Term Information

Effective Term: Spring 2014
Previous Value: Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
We are requesting that TL 3160 be considered for a General Education Course.

What is the rationale for the proposed change(s)?
Specifically, students will be able to understand the impact of children and adolescence development on learning. Students in today’s classrooms represent children across ALL cultures, and ALL economic situations. Students will have the opportunity to understand and apply theoretical frameworks and methods related to child and adolescent development, including the developmental principals of order, continuity and directionality so they will be able to use these in their educational settings.

What are the programmatic implications of the proposed change(s)?
(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?
Students in our education programs will be able to more easily complete their education program by having this course count as one of their general education courses. Because the education program has standards and competencies that must be met, there are many courses students must take in order to complete their program. This course meets the requirements of general education courses in the Individuals and Groups section and therefore, should be considered as an option for this area.

Is approval of the request contingent upon the approval of other course or curricular program request? No
Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area: Education: Teaching & Learning
Fiscal Unit/Academic Org: School of Teaching & Learning - D1275
College/Academic Group: Education & Human Ecology
Level/Career: Undergraduate
Course Number/Catalog: 3160
Course Title: Elementary Education: Child Guidance
Transcript Abbreviation: El Ed-Child Guidnc
Course Description: Designed to develop an understanding of child growth and development in order to foster appropriate classroom instruction
Semester Credit Hours/Units: Fixed: 3

Offering Information

Length Of Course: 14 Week, 7 Week, 4 Week (May Session)
Previous Value: 14 Week
Flexibly Scheduled Course: Never
Does any section of this course have a distance education component? No
Grading Basis: Letter Grade
Repeatable: No
Course Components: Lecture
Grade Roster Component: Lecture
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Never
Campus of Offering: Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions: Not open to students with credit for T&L 460

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code: 13.1210
Subsidy Level: Baccalaureate Course
Intended Rank: Sophomore, Junior

Quarters to Semesters

Quarters to Semesters: Semester equivalent of a quarter course (e.g., a 5 credit hour course under quarters which becomes a 3 credit hour course under semesters)
List the number and title of current course being converted: EduTL 460 Elementary Education: Child Guidance

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
General Education course:
  Individual and Groups
The course is an elective (for this or other units) or is a service course for other units

Previous Value

Required for this unit's degrees, majors, and/or minors
The course is an elective (for this or other units) or is a service course for other units

Course Details
Course goals or learning objectives/outcomes

- Identify implications that can be drawn from the study and research of child development for teaching/parenting methods, the learning environment, and classroom management
- Discuss ways that the study and research of child development has affected school curriculum and discuss possible future trends in curriculum based on current research findings
- Summarize and differentiate between cross-sectional and longitudinal methods of child study, and correlational and experimental research strategies
- Identify factors that may result in developmental deviations in children; Discuss effects that early experiences in childhood have on later development; Discuss a variety of factors that seem to correlate with intellectual performance.
- Discuss and summarize the effects of different socialization agents in the child's life; Identify the valuable function play serves in many areas of child development
- Identify factors that influence gender differences and the development of gender roles; Identify and summarize theories concerning moral development
- Make observations concerning the physical, cognitive, social, and emotional development of children and use these observations to form assumptions about child development
- Apply the knowledge they have gained concerning physical, cognitive, social, and emotional development to classroom/parenting situations
- Describe and contrast differing theoretical views concerning how children develop and learn; Describe how a research study concerning a child development topic is designed and undertaken, then analyze the results and draw conclusions
- Explain how knowledge of several different theoretical positions concerning one concept aids in the understanding of that concept

Content Topic List

- Theories of child development
- The match or mismatch between child development and school curricula and standards
- Early and middle childhood physical, cognitive, emotional, and moral development
- Child development research design and analysis
- Value of play in early and middle childhood development
- Gender roles and differences
- The causes of developmental deviations or lags

Attachments

- TL 3160 Child Dev.docx: syllabus  
  (Syllabus. Owner: Bendixen-Noe,Mary Kay)
- TL 3160 Gen Ed rationale.docx: rationale  
  (Other Supporting Documentation. Owner: Bendixen-Noe,Mary Kay)
- TL 3160 syllabi (child dev).doc: revised syllabus  
  (Syllabus. Owner: Bendixen-Noe,Mary Kay)

Comments
## Workflow Information

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<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<td>10/29/2012 03:50 PM</td>
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T&L 3160 Elementary Education: Child Guidance
GEC Rationale & Assessment Plan

GEC Rationale

T&L 3160 course goals:
1. Demonstrate knowledge and understanding of the major theories of development and learning.
2. Identify the developmental theories implicit in practices used in the care and education of children.
3. Analyze the development of typical and atypical children and identify approaches to learning to support the development and learning of individual children.
4. Develop an understanding and use of research-and experienced-based principals of effective practice for encouraging the intellectual, social and personal development of students.
5. Identify the possible impact of cultural diversity and exceptionality on children’s overall development and learning.
6. Demonstrate the use of observational research techniques for the study of children.
7. Analyze life experiences in life and how they are linked to development and learning.
8. Apply child development knowledge in classroom situations.

General Education Social Science (Individuals and Groups) Expected Learning Outcomes:
1. Students understand the theories and methods of social scientific inquiry as they are applied to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students develop abilities to comprehend and assess individual and group values and recognize their importance in social problem solving and policy-making.

How do the course objectives address the GEC category expected learning outcomes?
Specifically, students will be able to understand the impact of children and adolescence development on learning. Students in today’s classrooms represent children across ALL cultures, and ALL economic situations. Students will have the opportunity to understand and apply theoretical frameworks and methods related to child and adolescent development, including the developmental principals of order, continuity and directionality so they will be able to use these in their educational settings.
2. **How do the readings assigned address the GEC category expected learning outcomes?**
   The course textbook is the anchor text for the course, providing the background context for analyzing, appreciating, and interpreting development of children and adolescents in the context of learning. All projects require reading, writing, discussion, application of theory and analysis.

3. **How do the topics address the GEC category expected learning outcomes?**
   All topics in this course address human commonalities and human differences in development and learning. The course is built on a theoretical framework, which allows the analyzing of contexts related to learning and development. Since education is a social and policy entity, analysis of development in relation to learning must look at the various social values related to them.

4. **How do the written assignments address the GEC category expected learning outcomes?**
   All projects require reading, writing, discussion, and analysis of developmental theory in relation to learning. In particular, key assignments require that students analyze their personal connections to development and its social value in learning (“The Development of Self” or “Toys and Development”), as well as consideration of multiple cultures, gender, class, special needs and sexualities in development of children and adolescents. The Developmental Observations require students to observe children at different developmental levels in different contexts. The observations require a systematic approach to data collection and analysis of that data. Students are expected to be able to use their data analysis to demonstrate how they could differentiate learning experiences for children and adolescents.

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**Course Assessment Plan Explaining How Course Will Help Students Achieve Expected Learning Outcomes**
T&L 3160 will be critically assessed in order to determine how well it is meeting the general principles and specific General Education Social Science (Individuals and Groups) Expected Learning Outcomes, specifically:

1. Students understand the theories and methods of social scientific inquiry as they are applied to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students develop abilities to comprehend and assess individual and group values and recognize their importance in social problem solving and policy-making.

The course coordinator will assess T&L 3160. The following procedures and indicators will be used in assessing the course:

1) Sample student papers representing the range of work in each section, on a quarter-by-quarter basis, will be compiled and regularly reviewed to look for patterns of performance over time relative to any changes in the structure of the course (new texts, assignments, etc.).
2) Syllabi will be reviewed annually to make sure that the course content reflects changes in the field (e.g., new scientific discoveries related to development and learning; including brain research, cognitive development, social development, etc.) and to assure that the course is up-to-date and timely.
3) Completed rubrics and other forms of feedback on students’ oral and group projects and presentations will be compiled and regularly reviewed to look for patterns of performance over time relative to any changes in the structure of the course (new texts, assignments, etc.).

Data will be maintained on file in the Department so that the progress of the course can be monitored and evaluated across time as the course evolves and to enable the department to address any major concerns or drift from the established goals and standards.
The mission of the Educator Preparation Unit is to prepare educators through the generation and use of research, who are highly qualified for and who are passionate about maximizing student learning across the P-12 school age and demographic groups.

The purpose of EDU T&L 3160 is to trace children's development from conception through adolescence. This will be accomplished by looking at the principles and theories of development, which are reinforced in different ways. The developmental principals under consideration are order, continuity, and directionality. The major themes highlighted are the role of context, the issue of continuity versus change, the interplay between experiential and maturational aspects of development, the connections between social and cognitive development, and the contrast between individual and normative development.

The course content of EDU T&L 3160 is aligned with NAEYC and AMLE Core Guidelines for initial Teacher Licensure. Those candidate guidelines are:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Candidate Guidelines</th>
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</table>
| NAEYC Standard 1 | Candidates prepared in teacher education programs are grounded in a child development knowledge base. They use their understanding of student's characteristics and needs, and of multiple interacting influences on student's development and learning, to create environments that are healthy, respectful, supportive and challenging for each child.  
1a. Knowing and understanding student's characteristics and needs.  
1b. Knowing and understanding the multiple influences on early development and learning.  
1c. Using developing knowledge to create healthy, respectful, supportive and challenging learning environments for students. |
| AMLE Standard 1 | Teacher education candidates understand the major concepts, principles, theories and research related to student development and they provide opportunities that support student development and learning.  
1a. Understand the major concepts, principles and theories of student development - intellectual, physical, social, emotional and moral.  
1b. Understand the range of individual differences of all students and the implications of these differences for teaching and learning.  
1e. Understand issues of young adolescent health and sexuality.  
1f. Understand the interrelationships among the characteristics and needs of all students. |
5. **The Course Objectives**

Upon completion of EDU T&L 3160, the student will be able to:

1. Demonstrate knowledge and understanding of the major theories of development and learning.
2. Identify the developmental theories implicit in practices used in the care and education of children.
3. Analyze the development of typical and atypical children and identify approaches to learning to support the development and learning of individual children.
4. Develop an understanding and use of research-and experienced-based principals of effective practice for encouraging the intellectual, social and personal development of students.
5. Identify the possible impact of cultural diversity and exceptionality on children's overall development and learning.
6. Demonstrate the use of observational research techniques for the study of children.
7. Analyze life experiences in life and how they are linked to development and learning.

6. **The Pedagogy**

Students will experience multiple pedagogical strategies; instructional approaches in which they are expected to be fully engaged in the community of learning and practice by constructing knowledge in collaboration with others, and by presenting and supporting their own ways of thinking, while remaining open to the ideas of others (Beck and Kosnik, 2006). In the process of achieving a complete command of the enduring understandings, students will be expected to immerse themselves into synthesizing and evaluating the enduring understandings through READING, THINKING, WRITING, CONSTRUCTING, TALKING, VIEWING, and VISUALLY PRESENTING.

7. **The Assessments**

Students are to demonstrate learning of the course objectives through:

<table>
<thead>
<tr>
<th>7.1</th>
<th>Preparation for, Substantive Contributions made during, Professional Conduct and Dispositions demonstrated during, and Attendance at Each Class Session</th>
<th>50 points</th>
<th>10%</th>
</tr>
</thead>
</table>

Students begin the semester with 50 points towards preparation for class, attendance in class and participation in class. Every time a student is absent (either excused or unexcused) 5 points will be deducted from the points. In order to retain points, students must demonstrate the following categories:

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
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<tbody>
<tr>
<td>PREPARATION</td>
<td>came prepared for class by having thoroughly completed all assigned tasks for the class session</td>
</tr>
<tr>
<td>SUBSTANTIVE CONTRIBUTIONS</td>
<td>made appropriate and thoughtful independent, critical, and creative substantive contributions to in-class learning experiences which extended the thinking of others and self</td>
</tr>
<tr>
<td>PROFESSIONAL CONDUCT and DISPOSITIONS</td>
<td>demonstrated a willingness to learn, actively engaged in learning experiences, and did not engage in side conversations, interrupt class events, and/or use cell phone/pager/email/text messaging during class session</td>
</tr>
<tr>
<td>ATTENDANCE</td>
<td>attended the entire class session</td>
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</table>

| 7.2 | Developmental Observations | DUE: Week 11 | 150 points (5% for each observation) | 30% |
In the attached Developmental Observations Packet, you are to choose 6 observations that highlight particular milestones. For each observation:

1. Read the observation directions thoroughly prior to conducting your observation.
2. Conduct your observation
3. Each typed, double-spaced observation should contain the following in this order:
   A. All student responses on the observation form MUST be bolded or in another in color with the exception of your analysis. The date, location and approximate time of observation must be indicated.
   B. Complete the observation form using the original format (must be scanned, be legible, and submitted through CARMEN).
   C. A 1 - 1½ page, double-spaced analysis of your findings and how they relate to various relevant theorist and theories in the class text. Be certain to answer all asked questions. Use APA style for citations.
   D. Create a table of contents listing the page numbers in which each observation can be found. Please number pages as well.
   E. Create a cover page and include the following information:
      a. Your name
      b. Class
      c. Semester and year
      d. Date submitted
   F. Compile the above and submit observation through the CARMEN dropbox by the assigned due date.
   G. This project is worth 150 points. Grading criteria includes: neatness/organization, thoroughness of observation, quality of analysis (including references to text), and writing skills. See rubric for more information

7.3 | Quizzes | DUE: Weeks 4, 8, and 12 | 150 points (50 points each quiz - 10% each) | 30%

Three (3) quizzes will be given during this course. The purpose of these quizzes is to check for understanding and to ensure a level of competency with the course material. Each quiz will be worth 50 points.

7.4 | Final Project | DUE: Final Exam Week | 150 points | 30%

As part of the culminating experience of this course, students are expected to demonstrate understanding regarding the developing child. You have your choice of two options.

OPTION 1 - The Development of Self

You will create digital/technology story or write an autobiography using information collected through parent/relative interviews, baby books, old report cards, and general recollections from your infant years through high school years (focus of paper should be on school years from Grade K-12). You must connect
your own life to theorists (include at least 4) and other concepts that have been discussed in class and the textbook. At least two additional sources, beside the text must be used. The last slide or page of your written story must be the references and credits. Include the URL for digital images (do not use copyrighted images). Sources must be cited using APA manuscript style and references identified should also be in APA style. You will be graded on accurately linking life to theory, neatness/organization, use of key terms, thoroughness of descriptions, quality of self-analysis, and writing skills (see rubric for more information). Written papers should be 5-6 pages in length.

OR

OPTION 2 -- Toys and Development

You will need to visit a toy retailer such as Toys R Us, Walmart, FAO Schwarz, etc. This paper will focus on toys (including video games and books) available to children and its impact on development. In a 5-6 page paper, answer the following questions:

1. If your store is not just a toy store, how much space in the store is dedicated to toys (include video games and books)?
2. How many toys are gender biased, gender neutral? Is the space equal across these dimensions?
3. How many toys are focused on infants, toddlers, young children, middle childhood children and/or adolescents? Is the space equal across these dimensions?
4. How are the toys classified, organized, and constructed?
5. How are toys sold (think space, place, marketing ploys, etc.)?
6. How do gender, race, class and sexualities get mapped onto toys?
7. What influence, if any, do you see toys having on the gendering and socialization process?
8. Is it easy to find children on the toy boxes that represent different genders, race, class and/or sexualities?

Write your response to these findings. Think back to when you played with toys? Are you surprised, shocked, angered or not affected by what you have encountered? You must connect theorists (include at least 4) and other concepts that have been discussed in class and the textbook. At least two additional sources, beside the text must be used. Sources must be cited using APA manuscript style and references identified should also be in APA style. You will be graded on accurately linking life to theory, neatness/organization, use of key terms, thoroughness of descriptions, quality of self-analysis, and writing skills (see rubric for more information).

8. Final Grade for Course

The final grade for the course will be calculated as follows:

- Preparation for, substantive contributions made during, professional conduct and dispositions demonstrated during, and attendance at each class session (10%)
- Quizzes (30%)
- Development Observations (30%)
- Final Project (30%)

Letter grades for the course will be assigned as follows:

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<tr>
<td>A</td>
<td>93-100%</td>
<td>B+</td>
<td>87-89%</td>
<td>C+</td>
<td>77-79%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
<td>B</td>
<td>83-86%</td>
<td>C</td>
<td>73-76%</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
<td>C-</td>
<td>70-72%</td>
<td>D+</td>
<td>67-69%</td>
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<td>E</td>
<td>Below 60%</td>
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## The Tentative Schedule

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<tr>
<th>Week</th>
<th>Dates of Class Sessions</th>
<th>Instructional Events</th>
<th>Assignments for Next Class Session</th>
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</thead>
</table>
| 1    | Date                    | - Context and Overview for the Course  
    |                          | - Discussion: The role of studying Child Development  
    |                          | - The Nature of Development              | Read Chapter 1 in Berk text |
| 2    | Date                    | Research Strategies in Child Development studies | Read Chapter 2 in Berk text |
| 3    | Date                    | Biological Foundations | Read Chapter 3 in Berk text |
| 4    | Date                    | Infancy - Early Learning, Motor skills, and Perceptual Capacities  
    |                          | Quiz 1 (Chapters 1-4)            | Read Chapter 4 in Berk text |
| 5    | Date                    | Physical Growth          | Read Chapter 5 in Berk text |
| 6    | Date                    | Cognitive Development: Piagetian, Core Knowledge and Vygotskian Perspectives | Read Chapter 6 in Berk text |
| 7    | Date                    | Cognitive Development: An Information-Processing Perspective | Read Chapter 7 in Berk text |
| 8    | Date                    | Intelligence  
    |                          | Quiz 2 (Chapters 5 - 8)          | Read Chapter 8 in Berk text |
| 9    | Date                    | Language Development     | Read Chapter 9 in Berk text |
| 10   | Date                    | Emotional Development    | Read Chapter 10 in Berk text |
| 11   | Date                    | Self and Social Understanding  
    | DUE: Developmental Observations using CARMEN dropbox | Read Chapter 11 in Berk text |
| 12   | Date                    | Moral Development        | Read Chapter 12 in Berk text |
| 13   | Date                    | Development of Sex Differences and Gender Roles | Read Chapter 13 in Berk text |
| 14   | Date                    | The Family, Peers, Media, and Schooling  
    | DUE: Final Project (Final Exam Week) | Read Chapter 14 & 15 in Berk text |

### The Instructional Materials

There is only one assigned text for this course.

11. **Commitment to Diversity**

Teachers are expected to be able to support the learning of all students and to have a conceptual understanding of how knowledge, skills, and dispositions related to diversity are integrated across the curriculum, instruction, assessments, and evaluations. In light of these expectations, each enduring understanding for the course will be developed in relationship to diversity - that is, ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

12. **Commitment to Technology**

Teachers are expected to use educational technology to help all students learn and to have a conceptual understanding of how knowledge, skills, and dispositions related to educational and information technology are integrated throughout the curriculum, instruction, assessments, and evaluations. In light of these expectations, it is expected that technology will be integrated into all lessons and assignments for this course.

13. **Instructor Assistance**

The instructor's purpose is to help class members become the very best they can possibly become at this point in their professional learning. Please allow the instructor to assist in any way possible. Make an appointment, make contact by email, or make contact by phone at any time.

14. **Academic Misconduct**

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct.

If the course instructor suspects that a student has committed academic misconduct in the course, he is obligated by University Rules to report suspicions to the Committee on Academic Misconduct (COAM). If COAM determines that the student has violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/pdfs/csc_12-31-07.pdf).

15. **Making Your Work Public**

Throughout the course you will be encouraged to engage in thoughtful conversations with each other to share your findings and perspectives. You are urged to utilize the work you do in class as a stimulus for developing conference presentations, writing journal articles, and mounting an agenda for undergraduate research.

16. **Statement of Student Rights**

Any student with a documented disability who may require special accommodations needs to speak to the instructor
within the first two weeks of classes to receive effective and timely accommodations.

<table>
<thead>
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<th>17. Written Assignments</th>
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<tr>
<td>Written assignments must be typed, double-spaced, following the APA (American Psychological Association) style manual, which is commonly used in educational writings (available in Media Center). Edit work to avoid spelling and grammatical errors that will negatively impact your grade. Use bias free language. Assignments may not be late without prior instructor permission. Instances of student misconduct will be reported to the committee on academic misconduct in accordance with faculty rules. Any papers that exceed one page should be stapled in the upper left hand corner. No notebooks, binders, paper clips, etc. should be used.</td>
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Course Description:
EDU T&L 3160 is designed for students to develop an understanding of child growth and development in order to foster appropriate classroom instruction. The purpose of EDU T&L 3160 is to trace children's development from conception through adolescence. This will be accomplished by looking at the principles and theories of development, which are reinforced in different ways. The developmental principals under consideration are order, continuity, and directionality. The major themes highlighted are the role of context, the issue of continuity versus change, the interplay between experiential and maturational aspects of development, the connections between social and cognitive development, and the contrast between individual and normative development. By looking at these aspects, the focus of the course will be how educators use this knowledge in order to teach ALL children.

Course Objectives:
Upon completion of EDU T&L 3160, the student will be able to:

1. Demonstrate knowledge and understanding of the major theories of development and learning.
2. Identify the developmental theories implicit in practices used in the care and education of children.
3. Analyze the development of typical and atypical children and identify approaches to learning to support the development and learning of individual children.
4. Develop an understanding and use of research-and experienced-based principals of effective practice for encouraging the intellectual, social and personal development of students.
5. Identify the possible impact of cultural diversity and exceptionality on children’s overall development and learning.
6. Demonstrate the use of observational research techniques for the study of children.
7. Analyze life experiences in life and how they are linked to development and learning.
8. Apply child development knowledge in classroom situations.
**General Education Social Science (Individuals and Groups) Expected Learning Outcomes:**

1. Students understand the theories and methods of social scientific inquiry as they are applied to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students develop abilities to comprehend and assess individual and group values and recognize their importance in social problem solving and policy-making.

EDU T&L 3160 meets these learning outcomes though readings, lectures, discussions and assignments as they pertain to the development of ALL children, across ALL cultures, and ALL economic situations and how teachers should understand and be able to apply these areas so they can help ALL children learn.

**Course Text:**


**Special Needs:**

Students with disabilities that have been identified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue, telephone 292-3307, TDD 292-0901; http://www.ods.ohio-state.edu/

**Plagiarism/Academic Misconduct:**

The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct.

If the course instructor suspects that a student has committed academic misconduct in the course, he is obligated by University Rules to report suspicions to the Committee on Academic Misconduct (COAM). If COAM determines that the student has violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/pdfs/csc_12-31-07.pdf).

**Course Guidelines and Expectations:**

Written assignments must be typed, double-spaced, following the APA (American Psychological Association) style manual, which is commonly used in educational
writings (available in Media Center). Edit work to avoid spelling and grammatical errors that will negatively impact your grade. Use bias free language. Assignments may not be late without prior instructor permission. Instances of student misconduct will be reported to the committee on academic misconduct in accordance with faculty rules. Any papers that exceed one page should be stapled in the upper left hand corner. No notebooks, binders, paper clips, etc. should be used.

Students begin the semester with 50 points towards preparation for class, attendance in class and participation in class. Every time a student is absent (either excused or unexcused) 5 points will be deducted from the points. In order to retain points, students must demonstrate the following categories:

<table>
<thead>
<tr>
<th>PREPARATION:</th>
<th>came prepared for class by having thoroughly completed all assigned tasks for the class session</th>
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</thead>
<tbody>
<tr>
<td>SUBSTANTIVE CONTRIBUTIONS:</td>
<td>made appropriate and thoughtful independent, critical, and creative substantive contributions to in-class learning experiences which extended the thinking of others and self</td>
</tr>
<tr>
<td>PROFESSIONAL CONDUCT and DISPOSITIONS:</td>
<td>demonstrated a willingness to learn, actively engaged in learning experiences, and did not engage in side conversations, interrupt class events, and/or use cell phone/pager/email/text messaging during class session</td>
</tr>
<tr>
<td>ATTENDANCE:</td>
<td>attended the entire class session</td>
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Assignments:

| Developmental Observations | DUE: Week 11 | 150 points (5% for each observation) | 30% |

In the Developmental Observations Packet (on CARMEN), you are to choose 6 observations that highlight particular milestones. For each observation:

1. Read the observation directions thoroughly prior to conducting your observation.
2. Conduct your observation
3. Each typed, double-spaced observation should contain the following in this order:
   A. All student responses on the observation form MUST be bolded or in another in color with the exception of your analysis. The date, location and approximate time of observation must be indicated.
   B. Complete the observation form using the original format (must be scanned, be legible, and submitted through CARMEN).
   C. A 1 – 1½ page, double-spaced analysis of your findings and how they relate to various relevant theorist and theories in the class text. Be certain to answer all asked questions. Use APA style for citations.
D. Create a table of contents listing the page numbers in which each observation can be found. Please number pages as well.

E. Create a cover page and include the following information:
   a. Your name
   b. Class
   c. Semester and year
   d. Date submitted

F. Compile the above and submit observation through the CARMEN dropbox by the assigned due date.

G. This project is worth 150 points. Grade criteria includes: neatness/organization, thoroughness of observation, quality of analysis (including references to text), and writing skills. See rubric for more information

<table>
<thead>
<tr>
<th>Quizzes</th>
<th>DUE: Weeks 4, 8, and 12</th>
<th>150 points (50 points each quiz – 10% each)</th>
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</thead>
</table>
Three (3) quizzes will be given during this course. The purpose of these quizzes is to check for understanding and to ensure a level of competency with the course material. Each quiz will be worth 50 points.

<table>
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<tr>
<th>Final Project</th>
<th>DUE: Final Exam Week</th>
<th>150 points</th>
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</table>
As part of the culminating experience of this course, students are expected to demonstrate understanding regarding the developing child. You have your choice of two options.

OPTION 1 – The Development of Self

You will create digital/technology story or write an autobiography using information collected through parent/relative interviews, baby books, old report cards, and general recollections from your infant years through high school years (focus of paper should be on school years from Grade K-12). You must connect your own life to theorists (include at least 4) and other concepts that have been discussed in class and the textbook. At least two additional sources, beside the text must be used. The last slide or page of your written story must be the references and credits. Include the URL for digital images (do not use copyrighted images). Sources must be cited using APA manuscript style and references identified should also be in APA style. You will be graded on accurately linking life to theory, neatness/organization, use of key terms, thoroughness of descriptions, quality of self-analysis, and writing skills (see rubric for more information). Written paper should be 5-6 pages in length.

OR

OPTION 2 -- Toys and Development

You will need to visit a toy retailer such as Toys R US, Walmart, FAO Schwarz, etc. This paper will
focus on toys (including video games and books) available to children and its impact on development. In a 5-6 page paper, answer the following questions:

1. If your store is not just a toy store, how much space in the store is dedicated to toys (include video games and books)?
2. How many toys are gender biased, gender neutral? Is the space equal across these dimensions?
3. How many toys are focused on infants, toddlers, young children, middle childhood children and/or adolescences? Is the space equal across these dimensions?
4. How are the toys classified, organized, and constructed?
5. How are toys sold (think space, place, marketing ploys, etc.)?
6. How do gender, race, class and sexualities get mapped onto toys?
7. What influence, if any, do you see toys having on the gendering and socialization process?
8. Is it easy to find children on the toy boxes that represent different genders, race, class and/or sexualities?

Write your response to these findings. Think back to when you played with toys? Are you surprised, shocked, angered or not affected by what you have encountered? You must connect theorists (include at least 4) and other concepts that have been discussed in class and the textbook. At least two additional sources, beside the text must be used. Sources must be cited using APA manuscript style and references identified should also be in APA style. You will be graded on accurately linking life to theory, neatness/organization, use of key terms, thoroughness of descriptions, quality of self-analysis, and writing skills (see rubric for more information).

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**Grading Scale:**

The final grade for the course will be calculated as follows:

- Preparation for, substantive contributions made during, professional conduct and dispositions demonstrated during, and attendance at each class session (10%)
- Quizzes (30%)
- Development Observations (30%)
- Final Project (30%)

Letter grades for the course will be assigned as follows:

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>93-100%</th>
<th>B+</th>
<th>87-89%</th>
<th>C+</th>
<th>77-79%</th>
<th>D+</th>
<th>67-69%</th>
<th>E</th>
<th>Below 60%</th>
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</thead>
<tbody>
<tr>
<td>A-</td>
<td>90-92%</td>
<td></td>
<td>B</td>
<td>83-86%</td>
<td>C</td>
<td>73-76%</td>
<td>D</td>
<td>60-66%</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
<td></td>
<td>C</td>
<td>70-72%</td>
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### Class Topics:

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates of Class Sessions</th>
<th>Instructional Events</th>
<th>Assignments for Next Class Session</th>
</tr>
</thead>
</table>
| 1    | Date                     | • Context and Overview for the Course  
• Discussion: The role of studying Child Development  
• The Nature of Development | Read Chapter 1 in DeHart, Sroufe, & Cooper text |
<p>| 2    | Date                     | The Contexts of Development | Read Chapter 2 in DeHart, Sroufe, &amp; Cooper text |
| 3    | Date                     | Heredity and Prenatal Development | Read Chapter 3 in DeHart, Sroufe, &amp; Cooper text |
| 4    | Date                     | Infancy – First Adaptations Quiz 1 (Chapters 1-4) | Read Chapter 4 in DeHart, Sroufe, &amp; Cooper text |
| 5    | Date                     | Infant Cognitive Development | Read Read Chapter 5 in DeHart, Sroufe, &amp; Cooper text |
| 6    | Date                     | Infant Social and Emotional Development | Read Chapter 6 in DeHart, Sroufe, &amp; Cooper text |
| 7    | Date                     | Toddler Language and Thinking | Read Chapter 7 in DeHart, Sroufe, &amp; Cooper text |
| 8    | Date                     | Toddler Social and Emotional Development Quiz 2 (Chapters 5 – 8) | Read Chapter 8 in DeHart, Sroufe, &amp; Cooper text |
| 9    | Date                     | Cognitive Development in Early Childhood | Read Chapter 9 in DeHart, Sroufe, &amp; Cooper text |
| 10   | Date                     | Social and Emotional Development in Early Childhood | Read Chapter 10 in DeHart, Sroufe, &amp; Cooper text |
| 11   | Date                     | Cognitive Development in Middle Childhood | Read Chapter 11 in DeHart, Sroufe, &amp; Cooper text |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Social and Emotional Development in Middle Childhood</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Quiz 3 (Chapters 9 – 12)</td>
</tr>
<tr>
<td>13</td>
<td>Physical and Cognitive Development in Adolescence</td>
</tr>
<tr>
<td>14</td>
<td>Social and Emotional Development in Adolescence</td>
</tr>
<tr>
<td></td>
<td>DUE: Final Project (Final Exam Week)</td>
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</tbody>
</table>

Read Chapter 12 in DeHart, Sroufe, & Cooper text

Read Chapter 13 in DeHart, Sroufe, & Cooper text

Read Chapter 14 in DeHart, Sroufe, & Cooper text