-appropriate, child-led play practices (IF 1-3; IA 2).
9. Evaluate selected assessment tools and determine their appropriateness for use with young children (IA 7; IB 1-2; IC 3 and 5).
10. Practice effective facilitation skills for eliciting representative behavior during an assessment with a young child; and interpret assessment results for goal setting to support development in young children (IC 3, 4, 5 a-d).
11. Utilize a family-systems perspective in assessment for early intervention service provision for children with special needs (IA 6-9; IC 10-11; IE 1).

12. Approach working with diverse families with an open mind, and a respectful, supportive and understanding demeanor regardless of personal beliefs or biases (IC 12 a – e; IE 3-4).
13. Focus on every child and family, and their appropriate needs (IF 1-3).

LEARNING ACCOMMODATIONS:

In accordance with the Americans with Disabilities Act, any student has the right to request reasonable accommodations for a disability. Accommodations can be requested through the Academic Support Services on campus. Please note that you will need to present documentation of your disability to the Disabilities Office. Students are encouraged to contact the appropriate individual as soon as possible to enhance the likelihood that accommodations are implemented in a timely fashion. Accommodations cannot be provided until the instructor has received appropriate authorization. Moravian College does not discriminate in any of its programs on the basis of disability.

Accommodations cannot be provided until authorization is received from the Academic Support Center (ASC). Students who wish to request accommodations for a disability must contact Elaine Mara, assistant director of ASC for academic and disability support, at the lower level of Monocacy Hall, or by calling 610-861-1401.

TECHNOLOGY STATEMENT:

Integrated into all coursework are identified competencies in the use of technology. Technology will be used to enhance the learning experience (e.g., EC websites), to address learning modalities, to model good teaching, and to increase content knowledge. Students have access to web searches and library holdings through databases both on and off campus. Computer labs, MAC and PC, are available.

REQUIRED TEXTS:

Berk, L. E. & Meyers, A.E. (2015). *Infants and Children: Prenatal through Middle Childhood, 8th Edition*, Pearson.

Bullard, J. (2013). *Creating Environments for Learning: Birth to Age Eight, 2nd Edition*, Pearson.

Copple, C. & Bredekamp, S. (2006). *Basics of Developmentally Appropriate Practices* NAEYC.

Copy of PDE Early Childhood Learning Standards or ECE -LS (Infant – Kindergarten) – Downloaded from the following website OR also found in Google Drive (EDUC 210)
http://www.portal.state.pa.us/portal/server.pt/community/departmental_offices/7235/p/1188258

FIELD COMPONENT STATEMENT:

Students registered for EDUC 210 must be simultaneously registered for the associated lab or field practicum. You must attend one of the two following meetings held by Mrs. Modjadidi: **September 3rd, 2015 (Thursday) at 11:45 a.m. or 5:00 p.m. in PPHAC 102**

The purpose of the field experience is to provide students with appropriate classroom experiences in a developmental and sequential manner. All field experiences are directly related to coursework and must be successfully completed to pass the education course. Students are required to follow all the procedures and guidelines as outlined in the field experience handbooks, and course syllabi. Failure to accurately report attendance and performance will be considered a violation of academic honesty policy and will result in appropriate sanctions as outlined in the Student Handbook. The Director of Field Experiences is responsible for securing all field placements. Students will be placed in field experiences only when all required clearances documents are current and indicate, "no record exists". Students are also required to have a negative result on a current tuberculosis test. For more detail about field experiences, refer to the Moravian College Field Experience Manual. You are expected to spend four hours per week for a total of ten weeks in your field experiences between September 28th and December 11th, 2015. During your field experiences, you will observe your cooperating teacher as she/he teaches, discuss teaching methods with your cooperating teacher, and have the opportunity to teach students yourself. Your conduct and dress must meet Moravian College standards. Assignments related to the field experience are explained below.

OTHER INFORMATION:

Academic Honesty Follow the academic honesty policy as stated in the 2014-2015 Student Handbook. <http://www.moravian.edu/studentLife/handbook/Handbook08.pdf>. Failure to follow these guidelines may result in failing this course. All violations of academic honesty reported to the Dean are also shared with the Teacher Education Committee at the time the candidate's application for student teaching is being considered. In the past, such violations have prevented the Committee from approving some candidates for student teaching.

Attendance for Class We meet two times per week for this class. Some of the time, we will review our text through large group activities, pair-share type activities, video dialogue, and the Internet (e.g., video analyses, websites for early childhood resources). Other times, we will interact with mini lessons and student presentations. Weeks may vary, but I will give you an advanced weekly schedule. **Attendance in class is very important.** Should a personal emergency arise it is important that you let me know this as soon as possible. This will assist me in the design of small group team projects. Please call when you are going to be absent for that day. Missing more than one class will lower your grade significantly. Arriving late or leaving early will also be noted. If you do not have an acceptable reason (with documentation), your final grade will reflect it (e.g., 2 absences = one whole grade lower; 3 absences = two full grades lower).

Attendance for Field Experiences - Regular attendance at the field experience is also essential. I am asking your cooperating teacher to provide you with a professional experience. This, in turn, requires a sense of professional responsibility from you. The cooperating teacher to whom you are assigned will maintain an attendance sheet. A minimum of 40-hours is required, but you are expected to attend at your scheduled time through the week of December even if the 40-hour minimum is achieved. **An unexcused absence in your field experience will result in termination of the experience and a failing grade in the course.** If you must miss a scheduled session at your school due to illness or emergency, you must call your school and make sure that a message gets to your cooperating teacher and Mrs. Modjadidi, Director of Field Experiences.

Cell Phones: Turn them off. If there is an emergency, you can make arrangements with me before class. If your cell goes off, you will be asked to bring in a snack for everyone the next day we have class.

Expected Work Load: For this course, it is expected that you will work between 8-10 hours for preparation for each class outside of class.

References and formatting: Use the Publication of the American Psychological Association (Current edition) for references and formatting of your papers.

Grading Scale: The evaluation of each assignment will be based upon the following criteria.

A 94-100% A- = 90-93%	Superior knowledge regarding details, assumptions, implications, superior thinking with information relevant to application, critique, and relationship to other information. Your work goes beyond requirements and shows perception and insightfulness.
B 84-86% B- = 80-83% B+ = 87-89%	More than adequate knowledge regarding technical terms, distinctions, and possesses an ability to use information. You go beyond the requirements enhancing your work by adding additional resources, related areas or topics.
C 74-76% C- = 70-73% C+ = 77-79%	Basic knowledge needed to function and carry on learning regarding major principles, central terms, major figures, also possesses an awareness of early childhood field. You meet all requirements adequately.

It is within the professor's purview to apply qualitative judgment in determining grades for all of your assignments and your final grade for this course.

PROFESSIONAL DIGITAL PORTFOLIO

For all of your assignments and projects/activities for this class, you will create a digital portfolio. This portfolio will be used for all other education classes as well. In its final form, your portfolio will be used when you go out on your job search. Therefore, at that time, it must have a professional look and feel. At the same time, your portfolio needs to capture a personal sense of you as a teacher. So you need to walk a fine line between professional and personal. In addition, the portfolio should convey feeling, such as your passion for teaching. In conveying that feeling, you don't want to merely state something like "I have great passion for teaching." You want to show that passion. For the purpose of the EDUC 210 portfolio, I would encourage you to error on the side of the personal. Use this assignment as an opportunity to explore your teaching self. You can always tone things down to make it more professional later.

You may use any digital format you choose. I'm going to suggest that you use Wix, <https://www.wix.com/my-account/sites/79e508b5-bc2b-44dc-a58f-5c2b32cc382d>. It allows you to easily construct a website/portfolio. I have been playing around with it and have started to create a shell that I kind of like <http://desjardinj.wix.com/desjardineportfolio>

Here is a model from Megan Troutman who graduated last year. She made this with Google: <https://sites.google.com/site/misstroutmanseportfolio/>

What Your 160 Digital Portfolio Needs to Contain and What It Needs To Do

You should create the shell you will use for the development of your portfolio. Have pages identified with some identifying buttons or whatnots to mark off what you might be doing in the future. Secondly, the 210 part of your portfolio should capture a sense of you as a teacher. The word sense contains a lot: your teaching journey, your teacher beliefs, your broad teaching philosophy, the way you connect and engage with children, the way you construct learning opportunities for children, the way you believe children learn. It would be great to include your teaching philosophy from EDUC 160. Consider using some images, including photos and videos from your field experience, teaching items you may have created during your field experience. You will display all of the required assignments from this syllabus. Finally, create a well-crafted one-page statement where you explain your portfolio to me. Overall, explain what you are trying to convey about yourself.

COURSE REQUIREMENTS There exists a philosophy in assessment of learning that suggests the use of multiple methods uncover the most accurate information about student understanding and progress. Multi methods of assessment address the needs of diverse learners. That is, some learners express their thoughts and ideas verbally or through more in-depth written or creative projects, while others feel most comfortable participating in a written quiz or test.

For each assignment, you are to include the PDE competency (from syllabus) that reflects on the specific assignment. The PDE competency can be inserted within the paper or at the end of each assignment. In response to these ideas about assessment, students in this course will be evaluated in the following areas:

1. Professional Participation - Weekly Critical Thinking/Discussions/Outlines

Professional behavior and participation are vital to your role as a learner and educator. Attendance, punctuality, and coming prepared to learn, and to collaborate with others are all essential professional behaviors. Please come on time and prepared to incorporate reflections on the reading, personal experiences, opinions and questions in a positive, responsible and professional manner. Each person will need to be actively involved with class discussions, prepared to present given tasks to the whole class and remain engaged while others are presenting. Attendance and participation will be calculated weekly and averaged. It will be worth 10% of your total grade (**Professional Participation Rubric**).

Professional Participation Rubric (10 points)

Attendance	Participation
Attended class for the week; arrived and left class on time. 1/2 point	Strong participation; collaborates well with others (e.g., encourages discussion and shares ideas with group) and comes to class having read materials and <u>very</u> prepared with entire outline/graphic organizer fully complete. 1/2 point
Attended class for the week; arrived late or left early <u>one</u> time OR missed class. 0 points	Participates when called on, supports group projects but does not seem to have read the chapter; inconsistency of information provided to group OR very disengaged in discussions or group work – does not seem prepared for class. 0 points
TOTAL POINTS	

*Students receive 1 point for attendance/outline (homework) completed each week.

2. “Be the Expert” Paper and Oral Presentation: From Theory to Practice (15 points)

Choose one current, important, topic in child development (see topics and sign-up sheet). Be prepared to become the expert on the topic and write a paper, prepare a presentation for the class, and include a parent brochure.

Part A – Paper (5 points); In a five-page paper, discuss the topic thoroughly with current research-based documentation, provide real-life examples from your field experience or case studies, and apply it to practical ways that early childhood professionals support

child development in at least one developmental domain (e.g., social-emotional development; language development, physical and motor development; cognitive development). Paper Outline; Overview of Topic and Theoretical Perspectives; Current Research; EC Applications. Writing assignments must be typed, double-spaced, in 12-point font, spell-checked, and utilize APA format. Please provide accurate documentation and proper citation of all quoted, paraphrased or inspired material.

Part B – Presentation (5 points); Imagine that you are an early childhood educator. You have been invited to speak to families with young children (birth to 5) for a well-known early childhood center about your specific topic in early childhood. Design a workshop/event that will inform parents and caregivers about this topic. Include visuals, websites, resources, books, and a list of specific creative and fun ways to support their child’s development within this topic. Include a take-home brochure of your information for the parents. You will share your brochure with the class. The workshop can be in outline form, but completed as fully as possible so that you can go back at a later date and add material in more detail to actually use. The material for the presentation will be gleaned from the class as well as any material from the Internet, library, and other resources. The format for the workshop should be considered to be a one-hour event. Appropriate breaks and snacks should be considered in the planning. You may be as creative as you like while still presenting useful information. However, keep in mind that the topic is focused on child development and that this project should be useful to you when you are teaching in the field. You will present a 10-minute overview to the class of your topic and supporting material (e.g., websites, current books/resources) in a presentation style of your choice (see “Be the Expert” Presentation Rubric).

Part C – Parent Brochure (5 points); As part of a child development team, you will combine your paper and resources into a “parent brochure” (see examples). This will be used as a resource for you and EC professionals in the field.

3. Early Childcare Field Experience – Intentional Involvement Papers Each one has specific guidelines/activities with a three-page paper (with additional checklists, when appropriate). EDUC 210 is designed to expose students to issues concerning child development in all learning domains, working with professionals in the field, and collaborating with families. Students will conduct intentional activities working with a professional from the field and using assigned observational instruments (see **Intentional Involvement/Reflection Rubric**).

Foundations for ECE Paper #1 (due 10/7/15): Through discussion with your FE mentor/observations in the classroom, and your own readings, reflect on these specific issues regarding the Foundations for Early Childhood Education; (1) overall program philosophy and educational goals for young children and their families, (2) how communication is established with parents (caregivers), (3) overall learning environment

objectives and mission statement, (4) daily programs and schedule for infants and young children, (5) physical arrangement of the program and learning environment, (6) assessments that may be used with infants/young children, (7) materials/toys used to support learning for the infants/young children for the specific domains (i.e., physical/motor, social-emotional, cognition, language-literacy), and (8) support services/activities offered to families and their young children with cultural/linguistic and/or special needs. Compare and reflect on your FE information/observation to what you now know about Developmentally Appropriate Practice (DAP) for young children (I & C Chapters 1-4) AND the learning environment (CEL Chapters 1-5). Also include; CEL Figure 2.5 on pages 47; Figure 3.1. on page 67, and Figure 5.7 on page 113. (5 pts)

Infancy and Toddlerhood Paper #2 (due 10/21/15) Through discussion with your FE mentor/observations in the classroom, and your own readings, discuss these specific issues regarding engaging young children in the learning process; (1) How the early childhood professional interacts with young children, (2) How the professional specifically supports the young children's development/learning in the following areas: social-emotional development, cognition, language and pre-literacy development, and physical and motor development? (2) What adult behaviors elicit and help the children develop in each domain?, and (3) What activities/lessons and materials support young children's learning? Reflect on the knowledge gained in class regarding each developmental domain (TYC Chapters 5-7) and the learning environment (CEL Chapters 8, 11, & 12) and link that knowledge to the specific activities observed at your field experience. Also include; CEL Figure 8.4 on page 175; Figure 11.1. - page 249, and Figure 12.4 on page 270. (5 pts)

Infant or Toddler Lesson Plan #3 (due 10/21/15): Utilize a child behavior checklist and PDE Infant Early Learning Standards (as demonstrated in class) with one identified target infant or toddler. The infant or toddler can be identified from a childcare center, a friend's child, a niece or nephew, or a neighbor's baby. Reflect on; (1) ways that you interacted with the infant/toddler in order to elicit behaviors from all the domains of development, (2) analyze the child's developmental areas across all domains of development/learning. Choose one area of development (e.g., language, cognition, physical-motor, social-emotional development) and design a well-planned intentional lesson plan with all PDE lesson plan elements (e.g., specific objectives, specific activity (with materials or toys) to support the infant/toddler's learning in that specific developmental domain (see PDE Infant/Toddler ELS). You will share your activity with your team/class (10 pts) Resource for you - <https://www.pinterest.com/schellyengelmann/lcccs-ece-120-teacher-made-material-ideas/>

Family Involvement and Communication Reflection Paper #4 (due 11/25/15): Through discussion with your FE mentor/observations in the classroom, and your own readings (Understanding Families), reflect on these specific issues regarding family involvement and communication; (1) How the early childhood professional interacts with parents at your field placement, including various ways that the professional establishes a trustful-honest relationship, utilizes open-ended questions and active listening skills, and parental involvement (e.g., open house, parent conferences, emails, notes, diversity night, on line portals such as Schoology) (2) Ways that family members can be involved in the school program – especially families who are culturally-linguistically diverse or ELL?, (3) How communication is achieved between family members/significant caregivers who are linguistically diverse/ELL and/or special needs? Reflect on the knowledge gained in class and the learning environment (CEL Chapters 18) and link that knowledge to the specific activities observed at your FE. Also include; CEL Figure 18.4 on page 402. (5 pts)

Early Childhood Lesson Plan #5 (due 12/9/15): You will utilize a child behavior checklist (as demonstrated in class) with one identified target preschooler/young child from your field experience. Reflect on; (1) ways that you interacted with the child in order to elicit behaviors from the various domains of development, (2) analyze the child’s developmental areas across all domains of learning. Choose one area of development (e.g., language, cognition, social-emotional development, early literacy, early math) and design a lesson plan with all PDE lesson plan elements (e.g., essential question, specific objectives, specific activity (with materials or toys) to support the child’s learning in that specific developmental domain (see PDE Preschool or K ELS). (10 pts). You will share your activity with your team during class.

5. Quizzes (4 x 10 points = 40 points)

Required Assignments	Points Possible
Participation/Weekly Critical Thinking and Discussions	10
Be the Expert - From Theory to Practice (Paper and Presentation)	10
Parent Brochure	5
Intentional Activities/Reflection Papers with Activities	35
Quizzes (3 x 10 = 40) Quiz 1 = 20 points Quiz 2 = 10 points Quiz 3 = 10 points	40
Total	100