

ARIZONA STATE UNIVERSITY MAIN / EAST

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 10/08/08

- 1. ACADEMIC UNIT: Curriculum and Instruction/Early Childhood Education
2. COURSE PROPOSED: ECD 211 The Developing Child: Theory into Practice 3
3. CONTACT PERSON: Name: Dr. Rebecca Stahlman Phone: 480-965-3142
Mail Code: 1411 E-Mail: rebecca.stahlman@asu.edu

- 4. ELIGIBILITY: New courses must be approved by the Main Campus Curriculum Subcommittee and must have a regular course number.
5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area.

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L
Mathematical Studies-MA CS
Humanities and Fine Arts-HU
Social and Behavioral Sciences-SB
Natural Sciences-SQ SG

- Global Awareness-G
Historical Awareness-H
Cultural Diversity in the United States-C
(Note: one course per form)

- 6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

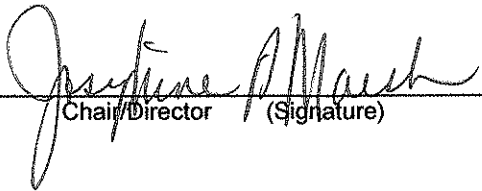
7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

ECD 211: The Developing Child: Theory into Practice (Prenatal to age 8) examines development within a socio-cultural framework. Development is defined and emphasized as a complex, dynamic process that occurs in the context of culture, environment, and family structures.

CROSS-LISTED COURSES: No Yes; Please identify courses:

Is this a multisection course?: No Yes; Is it governed by a common syllabus? Yes

Dr. Josephine Marsh  
Chair/Director (Print or Type)

  
Chair/Director (Signature)

Date: 10-9-08

Arizona State University Criteria Checklist for

**SOCIAL AND BEHAVIORAL SCIENCES [SB]**

**Rationale and Objectives**

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: **(1)** social scientific theories and principles, **(2)** the methods used to acquire knowledge about cultural or social events and processes, and **(3)** the impact of social scientific understanding on the world.

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU--[SB] CRITERIA</b>			
<b>A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	See #7 on Gen. studies program course proposal cover form
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in:  <ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	Text book table of contents;  Course syllabus (see description & objectives.)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). <b>OR</b> b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).	Course syllabus (see tentative class schedule and objectives - standards - evaluation matrix)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Course syllabus (see tentative class schedule);  Assignments in detail.
<b>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:</b>			
<ul style="list-style-type: none"> <li>• Courses with primarily fine arts, humanities, literary, or philosophical content.</li> <li>• Courses with primarily natural or physical science content.</li> <li>• Courses with predominantly applied orientation for professional skills or training purposes.</li> <li>• Courses emphasizing primarily oral, quantitative, or written skills.</li> </ul>			

Course Prefix	Number	Title	Designation
ECD	211	The developing child: Theory into practice, prenatal - age 8.	SB

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
#2 and #3	Students examine child development in a socio-cultural context. Such an inquiry is only possible by taking an interdisciplinary approach and facilitating students to draw from fields such as Anthropology, Sociology, Linguistics, and Social Psychology among other social and behavioral sciences.	<p>(1) The text book table of content supplemented by the tentative class schedule (p.4 of the course syllabus) provides the specific topics of discussion which demonstrate how content from the social behavioral sciences informs the field of child/human development. E.g. Language development will draw heavily from the field of linguistics; Basic issues in child development will highlight anthropological information as students examine the interaction between universality vs. cultural specific patterns of development; social and emotional development bring in information from a wide range of fields such as sociology, social psychology, and political sciences.</p> <p>(2) The course objectives &amp; description (p.1) highlight the emphasis on cultural, social, political, and biological content, as well as the methods of inquiry (bullet#2 &amp; 5).</p> <p>(3) The objectives-standards-evaluation matrix (p.2 of the course syllabus) further explains how each of the objectives will be met through the required course assignments.</p>

<p>#4</p>	<p>Class discussions and course assignments include a heavy emphasis on reflection, integration, and synthesis of information from many different sources. The application of information constructed in this course, whether in educational or family settings, further enhances the close connection of this course with the social and behavioral sciences.</p>	<p>A closer look at the assignments (addendum to course syllabus) with detailed guidelines demonstrates the use of social and behavioral science perspectives and data. (1) The small group projects require students to complete observations from the field prior to their participation thus encouraging them to explore the various methods of inquiry; (2)Box responses facilitate students to apply and reflect on the research they read. The 'boxes' in the text pertain to a wide range of social and behavioral science topics including social issues / health &amp; education; cultural influences, and biology&amp; environment; (3) Through the photo essay students learn to collect data AND interpret it. Providing them the opportunity to bring theory, research, and practice together is yet another way to highlight the integration of social and behavioral sciences with child/human development.</p>
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Arizona State University – Tempe Campus  
 Division of Curriculum and Instruction-Early Childhood Education  
 ECD 211 – The Developing Child: Theory into Practice, Prenatal – Age 8 Schedule Line Number: 87650  
 Semester: Fall 2008

**Instructor:** Allison Sterling Henward, M. Ed  
**Email:** Allison.Henward@asu.edu  
**Office Hours:** Farmer 302 by appointment only  
**Class Meeting Time/Location:** Tuesday/Thursday 1:30- 2:45/Payne L1-27

**Course Description:** ECD 211 examines the complex, dynamic process of physical, social, emotional, cognitive, language and literacy development of young children, prenatal to age eight. Emphasis will be placed on an analysis of a child's development within the context of their culture, environment and family structures. Data, research and theories of child development will be discussed from a historical and cross-cultural perspective. This course is designed to provide a foundation for early childhood professionals and others interested in child development. Observation, practical application and fieldwork are an integral part of this class with implications for caregivers, teachers, parents and families. This course is a prerequisite for ECT 312.

**Required Texts:**

Berk, Laura (2006). *Infants and Children*, 7th ed. Boston, Massachusetts: Allyn and Bacon.  
 ISBN: 0205449131

Assorted articles and supplemental reading , TBA

**Standards Based Focus:** The state of Arizona has implemented Professional Teaching Standards for K-12 teachers. This course utilizes these standards in identifying course goals/objectives, course instructional activities, assigning course requirements, and creating assessments. Visit the following Web sites for detailed listings of standards:

Arizona Academic Standards:

<http://www.ade.state.az.us/standards/contentstandards.asp>

Arizona Professional Teacher Standards:

<http://www.ade.state.az.us/sbti/otherstandards.asp>

Additionally, the National Association for the Education of Young Children (NAEYC) has developed standards to prepare early childhood professionals at the advanced level. These standards may be found at

<http://www.naeyc.org/faculty/college.asp#2002>

**Course Objectives:**

- The student will review the principle theoretical perspectives and research findings in a variety of cultural contexts that shape our ideas and knowledge about the nature of child development to address the issue of universal versus culturally specific patterns of behavior.
- The student will read and evaluate research, understand the associated scientific method and apply it to the understanding of child behavior and development within the relevant cultural context.
- The student will demonstrate knowledge of the continuum of child development (prenatal through age eight) in relation to the interrelated topics of biological/physical, social/emotional and cognitive development of children from a cross-cultural and geo/political perspective.
- The student will make connections between theory, research and practice considering the implications of research on educational practice, intervention decisions, guidance strategies and the development of public policy.
- The student will demonstrate the ability to conduct a systematic observation and analysis of child behavior addressing the effect of cultural context on the continuum of child development.



The following chart identifies how standards are incorporated in the course objectives. **\*\*Signature Assignment**

Course Objectives	Arizona Professional Teacher Standards/ NAEYC Standards for Early Childhood Professional Preparation	Evaluation Artifact that provides evidence the objective/standard has been met
1. The student will review the principle theoretical perspectives and research findings in a variety of cultural contexts that shape our ideas and knowledge about the nature of child development to address the issue of universal versus culturally specific patterns of behavior.	AZPTS: 1.4, 1.5, 1.8, 2.6, 7.2, 7.3, 8.4, 8.5, 8.6, 8.13  NAEYC: 4d, 5	**Photography Essay Theorist presentations Midterm Final Exam
2. The student will read and evaluate research, understand the associated scientific method and apply it to the understanding of child behavior and development within the relevant cultural context.	AZTPTS: 7.2, 7.3, 8.6, 8.13  NAEYC: 4d, 5	**Photography Essay 'Box' Responses Theorist presentations Midterm Final Exam
3. The student will demonstrate knowledge of the continuum of child development (prenatal through age eight) in relation to the interrelated topics of biological/physical, social/emotional and cognitive development of children from a cross-cultural and geo/political perspective.	AZTPTS: 1.4, 1.8, 1.9, 2.4, 3.7, 3.8, 7.5  NAEYC: 1, 5	**Photography Essay Interview assignment 'Box' Responses Midterm Final Exam
4. The student will make connections between theory, research and practice considering the implications of research on educational practice, intervention decisions, guidance strategies and the development of public policy.	AZTPTS: 1.4, 1.9, 1.10, 2.4, 2.10, 3.7, 7.2, 7.3, 7.5, 8.5, 8.7, 8.9  NAEYC: 1, 4b, 4c, 4d, 5	**Photography Essay 'Box' Responses
5. The student will demonstrate the ability to conduct a systematic observation and analysis of child behavior addressing the effect of cultural context on the continuum of child development.	AZTPTS: 1.4, 1.7, 1.8, 1.9, 2.3, 3.3, 7.5, 8.6, 8.10, 8.13  NAEYC: 3, 4c, 4d, 5	**Photography Essay 'Box' Responses

**Grading Scale:**

92% - 100% = A

82% - 91% = B

72% - 81% = C

62% - 71% = D

\*Please note the College of Education requires a grade of "B" or higher in this course for acceptance into the EC program

**Internet Use:** All information accessible via the Internet should be assumed to be private property and subject to copyright protection. Internet sources should be credited appropriately, as with the use of any copyrighted material.

**Attendance:** It is your responsibility to sign in at each class session. This is the record of your attendance.

The emergent and personalized nature of this course makes attendance and participation critical. Full preparation and participation in each class is expected to insure understanding of each topic presented. **You are expected to arrive at class on time and remain for the entire class session to meet course requirements.** Any late arrivals by more than 10 minutes will be counted as an absence as will early departures.

#### **Absences:**

Your active contribution to our learning community and your close attention to the contributions of others are essential. You must be reliable and present. As in any professional arena, it is **your responsibility** to find out what you missed in the event of unavoidable absences or tardiness--this includes collecting handouts and course notes from a classmate.

- Assignments will be accepted in class on the due date (or before due date) only. If you are unable to attend class on the due date your assignment must be submitted at a prior time. **Once class begins your assignment is considered late.**
- Assignments must be turned in **IN CLASS, on time or in the prescribed manner.**
- If you are going to be absent, please make sure you have submitted your assignment **prior to the class in which it is due** – in my mailbox ( Farmer 408) or via email
- Absences exceeding 6 class hours will result in a grade drop of one letter. **NO EXCEPTIONS- This is more than 3 classes missed**

#### **Classroom Behavior:**

1. Cell Phones & Other Electronics: **Be respectful of others.** Turn off all pagers, MP3 Players and cell phones during class! This includes Text Messaging. This should be done automatically as a courtesy to others. If a phone call is an emergency, please put your phone to vibrate and take it in the hall. However, if this becomes a habit, you will be asked to leave class and this will count as an absence. If you are using a laptop during class please do so in a courteous manner.
2. Students must respect each other and act professionally at all times.
3. Please **check on any verbal directions/modifications made to the course with your classmates**, if you are absent or late, as some changes may be announced during class.
4. Appointments with me must be canceled **at least 24 hours** in advance by phone or email. If you fail to do this and miss an appointment it will count as 1 absence.
5. I will respond to emails within 24 hours.
6. **24/7 Grade Discussion policy** If you have a concern regarding a grade on an assignment please feel free to discuss it with me. I will discuss grades beginning 24 hours after I have passed back papers to allow us to discuss grades in a calm and rational manner. All grade disputes must be resolved within 7 days after the discussion begins.

#### **A Pre-Cautiary Word About Academic Honesty, Integrity and Plagiarism**

Academic honesty is expected of all students in courses offered by the College of Education and in all transactions with the College. Academic dishonesty has serious consequences and can lead to course failure, denial of registration in courses in the College, probation, or dismissal.

**All assignments handed in will be subject to processing through Safe Assignment. If you are asked you must be able to submit a paper electronically to me, so keep a record of all papers on a jump drive/ computer of some form. If you fail to do this you will not receive credit for the assignment and it will still be processed for plagiaristic ideas.**

#### **Academic dishonesty includes:**

1. Falsification of authorship in work submitted as your own.
2. Submitting the same or similar work to different instructors without the expressed **permission of all instructors involved.**
3. Other acts of cheating, forgery, plagiarism and dishonesty which are prohibited in the Student Code of Conduct, course syllabi, instructions, announcements, and rules about tests papers, assignments or other course work.

#### **Plagiarism includes:**

1. Representing the words or ideas of another as one's own. If you use a source for reference **you must site that source in APA format.**
2. Reproducing someone else's work, whether it be a published article, a chapter of a book, a website, or a paper from a friend. This includes test files of any kind.
3. The practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whomever that other persons may be.

The academic integrity policy is located at:

[http://www.asu.edu/studentaffairs/studentlife/judicial/academic\\_integrity.htm](http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm)

**SPECIAL ACCOMODATIONS:**

If you have special learning needs it is your responsibility to notify me immediately so that I can make any accommodations necessary. Only accommodations that have been **verified** by the disabled student Services will be taken into consideration for special accommodations.

**STUDENT CODE OF CONDUCT:**

Students are expected to adhere to all ASU University policies including, but not limited to, the ASU Student Code of Conduct. It is up to you to be aware of all ASU policies, including, but not limited to, policies regarding plagiarism, cheating, and academic dishonesty. For more information, please contact the Office of Student Life at 480-965-6547 or consult the Student Judicial Affairs website at: [www.asu.edu/studentlife/judicial](http://www.asu.edu/studentlife/judicial)

**Individual Needs:** Please meet with me before the second class meeting to discuss any needs you may have which might affect your success in this class. I will accommodate you in any way necessary. Your work with the Disability Resources for Students Office is important. I need to know your needs so that I am able to support your efforts to succeed in this class.

**TENTATIVE CLASS SCHEDULE**

Subject to change

<b>Date</b>	<b>Topic</b>	<b>Readings/Assignments</b>
August 26	Course Orientation Syllabus	Chapter I
August 28	Historical Perspective of Child Development Nature/ Nurture Enlightenment Normative period	Chapter I 3-16
September 2	Mid Century Theorists Psychoanalytic perspective Behaviorists Ethological perspective Ecological perspective	Chapter I 16-30
September 4	Gathering Information Research strategies Research designs	Chapter 2 <b>Interview Assignment due</b>
September 9	Families as a social system SES	Chapter 14 570-585
September 11	Hereditary and Environmental Influences on Prenatal Development	Chapter 3 69-84 91-102
September 16	Prenatal Development and Birth	Chapter 3 85-90

		103-120 SIDS Article
September 18		<b>Theorist presentations</b>
September 23		Academic Status Report # 1 <b>Theorist presentations</b>
September 25	Infancy Early Learning Skills Reflexes States Learning capacities Motor development	Chapter 4 125-147
September 30	Infant Perceptual Development	Chapter 4 148-166
October 2	Brain Development Factors affecting Physical Growth	Chapter 5 171-197
October 7	Cognitive Development Piagetian and Vygotskian perspectives	Ch 6
October 9		<b>Midterm Exam</b>
October 14	Information processing and cognitive development	Chapter 7
October 16	<b><u>No Class Field research day</u></b>	
October 21	Intelligence	Ch 8 Binet Article
October 23	Theories of Language development Prelinguistic development	Chapter 9 353-367 Academic Status report #2
October 28	Pragmatics, semantics, grammatical and Phonological development	Chapter 9 368-394
October 30	Emotional Development Emotions Social referencing Temperament and development	Course withdrawal deadline Chapter 10 395-418
November 4	Attachment theories	Chapter 10 419-433
November 6	Public Policy	Chapter 1 pp.31-37 Preschool Article
November 11	<b><u>No Class Veterans Day</u></b>	

November 13	Construction of Self Concept Social Influences on Self concept	Chapter 11 437-448
November 18	Identity Formation Self esteem	Chapter 11 448-471
November 20	Moral Development	Chapter 12
November 25	Gender Stereotypes Gender Roles	Chapter 13 519-544
November 27	<b><u>No Class Thanksgiving Day</u></b>	
December 2	Gender identity and non biased curriculum	Chapter 13 544-555
December 4	Peer sociability Peer acceptance Social Hierarchies	<b>Photo assignment due</b> Chapter 15
December 9		Complete withdrawal deadline
TBA	<b><u>Final Exam</u></b>	

### ECD 211: THE DEVELOPING CHILD ASSIGNMENTS IN DETAIL

#### 1. Assignment 1 (20 points): Childrearing and the Early Years

The purpose of this assignment is to reflect upon the development of **parenting philosophies** by interviewing parent(s)/ main caregiver(s) and then speculating about your own parenting roles.

**Process:** Talk with your parent(s) or the main caregiver regarding how they made decisions about rearing you. If this is not possible please see me and accommodations will be made. Be sure to take field notes during the discussion. Pick at least 5 questions on variety of parenting issues to report on (you may want to pick more questions, so that you will have at least 5 good answers). For example:

1. How they decided whether to bottle-feed or breast-feed?
2. How did they decide when and how to toilet train?
3. How did they discipline you when you were young, and why did they decide to use that method?
4. What were the roles of mothers and fathers and the roles of relatives?
5. Who did your parents consult and what were their concerns when you were very young?
6. Ask them how important they thought the first four years were in your development, and why they thought that way?
7. Any other questions you can think of about their choices in raising you up to age 4. etc.
8. You can create questions on your own. Be creative!

#### Write-up

Summarize what you learned from this assignment in a concise and articulate fashion. Please be sure to summarize the details of your discussion issue by issue. Please include a conclusion that reflect upon how you think your childrearing decisions may be the same or different than your parent(s)/caregiver(s) and why. This assignment should be at least 1000 words in length. Please include a word count at the end of your assignment.

#### Grading

- Well written report on parents responses to *at least 5* parenting issues
- Includes a well-written conclusion reflecting on how personal childrearing decisions may be the same or different from your own parents
- Assignment is at least 1000 words in length. Includes a word count at the end of the assignment

## 2. Assignment 2 – In pairs (40 points): Investigating theories/theorists & presenting

Through this assignment, you have an opportunity to investigate a theorist or a theory and to share what you learn by presenting it in class.

### Process:

1. Pick a theorist or theory on the list
2. Find resources: textbook, other related books and so on.
3. Study and summarize what you learn about your topic.
4. Summarize what you learn from the resources
5. For your presentation, please prepare for handouts and a short activity (quiz, game, or anything related to the subject you present) to help your classmates understand your presentation well.
6. Present in the class on the scheduled date. Your presentation must be 10 to 15 minutes. You can use OHP projector, PowerPoint, Props, skits or anything needed for your presentation. **The more creative and interesting, the better!**

### Handout for presentation

- Summarize and discuss what you feel important in understanding the theorist or theory.
- Include references.

### Grading points

- Presentation-10
- Handouts-10
- References-10
- Activity-10

## 3. Blackboard “BOX” RESPONSES

**POINTS: 50 POINTS TOTAL**

**DUE DATES: AS SCHEDULED**

For this series of assignments, you will be required to summarize and respond to FIVE ‘social issues/health’, ‘social issues/education’, ‘cultural influences’, or ‘Biology and environment’ boxes. Choose one box representing each area. The selected box should be located in one of the chapters currently under discussion in class. Read the entire information in the box carefully and understand it before you begin.

**The assignment must be posted before the chapter reading is due**

**Summary: (5 points)** Your summary must be SHORTER than the actual information presented in the box. (approximately 3/4<sup>th</sup> of a page – length will depend on the length of the article)

A good summary includes

- A report of all the key points in a concise form. Select only appropriate details to report.
- The author’s views rather than yours
- An effective introductory statement and a conclusion
- Correctly cited sources
- Typing free of grammar, punctuation and spelling errors

**Reflection: (5 points)** In this section, you may express your views about the article / information expressed in the ‘box’. The following are some questions to guide your reflections. Feel free to elaborate / add some of your own thoughts to this list. You need not answer all of the questions. Pick a couple.

1. What was your basic reaction to this reading? Surprise? Disappointment? Anger? Relief? Other? Explain why you felt this way.
2. What questions / issues did this reading raise for you? Respond to the questions you raise – do not leave it as a question / issue.
3. How might this information be useful to you as a parent or teacher or any other role that will involve interaction with children?
4. Do you have any relevant real life experiences to share?

A good reflection includes

- A focused response to one or more areas of the reading
- Reasons for feelings and opinions rather than simple opinionated statements

- Connections with relevant topics that you may remember reading in other sections and chapters or during classroom discussions
- Content that demonstrates an ability to look at several views regarding the topic
- Typing that is free of grammar, punctuation and spelling error.

### **3. PHOTOGRAPHY ESSAY - \*\*SIGNATURE ASSIGNMENT\*\***

**POINTS: 40**

**DUE DATE: AS SCHEDULED**

Over the course of the semester you will be studying a variety of Child Development theories. As we explore developmental milestones, we will also discuss and attempt to understand how the different theorists interpret these milestones in different ways. Through this project you will demonstrate your understanding of the various theoretical interpretations and assess the developmental level of the child's (children's) functioning. You will use photographs to demonstrate this understanding. The purpose of this assignment is two-fold. First, it will allow me to assess your knowledge of child development and second, it will orient you to a powerful tool for describing and assessing a child's development. In the child development field, we are finding it more and more important to present parents with documentation that their children learn through play; think and reason differently from adults; and that tests and paper-pencil tasks are not the best way to assess development. Photographs focus on the process rather than the end product and prove to be more beneficial in facilitating development.

In pairs you will select an activity / task / play center for a child or several children. Choose between infants/toddlers; preschoolers; and school age children. Present your child or children with the activity and capture the response on a camera. You may choose to engage in the activity alongside the child. Know what you are looking for before you take the pictures, but do not allow this knowledge to hinder you from discovering something new.

Once you have the pictures you will arrange them in any format and analyze them to demonstrate the developmental level at which your informant(s) functioned. In addition, select two theorists and explain how each theorist would interpret the sequence of these pictures differently.

#### **POINT DISTRIBUTION AND REQUIRED CONTENT:**

Briefly explain your planning for this project. Why did you design the activity in the manner that you did? What did you expect? How did you go about organizing it to ensure that everything would flow in a consistent and smooth manner?

Organize the pictures to make your point. Use as few words as possible. Let the pictures speak for themselves. Often brief, catchy, and clever captions for each picture or even a cluster of pictures under one heading can best communicate your point. Through the organization of pictures comment on the developmental functioning of the child / children photographed. Substantiate your analysis with concrete research from your text or a valid outside source (beware of internet resources!)

Explain how two theorists would interpret the same situation differently. You may pick the theorists of your choice. Use the pictures or refer to them when you complete this section.

Provide a reflection on your experience with this project. Comment on your expectations and the actual outcome. What did you learn about 'using photographs as documentation'? What did you learn about the particular topic that you chose to explore? What would you do differently the next time? What do you think went really well and why?

Since this project was a team effort, explain how both the team members contributed equally to the final product.

Partner Evaluation

Creativity and overall appearance of the final product:

Presentation style, content selection, and ability to stick to the allotted time:

### **4. EXAMINATIONS**

**POINTS: 50 each**

**Midterm Examination:**

The Midterm Examination will cover all information presented in class and assigned readings. The Midterm Examination will be one hour in length

**Final Examination:**

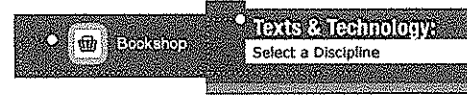
The Final Examination will cover all information presented throughout the class in addition to assigned readings. The Final Examination will be held during the scheduled university final exam period.

**275 Points total in course**

**250 points possible for assignments**

**25 points possible for participation and Attendance**





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- [Development in Early Childhood \(Education\)](#)
- [Child Development \(Topical Approach\) \(Psychology\)](#)

**Child Development (with Milestones Card), 7/E**[View Larger Image](#)Laura E. Berk, *Illinois State University*

Publisher: Allyn & Bacon  
 Copyright: 2006  
 Format: Cloth Package; 784 pp

ISBN-10: 0205509940

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The Field of Child Development.  
 Basic Issues.  
 Historical Foundations.  
 Mid-Twentieth-Century Theories.  
 Recent Theoretical Perspectives.  
 Comparing Child Development Theories.  
 Applied Directions: Child Development and Social Policy.

**2. Research Strategies.**

From Theory to Hypothesis.  
 Common Methods Used to Study Children.  
 Reliability and Validity: Keys to Scientifically Sound Research.  
 General Research Designs.  
 Designs for Studying Development.  
 Ethics in Research on Children.

**II. FOUNDATIONS OF DEVELOPMENT.****3. Biological Foundations, Prenatal Development, and Birth.**

Genetic Foundations.  
 Reproductive Choices.  
 Prenatal Development.  
 Prenatal Environmental Influences.  
 Childbirth.  
 Approaches to Childbirth.  
 Birth Complications.  
 Heredity, Environment, and Behavior: A Look Ahead.

**4. Infancy: Early Learning, Motor Skills, and Perceptual Capacities.**

The Organized Newborn.  
 Motor Development in Infancy.  
 Perceptual Development in Infancy.  
 Early Deprivation and Enrichment: Is Infancy a Sensitive Period of Development?

**5. Physical Growth.**

The Course of Physical Growth.  
 Brain Development.  
 Factors Affecting Physical Growth.  
 Puberty: The Physical Transition to Adulthood.  
 The Psychological Impact of Pubertal Events.  
 Puberty and Adolescent Health.

**III. COGNITIVE AND LANGUAGE DEVELOPMENT.****6. Cognitive Development: Piagetian, Core Knowledge, and Vygotskian Perspectives.**

Piaget's Cognitive-Developmental Theory.  
 The Sensorimotor Stage (Birth to 2 Years).  
 The Preoperational Stage (2 to 7 Years).  
 The Concrete Operational Stage (7 to 11 Years).  
 The Formal Operational Stage (11 Years and Older).  
 Piaget and Education.  
 Overall Evaluation of Piaget's Theory.  
 The Core Knowledge Perspective.  
 Vygotsky's Sociocultural Theory.

Vygotsky and Education.  
Evaluation of Vygotsky's Theory.

#### **7. Cognitive Development: An Information-Processing Perspective.**

The Information-Processing Approach.  
General Models of Information Processing.  
Developmental Theories of Information Processing.  
Attention.  
Memory.  
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Applications of Information Processing to Academic Learning.  
Evaluation of the Information-Processing Approach.

#### **8. Intelligence.**

Definitions of Intelligence.  
Recent Advances in Defining Intelligence.  
Measuring Intelligence.  
What Do Intelligence Tests Predict, and How Well?  
Ethnic and Socioeconomic Variations in IQ.  
Explaining Individual and Group Differences in IQ.  
Early Intervention and Intellectual Development.  
Giftedness: Creativity and Talent.

#### **9. Language Development.**

Components of Language.  
Theories of Language Development.  
Prelinguistic Development: Getting Ready to Talk.  
Phonological Development.  
Semantic Development.  
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Pragmatic Development.  
Development of Metalinguistic Awareness.  
Bilingualism: Learning Two Languages in Childhood.

#### **IV. PERSONALITY AND SOCIAL DEVELOPMENT.**

#### **10. Emotional Development.**

The Functions of Emotions.  
Development of Emotional Expression.  
Understanding and Responding to the Emotions of Others.  
Temperament and Development.  
Development of Attachment.  
Attachment, Parental Employment, and Child Care.

#### **11. Self and Social Understanding.**

Emergence of Self and Development of Self-Concept.  
Self-Esteem: The Evaluative Side of Self-Concept.  
Constructing an Identity: Who Should I Become?  
Thinking About Other People.  
Thinking About Relations Between People: Understanding Conflict.

#### **12. Moral Development.**

Morality as Rooted in Human Nature.  
Morality as the Adoption of Societal Norms.  
Morality as Social Understanding.  
Moral Reasoning of Young Children.  
Development of Morally Relevant Self-Control.  
The Other Side of Self-Control: Development of Aggression.

#### **13. Development of Sex Differences and Gender Roles.**

Gender Stereotypes and Gender Roles.  
Influences on Gender Stereotyping and Gender-Role Adoption.  
Gender Identity.  
To What Extent Do Boys and Girls Really Differ in Gender-Stereotyped Attributes?  
Developing Non-Gender-Stereotyped Children.

#### **V. CONTEXTS FOR DEVELOPMENT.**

#### **14. The Family.**

Evolutionary Origins.  
Functions of the Family.  
The Family as a Social System.  
Socialization Within the Family.  
Family Lifestyles and Transitions.  
Vulnerable Families: Child Maltreatment.

#### **15. Peers, Media, and Schooling.**

The Importance of Peer Relations.  
Development of Peer Sociability.  
Influences on Peer Sociability.  
Friendship.  
Peer Acceptance.  
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How Well Educated Are North American Young People?