



TED UNIVERSITY

FACULTY OF EDUCATION
ECE 203-Child Development and Learning
Syllabus

(2-2) 3 TEDU credits/5 ECTS, Fall, 2016

Assist. Prof. Dr. Adile Gülşah Saranlı

Class Times:	Tuesday: 11:00-13:00, Wednesday: 10:00-12:00
Location:	Class G- 101, G Block, 1 st floor
Course Web Site:	TEDU Moodle
Prof.'s Location:	D Block, 1 st floor, Office 108
Prof.'s Office Hours:	Mondays 10:00-12:00 (by appointment)
Prof.'s Contact:	gulsah.saranli@tedu.edu.tr 0312 585 0040

Catalog description: Physical, cognitive, social, emotional, and language characteristics of children ages between birth to eleven. Contextual factors that affect young children's development and learning. Theories of child development and learning. Application of child development and learning theories to early childhood learning teaching.

Course Description: Theories of child development and learning. Biological beginnings. Physical development. Cognitive development. Cognitive processes. Intelligence. Language development. Social development. Emotional development. Development of self and social understanding. Development of motivation and self-regulation. Development of morality and interpersonal behaviors. Development in the academic domains. Family, culture, and community. Peers, school, and society. Implications of child development for early childhood education.

Course Learning Outcomes:

By the end of the course students will be able to:

1. Identify young children's universal characteristics across age groups
2. Recognize children's wide range of individual and developmental differences
3. Associate the contextual factors that affect young children's development and learning
4. Discover how the theories of child development and learning have influenced early childhood program models and curricula
5. Critique the theories of child development and learning
6. Apply child development knowledge into early childhood teaching and learning.

Textbook:

1-Berk, L. (2013).Child Development. (9th Edition) Pearson Publishing

2-Berk, L. (2011).Infants and Children. (7th Edition) Pearson Publishing.

3-Further Readings*

Student Workload (Total 180 Hrs)

Lectures (28 hrs), Readings (20 hrs), Hands-On Work (10 hrs), Quizzes / Homework (10 hrs), Exam (10 hrs), Field Trips (8 hrs), Resource Review (10 hrs),Topic Report (10 hrs),Case Study (10 hrs),Oral Presentations (10 hrs),Team Meetings (12 hrs), Observation (12 hrs)

Planned Learning Activities & Teaching Methods

Telling / Explaining, Discussion, Scaffolding/Coaching, Case Study/ Scenario Analysis, Video Presentations, Concept Mapping, Field Trips, Web Searching, Collaborative Teaching and Learning.

COURSE ASSIGNMENTS**A. Portraits of Young Children-Shadowing Children From Different Developmental Levels (25%)**

For this assignment, you will create portraits of young children—one for infants and toddlers, one for early childhood and one for school age children.

The purpose of this assignment is to help you apply theory and research in child development and learning to everyday life and to help make knowledge of child development and learning personally meaningful.

Using your class readings, and scientific sources (i.e., articles, books, web), and/or using your own knowledge and observations of real children create four different ‘portraits’ of young children.

The age periods that will be covered in this task will be (1) infants and toddlers [age 0 to 2], (2) early childhood [age 2-6] and school age children (6-11). Select the children, the age span, and the events and experiences recounted so they illustrate concepts and findings about child development you have learned in this course.

Your paper must address all four of the areas of child development—**physical, cognitive, language, and social-emotional**. Prepare the portraits in a story like form, writing as clearly, descriptively, and as interestingly as you can. To do so, imagine that you are authoring a biography, and you want to capture the major developmental milestones of your subject.

You need to interpret the portrait, explaining how it illustrates important principles and research findings in the field of child development or, alternatively, how it offers exceptions to widely held notions about development—in other words, illustrates variations in children's paths and progress to maturity.

You will present your portraits in the class to your friends with a ppt presentation.

B. Child Development and Learning Project (25%)

For this task, you will be assigned to research on one of the perspectives in child development and learning. To complete this task first you need to conduct a library search and find different resources that discuss the different approaches to childhood and child development. Make sure that you find resources that evaluates child development from an educational context. In addition, you can also search the Internet for website sources for your assigned approach. The web sources should be trustworthy (i.e., prepared by a governmental, scientific, or educational institutions). You should pay specific attention to why and how your child development project will benefit to the society. **You will present your project in the class to your friends with a ppt presentation. In your presentation, you will emphasize the most important components of the project that you chose.**

C. Midterm and Final (%25 and %25)

One in-class mid-term exam, and a final exam will be written in class in response to questions that come directly from class experiences and readings. Mid term exam will likely to include multiple choice, short answer, matching, and essay questions.

GENERAL COURSE GUIDELINES

Class Schedule and Attendance: Class meets at scheduled times. Your participation is critical to your on-going development as a teacher. Treat this class as if it were a part of your job. Attendance for all classes is a course expectation. Unavoidable circumstances do arise. They will be handled on a case-by-case basis, which means you talk to the instructor before, not after such a circumstance arises (outside of emergency situations, of course). All assignments are due at the beginning of class on the day they are due. Assignments that are late will automatically receive a ten percent (%10) grade reduction.

Assigned Readings: See course outline for weekly assigned chapters in “**Laura Berk, Child Development, Infants and Children Course Book**”. Additional handouts and moodle web site visits will also be assigned. Students are expected to complete required readings prior to the class meeting and contribute to large and small group activities and discussions.

Behavior in the Class: I expect that you will have all assigned readings complete before you attend class. All additional assignments must be completed on time as well; no late projects/presentations will be accepted. You are to arrive on time and stay until the end of class. Late arrivals and early departures can be disruptive to others and will be considered an absence unless I have been notified of such beforehand. **All cell phones must be on silent mode and placed in your bags.**

Exams: There will be one midterm exam throughout the semester. It will cover the text and lecture material. **Cheating is intolerable and appropriate collegiate behavior is expected. Any misconduct will lead to an automatic “F” or withdrawal from the class.** The midterm will include multiple-choice, matching, true/ false and/or short answer.

Guest Speakers and Field Trips: The instructor will try to maintain the course Schedule above, however changes may take place without notice (especially if needed to accommodate guest speakers or field trips)

ACADEMIC INTEGRITY

TED University Code of Academic Integrity

TED University takes academic integrity seriously. **Please read through the entire code acquaint yourself with how violations are defined!** Entire code might be found at the following link: <http://www.tedu.edu.tr/Assets/Documents/Content/genel/TEDU-Academic-Catalog.pdf>

Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Collaboration is only acceptable when it is explicitly acknowledged. Ethical conduct is the obligation of every member of the TED University community, and breaches of academic integrity constitute serious offenses. Since a lack of integrity hinders the student's academic development, it cannot be tolerated under any circumstances. Violations include but are not limited to: cheating, fabrication, plagiarism, and denying others access to information or material. See TEDU Catalog for further clarification and information on grievance procedures.

Plagiarism/ Academic Honesty: Plagiarism comes from the Latin word *plagiare*, which means "to steal." Therefore, plagiarism is a form of cheating. Plagiarism is defined as using the words or ideas of another as one's own either on purpose or unintentionally. This includes, but is not limited to, copying whole, portions or the paraphrasing (rewording) of passages or information from any source in any academic exercise (written or oral) without giving credit to the author or source using an appropriate citation style. Students must be able to prove that their work is their own. In addition, class participation and attendance can influence your grade if you should fall between two grades. Your success in this course is up to you.

SUGGESTIONS FOR STUDENT SUCCESS

- Never hesitate to ask for help. Please notify the course instructor any questions regarding course content. Methods of contacting the instructor are provided in the first page of this document.
- Read chapter assignments before coming into class.
- Work in teams. We are all in this together. Use these groups as study teams and collaborate. Research shows that you can learn more effectively with a study partner or in groups.
- Set goals for achievement. Use good time management. Purchase a calendar and keep track of assignments, tests, and due dates.
- Study everyday for every class thirty minutes. Cramming is not a good study plan for comprehensive final exams. Comprehensive finals require studying in short increments for all classes.
- Log-on to our TEDU Moodle web sight at least one time every week. You never know what assignments or items might pop-up that could help you be successful.
- Keep a calendar of class deadlines. Keep a calendar of when all the work must be done for your class, including your reading assignments, posting assignments and projects. It helps if you give yourself a little extra time before the task actually needs to be done. Set interim goals and stick to them. Do your best not to fall behind in your work -- this is easy to do because you will not be sitting in class having the instructor to remind you, nor will you see other students completing the work.
- Communicate regularly with the instructor. Don't hesitate to contact your instructor if you have questions about the course, or to update him or her on your progress. Instructors are available by phone or email. You can also come by the instructor's office during office hours to communicate face-to-face. Remember, there is always time before or after class to communicate as well.

FURTHER READING*

Angelou, M. (1969). *I Know Why the Caged Bird Sings*. New York: Random House.

Bigler, R. S. (1995). The role of classification skill in moderating environmental influences on children's gender stereotyping: A study of the functional use of classroom. *Child Development*, 66(4), 1072-1087.

Boyatzis, C. J. (1992). Let the caged bird sing: Using literature to teach developmental psychology. *Teaching of Psychology*, 19 (4), 221-222.

Dimcovic, N., & Tobin, M. J. (1995). The use of language in simple classification tasks by children who are blind. *Journal of Visual Impairment & Blindness*, 89(5), 448-459. ERIC Journal Document # EJ511865

Garrett, K. N., Busby, R. F., & Pasnak, R. (1999). Cognitive gains from extended play at classification and seriation. *Journal of Research and Development in Education*, 32(4), 257-263. ERIC Journal Document # EJ598234

Gelman, S. A. (1998). Categories in young children's thinking: Research in review. *Young Children*, 53(1), 20-26. ERIC Journal Document #: EJ564367

Inhelder, B., & Piaget, J. (1964). *The early growth of logic in the child*. London: Routledge & Kegan Paul.

Malabonga, V., Pasnak, R., & Lacy, S. (1995). Cognitive gains for kindergartners instructed in seriation and classification. *Child Study Journal*, 25(2), 79-96. ERIC Journal Document #EJ510641

Mandler, J. M., Bauer, P.J., & McDonough, L. (1991). Separating the sheep from the goats: Differentiating global categories. *Cognitive Psychology*, 23, 263-298.

Mervis, C. B., & Crisafi, M. A. (1982). Order of acquisition of subordinate-, basic-, and superordinate-level categories. *Child Development*, 53, 258-266.

Müller, U., Sokol, B., & Overton, W. F. (1999). Developmental sequences in class reasoning and propositional reasoning. *Journal of Experimental Child Psychology*, 74(2), 69-106.

Namy, L. L., Smith, L. B., & Gershkoff-Stowe, L. (1997). Young children's discovery of spatial classification. *Cognitive Development*, 12(2), 163-184. ERIC Journal Document #EJ550962

Thomas, H. (1995). Modeling class inclusion strategies. *Developmental Psychology*, 31(2), 170-179. ERIC Journal Document # EJ503574

Vitz, P.C. (1990). The use of stories in moral development: New psychological reasons for an old education method. *American Psychologist*, 45, 709-720.

Tentative Outline of the ECE 203 Child Development and Learning Course

Week	TOPIC	READINGS
1.week	First meeting, Course and Syllabus Description and Signing Learning Contracts	<i>Syllabus Learning Contracts</i>
2.week	History and Theory	<i>Laura Berk (2013)</i>
3.week	History and Theory	<i>Laura Berk (2013)</i>
4.week	Prenatal Development	<i>Laura Berk (2011 and 2013)</i>
5.week	Birth and the Newborn Baby	<i>Laura Berk (2011 and 2013)</i>
6.week	Infants and Toodlers-Physical Development	<i>Laura Berk (2011 and 2013)</i>
7.week	Midterm	<i>Laura Berk (2011 and 2013)</i>
8.week	Infants and Toodlers-Cognitive Development	<i>Laura Berk (2011 and 2013)</i>
9.week	Infants and Toodlers-Emotional and Social Development	<i>Laura Berk (2011 and 2013)</i>
10.week	Early Childhood- Physical Development	<i>Laura Berk (2011 and 2013)</i>
11.week	Early Childhood- Cognitive Development	<i>Laura Berk (2011 and 2013)</i>
12.week	Early Childhood- Emotional and Social Development	<i>Laura Berk (2011 and 2013)</i>
13.week	Middle Childhood- Physical and Cognitive Development	<i>Laura Berk (2011 and 2013)</i>
14.week	Middle Childhood –Emotional Social Development	<i>Laura Berk (2011 and 2013)</i>
FINALS		