

**GEORGE MASON UNIVERSITY**  
**College of Education and Human Development**  
**Graduate School of Education**  
**Elementary Education Program**

**Spring 2015**

**EDUC 543-002: Children, Family, Culture, and Schools, Ages 4-12**

**3 credits**

*Fairfax Campus*

***Robinson A106: Wednesdays 7:20-10:00 pm***

**Instructor:** Shannon King, PhD, NBCT

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**Office Hours:** by appointment

### **I. Course Description**

In this course, students will study how cultures and communities create frameworks for understanding and interpreting child development. Students will examine the interrelationship of children, families, schools, communities, and cultures. The course will highlight the critical roles of families in schooling and the importance of collaboration between schools and with families to support the development of the child. The study of children's developing abilities in physical, social, emotional, and cognitive domains will be linked to curriculum planning. The college course values of collaboration and social justice are addressed.

Field observation is required (15 hours).

*Prerequisites:* Admission to Elementary Education Program at GMU; to be taken in sequence.

### **II. Nature of Course Delivery**

Students in this course will participate in a learning environment that will model various teaching strategies appropriate for diverse learners and information to be learned. This course integrates 15 hours of fieldwork observation and the use of technology.

### **III. Learning Outcomes**

Students completing EDUC 543 will be able to:

1. Describe the stages of typical human development in the domains of cognition, language, social/emotional and physical in children ages 4-12.
2. Demonstrate an understanding of the interconnections between culture, family, community, and school, and the dynamic interaction between teachers, parents and community members necessary to promote children's growth and learning.
3. Demonstrate knowledge of contemporary theories of human development and their relevance to educational practices in elementary schools.
4. Observe the diversity of students and their families and demonstrate effective anti-bias educational approaches for use in classrooms with diverse learners.
5. Develop competency in observing and assessing development and learning in classroom settings using performance-based methods that are sensitive to students' unique cultural/ethnic backgrounds.
6. Appreciate the teacher's role in working with families in culturally diverse communities and fostering their involvement in their children's education.

## IV. Standards

### **InTASC Model Core Teaching Standards (2011)**

**Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

### **NCATE/ACEI Standards**

**1.0 Development, Learning, and Motivation**--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

**3.2 Adaptation to diverse students**—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;

**5.2 Collaboration with families, colleagues, and community agencies**—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

### **ISTE National Education Technology Standards**

I. Teachers demonstrate a sound understanding of technology operations and concepts.

## V. Required Texts

**McDevitt, T.M., & Ormrod, J. E. (2013). *Child development and education*. (5th Edition). Upper Saddle River, NJ: Merrill/Prentice Hall.**

**Wood, C. (2007). *Yardsticks: Children in the Classroom Ages 4-14* (3<sup>rd</sup> Edition)**

National Association for the Education of Young Children (NAEYC): Position Statement on Developmentally Appropriate Practice (2009 ver.) <http://www.naeyc.org/positionstatements/dap>

## VI. Assignments

1. **Class participation:** Students are expected to participate in class discussions and activities. Personal viewpoints and observations are very important in enhancing everyone's learning: (all learning outcomes). See attached rubric.
2. **Field Observations:** Fifteen hours of field observation is required for this course in an assigned school. The students will write reports about two types of field observations that they have conducted:
  - (a) an ethnographic observation, and
  - (b) anecdotal child development observationsThey will connect what they have seen to the information presented and discussed in class. (**Learning outcomes #1, #2, #3, #4, #5 #6**)

Detailed descriptions of observation reports are attached.

3. **Collaborative Case Study Comparison:** Students shall work in groups to prepare a comparison of their case study children. See attached guidelines. (*Learning outcomes #1, #3, #6*)
4. **Case Study:** Students will compile a detailed case study of a child with a different cultural background from their own in the classroom in which they are observing. This case study report will be based on the field observations made during the semester. See attached guidelines. Case study assessment results will be entered into TaskStream. (*Learning outcomes #1, #2, #3, #5*)

**Evaluation:** High quality work is expected on all assignments and in class. Grades will be based on the completion of course requirements and on the scope, quality, and creativity of the assignments. All assignments will be graded according to the attached assignment guidelines. Late assignments will not be accepted without the prior consent of the instructor. Assignments may be revised for a higher grade after consulting with instructor. All field observations must be completed satisfactorily in order to pass this course.

### **Grading Policies:**

The final grade for this course will be based on the instructor's evaluation of the teacher candidate's achievement and progress. Each will be rated according to a rubric indicating the following general rating scale or according to an attached rubric for specific assignments:

<b>4</b>	=	<b>Work meets all basic requirements; demonstrates attention to course materials, activities, and performance criteria at an exemplary level.</b>
<b>3</b>	=	<b>Work meets all basic requirements; demonstrates attention to course materials, activities, and performance criteria at a basic level.</b>
<b>2</b>	=	<b>Work partially meets basic requirements and performance criteria.</b>
<b>1</b>	=	<b>Work meets basic requirements and performance criteria at a minimal level.</b>
<b>0</b>	=	<b>Work does not meet basic requirements or performance criteria.</b>

The performance ratings for each assignment/requirement will be averaged, and the final grade will be assessed according to the following four-point grade scale:

<b>3.76 - 4.0</b>	=	<b>A</b>
<b>3.6 - 3.75</b>	=	<b>A-</b>
<b>3.3 - 3.59</b>	=	<b>B+</b>
<b>2.76 - 3.29</b>	=	<b>B</b>
<b>2.5 - 2.75</b>	=	<b>C+</b>
<b>1.6 - 2.49</b>	=	<b>C</b>
<b>1.1 - 1.5</b>	=	<b>D</b>
<b>0 - 1.0</b>	=	<b>F</b>

### **Weighting of Assignments**

20%	=	Class participation (includes Comparative presentation)
30%	=	Ethnographic record, anecdotal records
50%	=	Case Study report on one child

## ASSIGNMENT DESCRIPTIONS

### 1. Course participation

Contributing to class discussion and activities is vital. Each person brings a unique perspective based on personal experiences and family and community culture and this aids all students to gain knowledge and understanding about the course content. *See attached rubric.*

### 2. Field Observations

Each student is assigned to an elementary school classroom and is expected to conduct a series of targeted observations. You are expected to observe for a total of 15 hours for EDUC 543. You will hand in:

- 1 ethnographic report, and
- 3 anecdotal reports

All reports will be based on your field observation notes and data. *Refer to rubrics for scoring information.*

- All reports should begin with the following information as a **heading**:

*Observer:*

*School:*

*Grade Level:*

*Focus of Observation:*

- Each report should *begin* with an **introductory paragraph** that briefly explains the focus of the observation and refers to the relevant theorists, theories and course content.
- Each report should *conclude* with a **conclusion/summary paragraph** in which you
  - 1) Interpret what you have observed by relating it to the assigned theory,
  - 2) Suggest implications for development in terms of the assigned theory, and
  - 3) Raise questions about what you have observed as it relates to the assigned theory,
  - 4) Identify diverse circumstances that may impact instruction and/or learning.

**Each observation report should be double-spaced in 12-point font.**

**Submit reports electronically as email attachments.**

**BE SURE TO PROOFREAD AND SPELL-CHECK YOUR WORK.**

### **REQUIRED OBSERVATION REPORTS**

#### **A. Ethnographic report on classroom climate and culture (*1<sup>st</sup> observation in classroom*)**

Topics:

- *The learning environment: teacher's organization, rules and expectations.*
- *Demographics (diversity) in the classroom.*
- *How the teacher uses developmental information to plan the learning environment.*
- *How the teacher addresses various differentiation/diversity information to plan the learning environment.*

**B. Anecdotal reports on observations of selected elementary student (case study child).** Select an average child who has a different cultural background from you.

#### **1. Physical Development:**

- *physical growth (including motor skills),*
- *eating habits,*
- *physical activity,*
- *rest and sleep,*
- *health,*
- *socio-cultural/diversity factors/bioecological information*

## 2. **Cognitive Development:**

(a) The theories of Piaget and Vygotsky:

- *stage of cognitive development according to Piaget according to concrete operations tasks*
- *key ideas in each theory*
- *Vygotsky's socio-cultural theory*
- *self-talk/inner speech*

(b) Cognitive processes

- *attention*
- *memory*
- *thinking and reasoning*
- *metacognition*
- *socio-cultural/diversity factors/bioecological information*

## 3. **Affective Development**

(a) Emotional Development

- *Erikson's theory*
- *emotions*
- *attachment*
- *temperament and personality*
- *socio-cultural/diversity factors/bioecological information*

(b) Social Development

- *sense of self*
- *social cognition*
- *socio-cultural/diversity factors/bioecological information*

(c) Moral Development (Ch. 13 and 14)

- *intrinsic and extrinsic motivation*
- *self-regulation*
- *Kohlberg's theory*
- *interpersonal behaviors, (prosocial/aggression)*
- *moral reasoning*
- *socio-cultural/diversity factors/bioecological information*

***Rubrics for rating are attached***

## 3. **Case Study comparison and presentation**

The purpose of the case study comparison is to investigate and understand how children within a grade level can differ developmentally and culturally. It will also focus understanding of how each school community can differ.

The project will be conducted collaboratively in groups by grade level and across school cohorts. Each group will prepare a brief presentation for the class describing and illustrating how the case study children are similar and different from each other within a chronological age group/grade level. The focus will be on (a) the three developmental domains, (b) the culture of each child, (c) the implications this has for teaching, and (d) the community and culture of the schools attended by the children. Reference must be made to class content.

## 4. **The Case Study: Performance Based Assessment (PBA)**

The case study report is a rich portrait of the development of the child that you observed in the school context who has a different cultural background from your own. It is based on your written reports and observations and includes descriptive information about the child's family, the community, and cultural context; also teaching implications to meet the developmental needs of the child. The purpose is to help you learn how to observe children and collect data systematically so that you gain insight into development. These skills will enable you to assess students and plan developmentally and culturally appropriate learning experiences for them.

Each case study should include the following:

**Section 1.** A general description of the child and a summary of the child's socio-cultural context (family, school, community, ethnicity) and how this might affect the child's development in the 3 domains (Background).

**Section 2.** A summary of the child's development in the physical domain supported by specific examples from your observations with connections to the child development theories and research studied (class content).

**Sections 3** A summary of the child's development in the cognitive domains (include Piaget and Vygotsky's theories and an overview of the observed Cognitive processes) supported by specific examples from your observations with connections to the child development theories and research studied (class content).

**Section 4** A summary of the child's development in the affective (social, emotional, moral) domains supported by specific examples from your observations with connections to the child development theories and research studied (class content).

**Section 5.** A reflection on the teaching implications for the child based on your observations of her/his overall development; include a brief reflection on how culture (the child's, the teacher's, the classroom's, the school's and your own), has affected your observations of and conclusions about the child.

Your observations and other notes constitute the data for your case study. Your knowledge of course material (child development theory and research, the influence of family, community, culture and school on development) should be woven throughout. **Support your conclusions with (a) theory and research from course content and (b) examples from your observations.**

*Organizing the Case Study report in chapters (e.g., Chapter 1= ethnography of child's environment and description of child, Ch. 2 – physical development etc.) is a good way to approach this case study.*

The paper should be written in narrative form, single-sided, double-spaced, 12 point font. Use APA format. Submit the case study electronically.

## **VII. Electronic Requirements**

Students must have access to email and the Internet, either at home, work or GMU campus. GMU provides students with free email accounts, which must be accessed for information sent from the university or the Graduate School of Education. Go to <http://mason.gmu.edu/> for information on accessing email.

## **VIII. TaskStream Requirements**

Every student registered for any Elementary Education course with a required performance-based assessment (will be designated as such in the syllabus) is required to submit this assessment (The Case Study) to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of your performance-based assessment will also be provided using TaskStream. Failure to submit the assessment to TaskStream will result in a the course instructor reporting the course grade as Incomplete(IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

## **IX. GMU Policies and Resources for students**

a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].

b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].

c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check It regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].

e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

## **X. Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times.  
[http://cehd.gmu.edu/assets/docs/forms/secondary\\_ed/sec\\_ed\\_handbook.pdf](http://cehd.gmu.edu/assets/docs/forms/secondary_ed/sec_ed_handbook.pdf)

## **XI. Core Values Commitment**

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.  
<http://cehd.gmu.edu/values/>

### ***Emergency Procedures***

You are encouraged to sign up for emergency alerts by visiting the website <https://alert.gmu.edu>. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on <http://www.gmu.edu/service/cert>

**Assignment Rubric**

**Ethnographic Observation Report**

Your observation report will be evaluated according to the following criteria:

<b>Rating →</b>	<b>Distinguished:</b> <i>understanding clear, convincing substantial evidence</i>	<b>Proficient:</b> <i>understanding clear adequate evidence</i>	<b>Developing:</b> <i>understanding vague limited evidence</i>	<b>No evidence of understanding</b>
<b>Item ↓</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Description of culture(s) in classroom including <ul style="list-style-type: none"> <li>• children</li> <li>• teacher</li> <li>• classroom environment</li> </ul>	Vivid, packed with details that give reader picture & feeling for subject as if it had been experienced	Sufficient details to have a general picture and feeling for subject	Few details that only give a glimpse of a picture and feeling for the subject	Insufficient details to give any picture or feeling for the subject
Reflections on classroom culture and climate and effect on the children’s learning and development	Reflections specifically make detailed connections with information in readings, course content and discussions	Reflections make general connections with information in readings and/or course content and discussions	Mentions some information in readings and/or course content and discussions	Does not refer to readings and/or course content and discussions
Addresses issues of differences from mainstream American culture.	Extensive and specific discussion of bio-ecological/ socio-cultural implications for development and learning.	Complete discussion of bio-ecological /socio-cultural implications for development and learning.	Limited discussion of bio-ecological /socio-cultural implications for development and learning.	No discussion of bio-ecological /socio-cultural implications for development or learning.
Professionally written paper	a) Focus of paper described, b) Narrative is organized and coherent, c) Conclusion creates complete picture of what was observed relating to assignment, d) Grammatical correctness and proofreading evident	75% of original criteria evident	50% of original criteria evident	less than 50% of original criteria evident

Total points from rubric: \_\_\_\_\_

Assignment rating: \_\_\_\_/4



**Assignment Rubric**  
**Child Development Anecdotal Observation Reports**

Your observation report will be evaluated according to the following criteria:

Rating →	<b>Distinguished:</b> <i>Shows clear understanding, includes convincing substantial evidence</i>	<b>Proficient:</b> <i>Shows clear understanding, adequate evidence</i>	<b>Developing:</b> <i>Shows vague understanding, limited evidence</i>	<b>No evidence of understanding</b>
Item ↓	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Description of child with reference to his/her <u>development</u> in the focus domain ( <i>physical, cognitive, emotional/social/moral</i> ).	Comprehensive and in depth; vivid, packed with details that give reader picture & feeling for subject as if it had been experienced;	Comprehensive; Sufficient details to have a general picture and feeling for subject	Incomplete; omits information; only gives a glimpse of a picture and feeling for the subject;	Omits many elements; insufficient details to give any picture or feeling for the subject
Discussion of child's development in the focus domain (physical, cognitive, affective).	Makes <u>detailed</u> connections with relevant child development theory in readings and class content and discussions	Makes <u>general</u> connections with relevant aspects of child development theory in readings and/or class content and discussions	Briefly refers to relevant child development theory in readings and/or class content and discussions	Does not refer to readings and/or class content and discussions
Addresses how a child's bio-ecological /socio-cultural context and differences can affect development and/or learning.	Extensive and specific discussion of bio-ecological /socio-cultural implications.	Full discussion of bio-ecological /socio-cultural implications.	Limited discussion of bio-ecological /socio-cultural implications.	No discussion of bio-ecological /socio-cultural implications.
Professionally written paper	a) Focus of paper described, b) Narrative is organized and coherent, c) Conclusion creates complete picture of what was observed relating to assignment, d) Grammatical correctness and proofreading evident	75% of original criteria evident	50% of original criteria evident	less than 50% of original criteria evident

Total points from rubric: \_\_\_\_\_

Assignment rating: \_\_\_\_/4

## GRADING/EVALUATION RUBRIC for PARTICIPATION

Remember that because this class only meets one day per week; if you miss one class you have missed a week of regular semester classes (3 hours). If you miss more than 3 hours of class, you will not have been involved in sufficient class discussion about ideas, concepts, and attitudes to meet the requirements of the course. It is also important for students to be on time and to stay for the entire class session in order to participate adequately.

### Criteria #1: The student's participation in class sessions.

A (4)	B (3)	C (2)	D (1)
100% participation (except for excused absence) with no late arrivals or early departures	100% participation (except for excused absence) with few late arrivals or early departures	Less than 100% participation but more than 80% (except for excused absence) OR with numerous late arrivals or early departures	Any class participation less than 80%

### Criteria #2: The student fully participates in readings, class discussions, group work, presentations and other learning activities.

A (4)	B (3)	C (2)	D (1)
On-time preparation of all assignments; high level of involvement in class activities demonstrating initiative and depth of thought. Generates ideas.	Demonstrates comprehensive preparation and completion of all assignments (but not necessarily on-time); high level of involvement in class activities.	Less than comprehensive preparation evidenced, but more than minimal; basic level of participation in learning activities etc.	Minimal preparation and participation in learning activities evident.

### Criteria #3: The student exemplifies a professional attitude as a teacher candidate.

A (4)	B (3)	C (2)	D (1)
Comments in class clearly indicate a high-level attention to readings, discussions, and class activities and depth of thought.	Comments in class clearly indicate at least marginal attention to readings, discussions, and class activities and depth of thought.	Comments in class derived from only two or three of the indicated resources, or are exclusively from personal experience and depth of thought is lacking.	Comments in class are derived from one or none of the indicated resources, or comments are not made and thoughts and ideas are shallow or non-existent.

**Basic requirements are not met: F = 0**

Total rating: \_\_\_\_\_ Rating average: \_\_\_\_\_ Grade: \_\_\_\_\_

## EDUC 543: PBA Rubric

<i>Levels:</i>	<b>Distinguished (met)</b>	<b>Proficient (met)</b>	<b>Developing (not met)</b>	<b>Beginning (not met)</b>	<b>Score</b>
<i>Criteria:</i>	value: 4	value: 3	value: 2	value: 1	
<b>COURSE CONTENT Standard 2 (ACEI 1.0): Knows and understands the major concepts, principles, theories and research associated with the physical, cognitive, social/emotional, and language development of children ages 4-12 Standard 2</b>	Content is accurate, complete, clearly stated, and appropriately referenced. Uses in-depth knowledge of the physical, social, emotional, cognitive, and linguistic development and learning characteristics of children ages 4-12 to give detailed description of child's whole development, abilities, interests, values and cultural background from many theoretical perspectives.	Content is accurate, fairly complete, and clearly stated. Uses knowledge of the physical, social, emotional, cognitive, and linguistic development and learning characteristics of children ages 4-12 to describe child's development, from several theoretical perspectives.	Content is accurate, but is incomplete. Uses nascent knowledge of the development of children ages 4-12 to give brief description of the child's development with some reference to theoretical perspectives.	Content is not accurate, is incomplete, and lacks clarity. Does not demonstrate a thorough knowledge of the physical, social, emotional, cognitive, and linguistic development and learning characteristics of children ages 4-12 and fails to give adequate description of child's development supported by examples.	
<b>CASE STUDY REPORT (DEVELOPMENT) Standard 2 (ACEI 1.0): uses child development theory and observation to create a comprehensive description of the child's physical development.</b>	An exhaustive description and discussion of the child's physical development with detailed reference to child development theory	A full description and discussion of the child's physical development with general reference to child development theory	A general description and discussion of the child's physical development with some reference to child development theory.	A brief description and discussion of the child's physical development with little or no reference to child development theory.	
<b>CASE STUDY REPORT (DEVELOPMENT) Standard 2 (ACEI 1.0): uses child development theory and observation to create a comprehensive description of the child's cognitive development.</b>	Exhaustive description and discussion include all aspects with detailed reference to child development theory.	Description and discussion include all aspects with general reference to child development theory.	Description and discussion include some aspects with brief reference to child development theory.	Limited description and discussion includes few aspects with little or no reference to child development theory.	
<b>CASE STUDY REPORT (DEVELOPMENT) Standard 2 (ACEI 1.0): uses child development theory and observational data to create a comprehensive</b>	Exhaustive description and discussion include all aspects with detailed reference to child development theory.	Description and discussion include all aspects with general reference to child development theory.	Description and discussion include some aspects with brief reference to child development theory.	Limited description and discussion include few aspects with little or no reference to child development theory.	

<b>description of the child's affective development (social, emotional, moral)</b>					
<b>CASE STUDY REPORT (DEVELOPMENT) Standard 2: demonstrates understanding that children aged 4-12 differ in their development.</b>	Clearly stated evidence of knowledge and understanding how and why children differ in their development and the implications this has for the teacher	Stated or implied evidence of knowledge and understanding how and why children differ in their development and the implications this has for the teacher	Inadequate evidence of understanding and knowledge how and why children differ in their development the implications this has for the teacher	Does not show understanding or knowledge of how and why children differ in their development.	
<b>CASE STUDY REPORT (DEVELOPMENT) Standard 2 (ACEI 3.2): demonstrates understanding that children aged 4-12 differ in their approaches to learning.</b>	Clearly stated evidence of knowledge and understanding of how a child's learning is influenced by experiences, talents, disabilities, language and culture.	Stated or implied evidence of knowledge and understanding of how a child's learning is influenced by experiences, talents, disabilities, language and culture.	Inadequate evidence of knowledge and understanding of how a child's learning is influenced by experiences, talents, disabilities, language and culture.	Fails to show evidence of knowledge and understanding of how a child's learning is influenced by experiences, talents, disabilities, language and culture.	
<b>CASE STUDY REPORT (Socio-cultural) Standard 3 (ACEI 3.2/5.2): demonstrates knowledge of the child's bio-ecological /socio-cultural background including: •Community •Family •Race/ethnicity •Language •Religion •School</b>	Demonstrates clear awareness and comprehensive knowledge of all key information.	Demonstrates awareness and knowledge of all key information.	Demonstrates general awareness and knowledge of key information.	Does not demonstrate awareness and knowledge of key information.	
<b>CASE STUDY REPORT (Socio-cultural) Standard 3 (ACEI 3.2): demonstrates understanding of how the child's bio-ecological /socio-cultural context can affect development</b>	Extensive and specific discussion of bio-ecological /socio-cultural implications for development with particular reference to case study	Full discussion of bio-ecological /socio-cultural implications for development with general reference to case study.	Limited discussion of bio-ecological /socio-cultural implications for development and little reference to case study.	No discussion of bio-ecological /socio-cultural implications for development.	
<b>CASE STUDY REPORT (Socio-cultural) Standard 3 (ACEI 3.2): demonstrates understanding of how the child's bio-ecological /socio-cultural context can affect learning</b>	Extensive and specific discussion of bio-ecological /socio-cultural implications for learning with particular reference to case study	Full discussion of bio-ecological /socio-cultural implications for learning with general reference to case study.	Limited discussion of bio-ecological /socio-cultural implications for learning and little reference to case study.	No discussion of bio-ecological /socio-cultural implications for learning.	
<b>ORGANIZATION Case study is written in narrative form, single sided, double-spaced</b>	Highly organized plan with effective transitions. Superior	Logical organization, but with inconsistent transitions. Introduction and	Logical organization, with some transitions. Ineffective	Poor organization lacks unity. No transitions. No introduction	

<p>that demonstrates:  <b>•Clarity •Good organization •APA format</b></p>	<p>introduction and conclusion, which clearly relate to whole</p>	<p>conclusion related to whole.</p>	<p>introduction and/or conclusion</p>	<p>and/or conclusion.</p>	
<p><b>WRITING MECHANICS</b>  <b>Case study is written in narrative form, single sided, double-spaced that demonstrates:</b>  <b>•Grammatical correctness and evidence of proofreading</b></p>	<p>Superior editing. No errors in the following areas:          .spelling          .grammar          .punctuation          .capitalization          .format</p>	<p>Careful editing. Fewer than 3 errors in the following areas:          .spelling          .grammar          .punctuation          .capitalization          .format</p>	<p>Some attempt at editing. Fewer than 6 errors in the following areas:          .spelling          .grammar          .punctuation          .capitalization          .format</p>	<p>Careless editing. More than 6 errors in the following areas:          .spelling          .grammar          .punctuation          .capitalization          .format</p>	

**Schedule for Class Content and Assignments: EDUC 543-003  
Spring 2014**

<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignments Due</b>
<b>Week 1 Jan 21</b>	Course overview Who are we? Children and schools	<i>Yardsticks: Developmental Considerations pp. 11 – 37; Broad Guidelines pp.39 – 44.</i>	
<b>Week 2 Jan 28</b>	Basic issues and theories in child development Principles, analysis and conduct of developmental research	<i>McDevitt &amp; Ormrod, Chapters 1 and 2</i>	
<b>Week 3 Feb 4</b>	Family, culture and community Genetic foundations, prenatal development, birth: Biological beginnings	<i>McDevitt &amp; Ormrod, Chapters 3 and 4</i>	
<b>Week 4 Feb 11</b>	Physical development, brain, development, well-being	<i>McDevitt &amp; Ormrod, Chapter 5</i>	
<b>Week 5 Feb 18</b>	Cognitive development theories: Piaget and Vygotsky	<i>McDevitt &amp; Ormrod, Chapter 6</i>	<b>Ethnographic report</b>
<b>Week 6 Feb 25</b> <b>*Potential ONLINE SESSION</b>	Cognitive processes	<i>McDevitt &amp; Ormrod, Chapter 7</i>	<b>Anecdotal observation #1: physical development</b>
<b>Week 7 March 4</b>	Issues about Intelligence Language development	<i>McDevitt &amp; Ormrod, Chapters 8 and 9</i>	<b>Anecdotal observation #2a Cognitive dev. a) Piaget, Vygotsky</b>
<b>SPRING BREAK March 9-15</b>			
<b>Week 8 March 18</b>	Emotional development: Erikson's theory	<i>McDevitt &amp; Ormrod, Chapter 11</i>	<b>Anecdotal observation #2b Cognitive dev. b) Information processing</b>
<b>Week 9 March 25</b>	Sense of self, Social cognition, and Interpersonal behaviors	<i>McDevitt &amp; Ormrod, Chapter 12</i>	
<b>Week 10 April 1</b>	Motivation, Self-regulation	<i>McDevitt &amp; Ormrod, Chapter 13</i>	<b>Anecdotal observation #3: a) Emotional development</b>

Date	Topic	Readings	Assignments Due
Week 11 April 8	Moral development	<i>McDevitt &amp; Ormrod, Chapter 14</i>	Anecdotal observation #3 b) self and social development
Week 12 April 15	Individual conferences	None	Anecdotal observation #3: c) Motivation, self regulation and moral development
Week 13 April 22	Academic domains: reading, writing, math, science, history, geography, art, music	<i>McDevitt &amp; Ormrod, Chapter 10</i>	
Week 14 April 29	Case study comparison group work	<i>McDevitt &amp; Ormrod, Chapter 15</i> <i>Yardsticks: the relevant chapters</i>	
Week 15 May 6	Case study comparison presentations	Use observation data and <i>Yardsticks</i> by Wood	Presentations Case study (final paper) due May 6