

**EDCI 3331: CHILD DEVELOPMENT AND TEACHING IN THE ELEMENTARY SCHOOL  
UNIVERSITY OF TEXAS - PAN AMERICAN  
FALL 2009**

**GENERAL INFORMATION**

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<b>OFFICE HOURS</b>	Tuesdays 1:00-5:00 PM and Thursdays 1:00-4:00PM.

**COURSE INFORMATION**

<b>TITLE &amp; SECTION</b>	EDCI: 3331 – Section 11 EDCI 3331 – Section 12
<b>SEMESTER &amp; YEAR</b>	Fall 2009
<b>COURSE DAY &amp; TIME</b>	Section 11    T/R    9:10 – 10:25 AM    EDCC 1.502 Section 12    T/R    10:35 – 11:50 AM    EDCC 1.406
<b>LOCATION</b>	EDCC 1.502
<b>COURSE DESCRIPTION</b>	EDCI 3331 Child Development and Teaching in the elementary School: This field-based course focuses on applications of child development from birth to preadolescence in children from culturally and linguistically diverse populations including students with exceptionalities. Learning, intelligence and motivation, as they apply to the development of teaching knowledge in learner centered environments will be discussed. This course explores the relationship between teaching, learning and development as occurring in multiple contexts, including children’s social relationships (peer, family and teacher relationships), and how children develop with respect to their identities as learners. Students will be exposed to self-analysis (reflective teaching) skills that can improve teaching/learning behaviors.

## Learning Goals

The following are goals for this course. It is expected that all students will have achieved these goals by the end of the course.

### Foundational Knowledge

1. Develop an understanding of the physical development of children in each developmental stage between birth and 12 years of age.
2. Develop an understanding of the cognitive characteristics of each developmental stage in children between birth and 12 years of age.
3. Develop and understanding of social and emotional development of children in each developmental stage from birth to 12 years of age.
4. Develop an understanding of the moral development of children in each developmental stage from birth to 12 years of age.

### Application

1. Understand how the knowledge of cognitive development in each developmental stage can be applied in the classroom
2. Understand how the knowledge of physical development in each developmental stage applies to classroom settings.
3. Understand how Social emotional and moral development of children in each developmental stage is played out in school settings.
4. Understand how social and emotional characteristics in each developmental stage are applied in the school setting.

### Integration

1. Demonstrate an understanding of the relationship between current research in child development and classroom applications that are developmentally appropriate for each developmental level and each developmental domain.
2. Apply understanding of physical, socio emotional and cognitive aspects of child development at four developmental stages and implications for classroom practice.
3. Demonstrate an understanding of how physical needs at different developmental levels relate to the way classroom spaces are organized.
4. Demonstrate an understanding of how demographics of a classroom can create variations in learning needs at different developmental stages
5. Apply Piagetian theory to analyze child's performance on a cognitive task.
6. Integrate knowledge of learning theories and child developmental stages to evaluate filed based cases of teaching/learning activities.

## Human Dimension

1. Work in teams and contribute to the optimal functioning of his/her team by participating, in team assignment in a responsible and active manner.
2. Develop an awareness of his/her strengths and weaknesses as they relate to the concepts learning in class and the ways of accomplishing assignments
3. Develop a critical reflective stance in examining the relationships between teaching, learning and child development
4. Develop a critical reflective stance in examining the relationships between child development and socio-cultural context of schools.

## Caring

1. Demonstrate an understanding of child centered teaching from a developmental perspective

## Learning How to Learn

1. Learn how to use academic resources, (library, scholarly journals, etc.) to create academic work that clearly demonstrate their understanding of the content
2. Learn how to use language and organizational features appropriate for college level assignments.

REQUIRED READING	
TEXTBOOK	<p>McDevitt, Teresa M. &amp; Jeanne Ellis Ormond. (2010). Child Development and Education, 4<sup>th</sup> Ed. Upper Saddle River, New Jersey: Pearson Merrill Prentice Hall.</p> <p><i>*You need to have access to MyEducationLab in order to complete some assignments.</i></p> <p><a href="http://wps.prenhall.com/chet_mcdevitt_myedlab_4">http://wps.prenhall.com/chet_mcdevitt_myedlab_4</a></p>
SUPPLEMENTAL READINGS	<p>Additional Readings will be available at the Blackboard site from the book:</p> <p>Bodrova, L &amp; Leong, D. J. (2007) Tools of the Mind: The Vygotskyan Approach to Early Childhood Education. 2<sup>nd</sup> Ed. Upper Saddle River, NJ: Pearson</p>
COURSE REQUIREMENTS: ASSIGNMENTS AND TESTS	
INDIVIDUAL PERFORMANCE	<p><b>Individual Readiness Assurance Tests (Individual RAT).</b></p> <p>There are 2 ways of assessing your readiness for class activities. Individual and in team. Chapter and reading quizzes will be taken online by the due date, which falls the day before class at midnight. The purpose is to assess your readiness for class. This will constitute the individual RAT grade.</p>

	<p><b>Online Discussions:</b> Online discussions constitute an integral part of the course. The professor will post the questions and students will respond 3 or 4 times depending on the discussion. Discussions last approximately 1 week. A rubric will be used to assess your performance in online discussions based on quality, required number of postings and timeliness of responses.</p>
	<p><b>Class Community:</b> You are asked to add your picture and some information about you in the class community. Please state the best way to reach you in case of emergency. Use the link on the home page.</p>
	<p><b>Benchmark:</b> Culture of Cognition Ethnography This is a field-based project. Students will create an ethnography that describes the children in the grade level placement from a cognitive development perspective, analyzing instructional practices for theoretical and developmental appropriateness.</p> <p>This project will consist of the following components:</p> <ul style="list-style-type: none"> <li>• Floor Plan of classroom</li> <li>• Student Demographic</li> <li>• Piagetian Tasks</li> <li>• Lesson Analyses</li> <li>• Conclusions</li> </ul> <p>Refer to the project description titled <i>Culture of Cognition Ethnography</i> on Blackboard for details on its completion and submission. This project will be submitted online.</p>
	<p><b>Final Exam:</b> A final exam will be given to assess your understanding of the entire semester's work</p>
<p><b>TEAM PERFORMANCE</b></p>	<p><b>Team Readiness Assurance Tests (RAT):</b> Team Readiness Assurance: The same quiz taken individually will be given in class as a team assessment. This will constitute the team readiness assurance grade.</p> <p><b>Team Based Learning Assignments (TBL):</b> These assignments are completed in class through team-based work. Through these activities you will apply and integrate knowledge learned from readings and class discussions. There are 6 team based learning assignments, one for each unit.</p> <p><b>My Child Guide:</b> In addition to TBL for each unit, you will complete the My Child Guide, which integrates all knowledge learned in the units. It consists of a compilation of learning on child development. Refer to the project description titled <i>My Child Development Guide</i> on Blackboard for details on its completion and presentation.</p>

<b>TEAM MAINTENANCE</b>	Team work will be evaluated by your peers. Team maintenance will be assessed at the end of units 3 and 6. Your grade for this portion will be based on your peer’s assessment of
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**GRADING CRITERIA**

Scores in three major performance areas will determine the grades: **Individual Performance, Team Performance** and Team Maintenance (“**Helping**” **Behavior**). The actual weight grades will combine decisions made by the course instructor and input from students. Representatives from each team will decide on the grade weights for this course according to recommendations from their respective teams. Once decision is made, this syllabus will be updated.

Grade Weights and Percentages	Within the area	of Total
<b>1. Individual performance</b>		
a. Individual Readiness Assurance Tests (10-50%)	_____ %	
b. Online Discussions	_____ %	
c. Final Exam (30% or above)	_____ %	
	<b>100%</b>	_____ % (at least <b>20%</b> )
<b>2. Benchmark: Culture of Cognition Ethnography</b>		<b>20%</b>
<b>3. Team Performance</b>		
a. Team readiness assurance (team RATs)	<b>20</b>	
b. Team Assignments		
• Unit 1-Unit 6 (10 points each)	<b>60</b>	
• My Child Guide	<b>20</b>	
	<b>100%</b>	_____ %
<b>4. Team Maintenance (Evaluated by Peers)</b>	<b>100%</b>	_____ %
<b>Total for the course</b>		<b>100%</b>

**COURSE POLICIES**

**BLOCK I REGISTRATION**

EDCI 3331 is an EC6 Block I course that must be taken with EDCI 3332, Read 3323, and EDBE 4304(for bilingual generalists) or EDEC 4391 (for generalists). It is highly recommended that students complete pre-block courses prior to these classes.

**STUDENT LEARNING  
OUTCOMES**

1. Students completing the teacher education program will be ready for employment in the field.
2. Students completing their Internship II will demonstrate competence in the four domains of the TExES PPR.

3. Will demonstrate competence in the five domains of the TExES Generalist, English language arts and reading, mathematics, science, social studies, fine arts, health and physical education.

## EMAIL ACCOUNT

Students are required to obtain university email accounts at the Academic Services Building (ASB 2.102). To access the course web site, go to <http://onlinelearning.utpa.edu>, click on Login and type your username and password.

## EC-6 STANDARDS & TEST FRAMEWORK

### EC-6 PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES STANDARDS

PPR Standards:  
Standard I

For a more detailed alignment of specific standards and skills, please refer to Blackboard link titled, "PPR Alignments".

### PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES (EC – 6) TEST FRAMEWORK

This course addresses the following TExES competencies:

Competency 001, 1.A-1.P  
Competency 002, 2E  
Competency 003, 3.A  
Competency 004, 4.C and D

## DEPARTMENTAL POLICIES

### ADMISSION TO THE COLLEGE OF EDUCATION

To enroll in this course, you must be formally admitted to the College of Education. If you have not been formally admitted to the College of Education Teacher Preparation Program you will be dropped officially from this class. The drop may come at any time during the semester. If you have not yet been officially admitted to the College of Education, you should withdraw from this course immediately and, if appropriate, seek counsel from your undergraduate advisor in the College of Education.

### ATTENDANCE

Attending class and being on time is expected. It includes being on time for class and for field observations. It is university policy that 4 or more unexcused absences will be considered as grounds for being dropped from the class.

### LATE WORK

Acceptance of late work is at the discretion of the course instructor. Generally, late work is penalized ten points per day that it is late. This includes all major projects.

## UNIVERSITY POLICIES

**ACADEMIC HONESTY &  
INTEGRITY**

Academic honesty and integrity is expected of all students. This course demands a high level of scholarly behavior and academic honesty on the part of all students. Examples of academic dishonesty include but are not limited to: (1) turning in another person's work, in part or in whole, as your own; (2) copying from professional works without citing them; and (3) any form of cheating on exams. Violations of academic integrity/honesty may result in receiving a zero on the particular assignment in question, receiving an "F" in the course, and/or possible suspension or expulsion from the University. This is a matter of professional ethics for anyone involved in the field of education.

**STUDENTS WITH  
DISABILITIES**

If you have a documented disability which will make it difficult for you to carry out the work as I have outlined and/or if you need special accommodations/assistance due to the disability, please contact the Office of Services for Persons with Disabilities (OSPD), Emilia Ramirez in Schunior Hall, room 100 immediately. Appropriate arrangements/accommodations can be made.

**EDCI 3331: CHILD DEVELOPMENT AND TEACHING IN THE ELEMENTARY SCHOOL**  
**TENTATIVE SCHEDULE OF ACTIVITIES - FALL 2009**

Week	Date	Assessment	Topics/Activities (In-Class)	Homework (Out of Class)
<b>Unit 1: Physical Development</b>				
<b>Goals, Standards and Competencies:</b>				
<b>Goals:</b> Foundational Knowledge: 1; Integration: 3; Human Dimension1.				
<b>Standard:</b> 1.1K and 1.16K. <b>Competencies:</b> 1A, C, E and 4A				
1.	9/1	RAT practice	Introduction to course structure. Formation of teams Team based decisions on grade weights for the course.	Read one research article related to physical development. Bring information from research articles to next class
	9/3	Video cases test understanding	Overview of Child Development course framework.	Read Chapter 5. Take on line individual RAT by 9/7 midnight.
2.	9/8	Unit 1 Team RAT TBL activities related to Physical Development	Explanation of Assignment, My Child Guide	Online discussion: Unit 1
	9/10	TBL Unit 1 assignment	TBL activities Video Case Activity - My Child Guide	TBL Assignment due Outside of class Read chapters 11 and 12; Take Unit 2 RAT by 9/14 (bring answers to class)
Week	Date	Assessment	Topics/Activities (In-Class)	Homework (Out of Class)
<b>Unit 2: Social and Emotional Development</b>				
<b>Goals, Standards and Competencies:</b>				
<b>Goals:</b> Foundational Knowledge: 3; Integration: 3				
<b>Standard:</b> 1.1K, 1.11K and 1.16K. <b>Competencies:</b> 1A, B, C, F, K and M, 2A-D, 4C and D				
Week 3	9/15	Unit 2 Team RAT	Video cases analysis	Read one journal article related to social emotional development bring

				notes to class
	9/17		TBL activities related	
Week 4	9/22	Online discussion TBL assignment Unit 2 Part 1	Apply theory from journal article to specific case	Online Discussion: reflection of learning throughout the week outside of class
	9/24	TBL assignment Unit 2 Part 2	Apply reading to case in development of self and social understandings	
Week 5	9/29		Share resources work on Child Guide – Emotional development	
	10/1	Moral Development Case – TBL Assignment Part 3		Submit complete Unit 2 TBL assignment Read Chapters 6 and 7 Take online RAT by Monday 10/5
<b>Week</b>	<b>Date</b>	<b>Assessment</b>	<b>Topics/Activities (In-Class)</b>	<b>Homework (Out of Class)</b>
<b>Unit 3: Cognitive Development – Piaget</b>				
<b>Goals, Standards and Competencies:</b>				
<b>Goals:</b> Foundational Knowledge: 2, Integration 5, Human Development 2 Learn How to Learn: 1 and 2				
<b>Standards:</b> 1.1K, 1.11K and 1.16K <b>Competencies:</b> 1A, C, G, I and J, 4C				
Week 6	10/6	Unit 3 RAT	Begin Unit activities. Work on Child Guide	
	10/8 Field		In the field - Observation assignment – connection to Piaget	Online Discussion: reflection of learning throughout the week outside of class
Week 7	10/13		Explanation of Benchmark – Share information from article – Work on child guide	
	10/15 Field			Outside of class – Read one journal article related to cognitive development

Week 8	10/20	TBL Assignment Unit 3 Introduction to Vygotskyan Learning Theory Team Maintenance	Assignment based on based on video cases.	TBL assignment Unit 3 due. Read Leong and Bodrova chapters 6 and 7; Take online RAT by Monday 10/ 26
	10/22 Field			
Week	Date	Assessment	Topics/Activities (In-Class)	Homework (Out of Class)
<b>Unit 4: Cognitive Development: Social Constructivist Processes and Linguistic Connections</b>				
<b>Goals, Standards and Competencies:</b>				
<b>Goals:</b> Application 1; Integration: 6; Human Dimension: 5; Learn How to learn: 1 and 2				
<b>Standards:</b> 1.3K and 1.6K. <b>Competencies:</b> 1A, B, C, G, I and J, 2E.				
Week 9	10/27	RAT		
	10/29 Field			Online Discussion: reflection of learning throughout the week outside of class
Week 10	11/3	TBL Assignment	Video case connections to language development and Vygotskyan theories. Connection to Language Biography	
	11/5 Field			Read Text Chapters 13 and 14: Take online RAT by Monday 11/9
Week	Date	Assessment	Topics/Activities (In-Class)	Homework (Out of Class)
<b>Unit 5: Moral Development, Motivation and Self Regulation</b>				
<b>Goals, Standards and Competencies:</b>				
<b>Goals:</b> Foundational Knowledge: 4; Application 3; Caring: 1; Learn How to Learn: 1 and 2				

<b>Standards:</b> 1.1K and 1.4K. <b>Competencies:</b> 1A, C, H, K and N.				
Week 11	11/10	Team RAT		
	11/12	Online Discussion:	Class discussion and presentation, video case	Online Discussion: reflection of learning throughout the week outside of class
Week 12	11/17	TBL Assignment - Unit 5		Benchmark due
	11/19	TBL Assignment (My Child Guide)		TBL Assignment Parts My Child Guide due Read Leong and Bodrova Chapters 10 -14; Take online RAT by Monday 11/23
Week	Date	Assessment	Topics/Activities (In-Class)	Homework (Out of Class)
<b>Unit 6: Applications to School Settings</b>				
<b>Goals, Standards and Competencies:</b>				
<b>Goals:</b> Application: 1, 2 and 3; Integration: 1, 2; Human Dimension: 3, 4 and 5; 1 and 2 <b>Standards:</b> 1.2K, 1.3K, 1.7K to 1.10K, 1.12K-1.15K and 1.17K. <b>Competencies:</b> 1A, D, L, O, P, 2#-G and 3A.				
Week 13	11/24		Application of theories to school cases make use of Child Guide Pre-k	
	11/26	Thanksgiving Holliday		
Week 14	12/1		Application of theories to school cases make use of Child Guide K-1 <sup>st</sup> grades	
	12/3		Application of theories to school cases make use of Child Guide 3 <sup>rd</sup> -4 <sup>th</sup> grades	
Week 15	12/8	TBL Assignment Unit 6 Integration Team Maintenance	Application of theories to school cases make use of Child Guide 5 <sup>th</sup> -6 <sup>th</sup> grades.	TBL assignment Unit 6 due
	12/10		Dead Day	
	Final Exam			