Time- Tuesday/ Thursday 10-11:15

Place- TBA

Faculty- Dr. Thomas Knestrect,
Early Childhood Education

Office Hours- -W- 11:00- 12:00

Course Description

Specific study of children age’s birth to eight, developmental differences in young children, cultural and class differences in development, growth and health, developmentally appropriate practice in educational settings, assessment practices with young children. Prerequisite: EDFD 110

http://www.xu.edu/registrar/course/edfd.html#EDFD110

Course Outcomes and Professional Standards as provided by NAEYC and MACTE.-

Upon completion of the course the student will be able to:

1. describe the theoretical frameworks and their value in the study of children. (NAEYC 1), (MACTE, 1 a,b,c,d) ( CEC standard 1)
2. describe and apply the theories of Piaget, Bronfenbrenner and Vygotsky to the study of children (NAEYC 1), (MACTE, 1a,b,c,d), (CEC standard 1).
3. describe the growth and development sequence of children from ages 3-8 (NAEYC 1), MACTE 1a,b,c,d) (CEC standards 1, 2).
4. describe the cultural and socio economic influences on development of young children (NAEYC 1, 2), (MACTE. 4a,b,c) ( CEC standard 1).
5. recognize age specific developmental milestones (NAEYC 1),(MACTE 1a,b,c,d) (CEC standard 1).
6. describe atypical development in children (NAEYC 1, 4a, 4b,5),(2a,b,c,) (CEC standard 1,3,4).
7. determine how developmental theories are related to what we consider to be developmentally appropriate practice in the classroom (NAEYC 1, 4a, 4b), (MACTE 33a,b) (CEC standard 1,2 5).
8. describe how typical development informs instruction of young children (NAEYC 1, 4a,4b,4c,4d)., (1,a,b,c,d,2 a) (CEC standard 1, 5).
9. demonstrate appropriate collaborative methods in developing reciprocal working relationships with parents and community (NAEYC 2, 4a)(MACTE 4a,b,c) (CEC standard 1,4,5)

10. Describing and demonstrating the importance of adapting environment, teaching techniques to meet the needs of diverse learners using the developmental theories as a window. (MACTE 2a,b,c,d,e) (CEC standard 1,2,4,5).

**Department of Childhood Education and Literacy**

**Mission Statement**

Xavier University’s Department of Childhood Education and Literacy is dedicated to the pursuit of knowledge and to the orderly discussion of critical issues confronting educators in a free, inquiry-based environment committed to current and relevant scholarship and research related to our profession. Xavier University seeks to create awareness of social justice in all disciplines through its emphasis on living the Jesuit tradition of intellectual, moral, and spiritual preparation. The candidates in the Early Childhood, Middle Childhood, Montessori and Literacy programs, through their academic and professional training, are prepared to value the lives of children regardless of racial, linguistic, socio-economic, religious, or ethnic background and to work with and value family and school structures in both urban, rural, and suburban settings. Special attention is given to developmentally effective practices and advocacy for all children, with ethical issues and values as expressed through the Jesuit tradition. Thus, the Childhood Education and Literacy preparation at Xavier University strives to send out into the education community candidates who are morally sensitive to the academic and social needs of our time, foster an appreciation for human diversity, reason critically, and think creatively. Candidates in the Childhood Education and Literacy Department are encouraged to develop and maintain a disposition toward lifelong learning in the profession of education and to the service of their students and their students’ families and communities.
State of Ohio Teacher Standards

The State of Ohio delineates seven standards for the teaching profession. The design of this course includes these standards as summarized below:

The Focus of Teaching:
Standard 1: Students
Teachers understand student learning and development and respect the diversity of the students they teach.
Standard 2: Content
Teachers know and understand the content area for which they have instructional responsibility.
Standard 3: Assessment
Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.
Standard 4: Instruction
Teachers plan and deliver effective instruction that advances the learning of each individual student.

The Conditions for Teaching and Learning
Standard 5: Learning Environment
Teachers create learning environments that promote high levels of learning and achievement for all students.

Teaching as a Profession
Standard 6: Collaboration and Communication
Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.
Standard 7: Professional responsibility and Growth
Teachers assume responsibility for professional growth, performance and involvement as individuals and as members of a learning community.

**This course can serve as a core requirement for social science. As such assignments will cover several core SLO’s. Below find the SLO’s covered and the assignments they are contained in.**

Core SLO’s addressed in this course

SLO 1b - The distinction between qualitative and quantitative and each perspectives value in constructing meaning is achieved through the reading and the application of the methods described as “developmentally appropriate”.

Assignments Addressing SLO - Class readings and discussions, Big Ideas

SLO 2a- The students logically evaluate, convey information in written and oral presentations through the research paper assignments, 10 big ideas essays and oral presentations as well as observation and film summaries.

Assignments Addressing SLO- Big Ideas, Quizzes, Research Paper
SLO3a- critically accessing the ethical issues including, corporal punishment, segregation of atypically developing children, funding of daycare and education, cultural and class differences in achievement and development.

Assignments Addressing SLO- Course Readings, discussions, Big Ideas

SLO 4a- through discussions about inclusion and race/class differences in childcare and education.

Assignments Addressing SLO- Big Ideas, readings, discussion

SLO4b- constructing understanding of the meaning of wellness through learning about physical, emotional development through the lenses of Piaget, Erikson, Vygotsky, Bronfenbrenner, Maslowe.

Assignments Addressing SLO- Course readings, Big Ideas, discussions

SLO5a- using Bronfenbrenner’s ecological model to analyze the developmental data uncovered in reading and researching the theorists discussed in course as well as the observations experienced in the field.

Assignments Addressing SLO- Field Observations, reading, discussions, research paper

SLO6a- using healthcare, and education as our vehicles for understanding root causes for injustice. Accomplishing this through field placements and observations in diverse areas of the city and comparing health and educational outcomes of each.

Assignments Addressing SLO- field placements, readings and Big Ideas

Writing Flagged Course

This is flagged as a writing core course in the guidelines of Xavier’s core curriculum. As such 30% of your grade will be determined by writing or written assignment related tasks. These assignments will include weekly reflective journal assignments, daily queries on reading and topics covered in class as well as a research paper. In addition 50% of the midterm and final will be essay questions.

Academic Support

The Learning Assistance Center (LAC) provides support services to facilitate learning. The LAC has two main purposes: tutoring and disability services. The tutoring services include subject specific tutoring, drop-in sessions, study skills assistance, and Supplemental Instruction (SI). For students with documented disabilities, services include accommodations such as extended time on exams, reduced distraction testing environment, note-taking assistance, and assistive technology. Services are provided in a positive and encouraging environment, which promotes appreciation for diversity and cura personalis. Students in an online course can contact the LAC at (513) 745-3280 to set up an appointment. The LAC is located in the Conaton Learning Commons room 514.
http://www.xavier.edu/lac/

Writing Center

The Writing Center offers free one-on-one tutoring on writing assignments for all Xavier students. Students in an online course can contact the Center at (513) 745-2875 to set up an appointment. Sessions can be conducted in multiple ways, including discussions by phone and by email at writingcenter@xavier.edu. The Writing Center is located in the Conaton Learning Commons room 400. http://www.xavier.edu/writingcenter/

Math Lab

The Mathematics Tutoring Lab offers mathematics tutoring for all Xavier students. Students in an online course can contact the Lab at (513) 745-3069 to set up an appointment. The Mathematics Tutoring Lab is located in the Conaton Learning Commons room 419. http://www.xavier.edu/mathematics/Math-Lab.cfm

Academic Honesty Policy

The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student’s own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another’s efforts is prohibited, as is the use of any work untruthfully submitted as one’s own.

Students with Disabilities

Any student who feels he/she may need an accommodation based on the impact of a documented disability should notify the course instructor and contact the Learning Assistance Center at 513-745-3280 or e-mail to coordinate reasonable accommodations.

Teaching Methods- lecture, power point, large and small group discussion, projects.
Required Text


Bredekamp, (2009). Developmentally Appropriate Practices. Otherwise known as the ‘GreenBook” NAEYC.

Required Materials/Text:
Taskstream Subscription: In your education courses, an online e-portfolio and assessment programs are utilized.* A subscription should be purchased through Taskstream.com. Subscription rates are listed on the website and a credit card is needed to make a purchase. Go to www.taskstream.com http://www.taskstream.com/ and select “Subscribe Today”. If you participated in the pilot program in 2004-2005, select Renew” subscription. If you are new to taskstream, choose “Create a new subscription”. You will be asked what university you attend and other demographic data. If you need assistance or have questions, call Taskstream at 1-800-311-5656.

* Only students who are pursuing initial licensure in ECE are required to purchase a Taskstream account.

Assignments- Rubrics for All assignments Included

Attendance/ Participation and Disposition: (100 points). Points will be earned for attendance and participation. If you are not here, you cannot earn points for participation. Not coming to class, for any reason, will hurt your grade. Show up, participate and complete the assignments. Missing more than two classes will drop your grade to a B. More then three absences you should drop the course because you will not pass. Distracting side conversations during class are also cause for point loss. NO TEXTING OR READING TEXTS IN CLASS.

Research Paper: (200 points) must be at least 15 pages in length with at least 10 separate references. No more than two web based resources permitted. It must follow general APA guidelines for references (http://owl.english.purdue.edu/owl/resource/560/01/). The paper must provide a detailed overview of Piaget’s theory. * The paper must provide a detailed overview of the theory and you must demonstrate an understanding of its general applied use in the classroom.

- The only exception to this topic will be for those students in the Montessori program. They may do theirs on a Montessori topic; sanctioned by me. Please refer to the assignment page in syllabus. See core SLO covered in syllabus. This paper is due on
• This assignment is also part of the writing flag for this course. The process of writing this paper will be covered clearly and explicitly in class. We will follow the writing process (writing, reviewing, re-writing) as well as peer and instructor review. Each student will formally meet with instructor prior to final copy.

• There will be one required meeting with instructor to review paper during the writing process. This will occur in the planning and introductory paragraph writing point in the process, the introductory paragraph must contain a clear thesis statement and provide for the organization and theme of the paper. Therefore, this meeting will ensure a solid beginning to your writing.

• Rubric for paper included in this syllabus

• Instruction pertaining to the writing of this paper will be available on Canvas. All peer reviews and professor feedback will use Canvas as the conduit.

Daily Journals and Field Reflections (200 points) There will be a list of topics that are related to your reading. These will serve as your writing prompts. These will be assigned and graded through the course Canvas page. Each entry is required to be read by a classmate prior to posting on Canvas. The purpose of this assignment is to ensure that you are reading and processing the information from the book. In addition, it will monitor your ability to write clear, concise and professionally written responses to the topics covered in class.

Field Reflections: See attached assignments and field tasks. We will be taking trips to the Hamilton County Community Action Agency on Reading road several times throughout the semester. We will be observing in several classrooms from birth to 4 years old. Please refer to the syllabus for specific assignments related to these visits. These reflections are due at the end of the semester. Please include these in the same notebook as the graphic organizers. After Last Observation (NAEYC 2, 4a)(MACTE 4a,b,c) (CEC standard 1,4,5) SLO.

Big Ideas (200 Points) – There will be ten ‘Big Ideas’. These topics are included in the syllabus. The first ‘Big Idea’ will be due on the second Tuesday of class. On that first day, and each subsequent ‘first day’ of the week. Individuals will be randomly selected to present in class on the morning of the big idea. You will be graded on a rubric that takes into consideration the following items:

a. Poise and professionalism of presentation

b. Tone, Volume Inflection animation (is it interesting to listen to you)

c. Content

Leading discussion. Each presenter must create several questions that reflect depth of knowledge about the subject. Please refer to Blooms Taxonomy. Everyone must complete the written assignment and be ready to turn it in on the same day. Use these shorter writing assignments to practice your APA style and reference sites. Also, a portion of your grade will be determined by your oral presentation in class. See core
SLO’s covered in syllabus. Classroom (NAEYC 1, 4a, 4b),(MACTE 33a,b) (CEC standard 1,2 5).

Final Exam (300 Points) - comprehensive/ multiple-choice and essay.

1. (NAEYC 1, 4a, 4b,5),(2a,b,c,) (CEC standard 1,3,4).

Grades- all grades will be determined using the following scale.

<table>
<thead>
<tr>
<th>Final Grades</th>
<th>Total points 1200 / Grade Scale %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Scale %</td>
<td>97-100</td>
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<tr>
<td>A</td>
<td>93-96</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>85-86</td>
</tr>
<tr>
<td>C+</td>
<td>82-84</td>
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<tr>
<td>C</td>
<td>78-81</td>
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<tr>
<td>C-</td>
<td>76-77</td>
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<tr>
<td>D+</td>
<td>72-74</td>
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<tr>
<td>F</td>
<td>71 or below</td>
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Course Outline

**Week One**- Chapter 3 and 5- Theories of Child Development, The Newborn

The theories

Newborn Development

**Week Two** Chapter 3 and 5- Theories of Child Development, The Newborn

NAEYC Position Statements pg. 2-31

The theories

Newborn Development

Big Idea #1
Week Three  Chapter 6 and 7
Physical Growth of Infants and Toddlers
NAEYC Book- Chapter 2 pages 53-73
Big Idea #2
First Field Visit/ Journal reflection

Week Four
Chapter 6 and 7- Infant Physical and Brain Development, Infant Cognitive Development
Cognitive Development of Infants and toddlers
NAEYC Book- 75-90
Big Idea #3

Week Five
Chapter 8 Infant Language and Literacy
Infant and toddler Language and Literacy
Big Idea #4
Second Field Placement/ Reflective Journal Assignment #2

Week Six
Chapter 9- Infant Social Emotional Development
Infant Social Emotional Development
NAEYC Book – 73- 107
Big Idea #5
**Week Seven**
- Chapter 10 – Preschool Physical and Motor Development
NAEYC Book- 111-148

Big Idea #6

Third Field Placement/ Reflective Journal Assignment #2

**Week Eight**

Chapter 11- Cognitive Development in Preschool Years Chapter 12 Symbolic Thought: Play, Language and Literacy in the Preschool Years

Fourth Field Placement/ Reflective Journal Assignment #2

**Week Nine** Chapter 11- Cognitive Development in Preschool Years Chapter 12 Symbolic Thought: Play, Language and Literacy in the Preschool Years

NAEYC Book – 149-189

**Week Ten**

Chapter 12- Symbolic Thought: Play, Language and Literacy in the Preschool Years Chapter 13 Social and Emotional Development of Preschoolers

Research Paper Due

**Week Eleven**

Chapter 12- Symbolic Thought: Play, Language and Literacy in the Preschool Years Chapter 13 Social and Emotional Development of Preschoolers

NAEYC Book- 149- 183

**Week 12**

- Chapter 13 Social and Emotional Development of Preschoolers

**Week 13**

Chapter 14 Physical and Motor Development of Primary Years

Big Idea #7
Week 14
Chapter 15 Cognition and Schooling Chapter 16 Language Literacy and Schooling

Week 15
Chapter 15 Cognition and Schooling Chapter 16 Language, Literacy and Schooling
Big Idea #8

Week 16
Chapter 17- Social Emotional Development in the Primary Years
Big Idea #9 and 10

Field Reflections Due

All Make-ups due

Final Exam
Big Idea Questions

Big Idea #1
How is the ‘Green book’ organized? How will this information help you be the best teacher you can be? What are the main points described in the NAEYC position statement?

Big Idea #2
Infants emotionally attach to adults that take care of them. What is attachment? What does Erikson say about these issues? What happens to children who do not attach to adults?

Big Idea #3
Piaget’s model looks at cognitive development. What is this? When we are talking about cognitive ability in a developmental sense, what does this mean? Do infants have cognitive ability? What does this look like? How can we best develop these abilities in infants? What does damage to cognitive development in infants?

Big Idea #4
Go to other resources and describe to the class the importance of play in early childhood. How does it impact cognitive development and in particular abstract thinking?

Big Idea #5
What are the major themes of social/ emotional development in toddlers? How have things changed socially/emotionally in toddlers compared to infants?

Big Idea #6
How important is play and movement in development? Find three sources that describe this importance (other than your book) :) Tell the class the benefits of play and site your sources.

Big Idea #7
Why does the curriculum in schools change after third grade? How does it change? How does the classroom change? How do the teachers attitude and focus change? Why? How is all of this linked to cognitive development in school age kids. When you are investigating this think about your experience in 1st and 2nd grade compared to 4th and 5th. What was different and why?

Big Idea #8
I love maps! As a kid I used to sit, transfixed, looking at the map of the world and imagining traveling to all of these exotic places. How does ‘map space’ understanding change in school age kids. How does abstract thinking make maps more accessible for school aged children? What cool units could you now create
using maps that just one year prior to third grade would be inaccessible to your students?

Big Idea # 9
Hart and Risely are two researchers who talked a lot about language development in children. They compared poor kids to rich kids. What did they learn? What does this tell you about what parents and teachers should do when living or working with kids? Is it better for kids to watch tv or read? Talk with adults or play Gameboy? How important is talking to your kids? Why?

Big Idea # 10
What is literacy? Why is it more than just reading and writing? How are these skills related? Will reading to kids make a difference? Will reading yourself teach kids anything? What does it mean when I say ‘Children hear half of what we say but everything we do’? How does this relate to literacy?
Observations

In your observation hours please look for evidence of the following concepts described in class. The structure of the reflection should follow this format:

1. Choose one concept from each age group. Define and describe what this concept is and why it is important to development.
2. Give a description of the classroom, student make up, paint a picture of the classroom you are in.
3. Describe, in detail, how you saw the concept played out by the student.

You are responsible for turning in one observation from each age grouping. Each observation/reflection should be at least one page in length double spaced, 12 pt. font.

Infants and Toddlers B-2

Any sub stage/reflex behaviors described by Piaget
Simple Pretense
Deferred Imitation
Trust vs. mistrust
Autonomy vs. Shame and Doubt

Pre-School-2-4

Perception Based Thinking
Unidemensional Thinking
Irreversibility
Transductive Reasoning
Egocentrisim
Symbolic thought or play
Action Space
Stages of Reading
Stages of Writing
Initiative vs. guilt

Primary Age-5-8

Map Space Understanding
Seriation
Propositional Logic
Metacognition
Stages of Reading
Stages of Writing
Industry vs. inferiority
## Rubric: Research Paper Evaluation

<table>
<thead>
<tr>
<th>Name:</th>
<th>Course</th>
<th>Date:</th>
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<table>
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<tr>
<th><strong>CONTENT</strong></th>
<th><strong>ORGANIZATION</strong></th>
</tr>
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<tbody>
<tr>
<td>1-5</td>
<td>unclear; inappropriate or lacking; superficial approach to topic with few supporting details</td>
</tr>
<tr>
<td>5-6</td>
<td>unclear and non-sequential; no paragraphing; no introduction &amp;/or conclusion; no transitions</td>
</tr>
<tr>
<td>6</td>
<td>somewhat unclear &amp; non-sequential; poor paragraphing; weak or missing introduction &amp;/or conclusion; transitions weak or missing</td>
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<tr>
<td>7</td>
<td>fairly clear and sequential; fairly good paragraphing; slightly weak introduction &amp;/or conclusion; transitions weak, sporadic, or inappropriately used</td>
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<tr>
<td>8</td>
<td>clear and sequential; good paragraphing and use of transitions; good introduction and conclusion</td>
</tr>
<tr>
<td>9-10</td>
<td>clear and sequential; excellent paragraphing and use of transitions; strong introduction and conclusion</td>
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<tr>
<th><strong>GRAMMAR</strong></th>
<th><strong>VOCABULARY</strong></th>
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<tr>
<td>1-5</td>
<td>highly prevalent errors in conjunctions, agreement, and sentence structure; virtually incomprehensible</td>
</tr>
<tr>
<td>6</td>
<td>lack basic words; inaccurate usage; literal translations from English</td>
</tr>
<tr>
<td>7</td>
<td>simplistic and repetitive vocabulary; somewhat inaccurate usage; literal translations from English</td>
</tr>
<tr>
<td>8</td>
<td>adequate variety of vocabulary; somewhat accurate usage; noticeable English influence</td>
</tr>
<tr>
<td>9-10</td>
<td>good, but slightly limited range of vocabulary; mostly accurate usage; minor English influence</td>
</tr>
<tr>
<td>9-10</td>
<td>extensive and sophisticated vocabulary; completely accurate usage; English influence minimal</td>
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<table>
<thead>
<tr>
<th><strong>MECHANICS</strong></th>
<th><strong>FORMATTING/BIBLIOGRAPHY</strong></th>
</tr>
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<tbody>
<tr>
<td>1-2</td>
<td>many spelling errors and missing accents; many punctuation errors</td>
</tr>
<tr>
<td>3</td>
<td>significant variation from overall format and/or bibliographical style sheet, &quot;Works Cited&quot; page or parenthetical references; missing page numbers; insignificant or no bibliographical sources</td>
</tr>
<tr>
<td>3.5</td>
<td>some spelling and accent errors; few punctuation errors</td>
</tr>
<tr>
<td>4</td>
<td>mainly follows all formatting norms; adequate bibliographical sources</td>
</tr>
<tr>
<td>4.5-5</td>
<td>minor or no variation from formatting norms; relevant and extensive bibliographical sources</td>
</tr>
<tr>
<td>4.5-5</td>
<td>does not follow overall format or bibliographical style sheet, no &quot;Works Cited&quot; page or parenthetical references; missing page numbers; insignificant or no bibliographical sources</td>
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Total ________ (x 2) = _____________%
## Rubric for Reflective Writings
### Journal and Field

**Thinking**

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<thead>
<tr>
<th>Main Indicators</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identifies Questions</strong></td>
<td>Needs assistance to identify the question/problem.</td>
<td>Restates the question/problem with some difficulty, and begins to ask clarifying questions.</td>
<td>Clearly identifies the question/problem and asks clarifying questions.</td>
<td>Paraphrases the question/problem. Asks clarifying and probing questions.</td>
</tr>
<tr>
<td><strong>Works Systematically</strong></td>
<td><strong>Analyzes</strong></td>
<td>Needs assistance to recognize the important elements of a concept/idea.</td>
<td>Can identify important elements of a concept/idea.</td>
<td>Is able to differentiate and make connections between concepts/ideas.</td>
</tr>
<tr>
<td><strong>Applies</strong></td>
<td>With support, can recognize patterns/themes.</td>
<td>Begins to make connections between patterns/themes in given scenarios.</td>
<td>Makes connections between patterns/themes in given scenarios. Begins to adopt patterns/themes to new scenarios.</td>
<td>Applies patterns/themes to new scenarios.</td>
</tr>
<tr>
<td><strong>Evaluates/Synthesizes</strong></td>
<td>Requires significant support to make meaning of the question/problem.</td>
<td>Begins to make meaning of a question/problem.</td>
<td>Constructs meaning from question/problem and begins to create new meaning/scheme.</td>
<td>Creates original meaning/scheme from disparate ideas and concepts.</td>
</tr>
<tr>
<td><strong>Reflects</strong></td>
<td>Begins to describe what he or she knows with assistance.</td>
<td>Describes what he or she knows and begins to describe gaps in knowledge about a given concept/idea.</td>
<td>Is able to describe what he or she knows and doesn’t know. Begins to recognize revisions needed about a concept/idea.</td>
<td>Can describe what he or she knows and doesn’t know, and apply revisions needed for improvement about a concept/idea.</td>
</tr>
</tbody>
</table>