

Central Washington University
The Center for Teaching and Learning
Early Childhood Education Course Syllabus

1. Course Title:

EDEC 332: Theories in Child Development (**Winter, 2007; Des Moines Center**):

2. Faculty Member Information

Instructor: Dr. David Shorr Office: CWU Des Moines Center
Office Hours: M,T & by appt. Phone: 206-439-3800 ext. 3854
E-mail: shorrd@cwu.edu

3. Current Catalog Entry:

Theories in Child Development (3). Comparison of major theories. Same as FCSF 332. Students may not receive credit for both.

4. Course Description/Objectives (also see item 10 below):

"Theories in Child Development" is a seminar course primarily intended to introduce students to the robust theories of child development and their historical and philosophical roots. These include theories attempting to account for aspects of physical (e.g., maturational theories), cognitive (e.g., cognitive-developmental theories), behavioral (e.g., traditional learning theories) and social-emotional development (e.g., psychoanalytic/psychosocial theories). Theories representing endogenous, exogenous and constructivist perspectives are reviewed. Also addressed are the implications of these theories for individual differences (e.g., exceptionality) and their implication for parent and family interactions as well as appropriate teacher practices.

5. Weekly Schedule of Topics/Activities (also see item 10, "Primary Learner Outcomes & Assessment Strategies" below)

6. Instructional Methods:

Instruction will consist of lecture, class discussion, and videos and may include multimedia and student presentations.

7. Bases Assessment & Grading (also see item 10, "Specific Learner Outcomes & Assessment Strategies", below):

- Course participation. Two points towards your next test can be earned. **These participation points are part of the total possible points on the next test.**
- Tests (3). **The highest grade possible on a test will be an A-. Final grades will be increased one-step (e.g., B- → B, B+ → A-) if the "Locating/Reviewing Professional Literature Project" is satisfactorily completed. (See attached for a description of this project.)**
- Locating/reviewing professional literature project. **This will be submitted to a LiveText Course Portfolio.**
- Final grades will be "rounded" to the nearest grade. If an average grade is exactly between two possible grades then the final grade will be rounded up.

8. Textbook and Other Required Materials for the Course:

Crain, W. (2005). *Theories of development: Concepts and applications* (5th ed.). Upper Saddle River, NJ: Pearson - Prentice Hall.

9. Bibliography (not by any means exhaustive):

Maier, H.W. (1988). *Three theories of child development* (3rd ed.). New York: Harper & Row.
Miller, P.H. (2001). *Theories of development psychology* (4th ed.). New York: Freeman.
Salkind, N.J. (2004). *An Introduction to Theories of human development*. Thousand Oaks, CA: Sage Publications.

10. Specific Learner Outcomes & Assessment Strategies:

The "Learner Outcomes" adopted for Central Washington University's Early Childhood Education Program are drawn from the Washington State Office of Superintendent Public Instruction Early Childhood Education Endorsement Competencies (OSPI–ECE-C) and the CWU Center for Teaching and Learning Standards (CTL-S).

Primary Learner Outcomes (not exhaustive)	Primary Assessment Strategies (may include)
Use knowledge of how children develop and learn and they differ in their development and approaches to learning (OSPI–ECE-C K1.1 & K1.2)	Course participation. Test items.
Demonstrate understanding of the conditions that affect children’s development and learning, including risk factors, developmental variations, and developmental patterns of specific disabilities. (OSPI–ECE-C K1.3)	Course participation. Test items.
Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning. (OSPI–ECE-C K1.4)	Course participation. Test items.
Demonstrate understanding of the developmental consequences of stress and trauma, protective factors and resilience, and the development of mental health, and the importance of supportive relationships. (OSPI–ECE-C K2.4.2)	Course participation. Test items.
Actively seek out opportunities to grow professional by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice. (OSPI–ECE-C K5.5 & S5.5)	Course participation. Locating/reviewing professional literature project.
Demonstrate subject matter knowledge in area of endorsement (ECE). (CTL-S 1.1)	Course participation. Test items. Locating/reviewing professional literature project.

11. ECE Program Course Philosophy:

Early Childhood Education courses encourage a constructivist model of learning in which students, in interactions with their physical and social environments, participate in the continual process of construction and reconstruction of knowledge. The courses are consistent with the following institutional missions and themes:

- Central Washington University's mission, "Docendo Discimus" (by teaching we learn);
- College of Education & Professional Studies' mission, "to prepare enlightened leaders;"
- Center for Teaching and Learning theme, "facilitators of learning in a diverse world;"
- Department of Teacher Education Programs' mission, "ensuring...outstanding educational leaders and facilitators of learning within a diverse school population;" and
- National Association for the Education of Young Children’s mission, "leading and consolidation efforts ... to achieve healthy development and constructive education for all young children ... assuring ... high quality early childhood education programs."

12. ECE Program Course Policies & Rules:

ECE General

- While attendance is not mandatory, regular collaborative activities among students comprise a portion of the course grade. Students who are unavailable for activities or tests do not earn the related points.
- Assessments are offered at specific times during the quarter. Being absent on such occasions does not automatically entitle the student to a make-up examination. Students who anticipate being absent from class should notify the instructor to see if accommodations can be made for an alternative assessment.
- While students work at different paces, assigned readings serve as advance organizers for specific classes. Not having read an article, written a reflection, or completed an assignment can detract from optimal learning. The instructor feels that it is better to come to class unprepared than not at all, but it is better to come to class prepared than not prepared.

13. ADA Policy:

Students who have special needs or disabilities that may affect their ability to access information and/or material presented in this course are encouraged to contact the instructor during the first week of classes so that appropriate modifications can be provided. You may also wish to contact the ADA compliance officer at the ADA Affairs and Student Assistance office on campus (509-963-2171) for additional disability-related educational accommodations.

Weekly Schedule

Date	Topics	Reading(s)
9-Jan	Course Intro; Early Perspectives/Theories	Chp. 1
16-Jan	Maturation Theory; Evolutionary Perspective; Locate/Review Pro Lit Project	Chp. 2; pp. 33-43
23-Jan	Evolutionary Perspective; Attachment; Test #1	pp. 44-64; Additional Reading
30-Jan	Traditional Learning Theory	Chp. 8
6-Feb	Social Learning Theory; Psychoanalytic Theory	Chp. 9 (omit 208 – 212 that pertains to Piaget); Chp. 11 pertains to Piaget); Chp. 11 (particularly pp. 264-271)
13-Feb	Psychoanalytic Theory; Test #2	Chp. 11
20-Feb	Psychosocial Theory; Cognitive-Developmental Theory	Chp. 12; pp. 112-121
27-Feb	Cognitive-Developmental Theory; Locate/Review Pro Lit Project is due	pp. 121-150
5-Mar	Social-Cognitive Theory; Catch-up Or Other Theory/Perspective; Test #3	Chp. 10; Additional Reading May Be Assigned/Provided
13-Mar	Review Test (Debrief)	

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Professional Literature Locate/Review Project

You will use three article/manuscript databases in this assignment. One will be “ERIC”, another will be “PsycInfo” and a third will be a database of your own choosing.

Select a topic about children of which you are interested and type key words associated with that topic in the search screen. For example, if you are interested in young children and their aggression you might type “preschool” and “aggression.” If you are interested in children’s helping behavior you might type “children” and “helping” OR “prosocial.” You may have to narrow or broaden your searches to locate articles of particular interest to you. However, avoid articles that deal with curriculum, classroom management and other teacher direct topics (these would be more appropriate for another class).

Enter the full citation for one article from each of the databases. Tools available for this will be discussed in class. You will read at least one complete article and provide a brief review (i.e., 3/4 - 1 single spaced page) of it **IN YOUR OWN WORDS**. You should both summarize the article and your thoughts about it. The assignment should look something like the below:

<p><i>Professional Literature Locate/Review Project</i></p> <p>Name</p> <p><i>Reference Citations</i></p> <p>ERIC article citation</p> <p>PsycInfo article citation</p> <p>Database you select article citation</p> <p>Summary & thoughts of one of the above cited articles</p>
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While the project will be either “accepted” or “not accepted” (however, opportunities for revision will be provided if submitted on time) I will be reviewing it for “completeness of citation”, “appropriateness of article topic” and “clarity of your summary/thoughts”, including its general composition.