Instructor: Professor Melvin Wallace  
Office: Web-based Course  
Classroom (location): Class will be online/Blackboard  
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Department of Education Program Mission
The Shaw University Department of Education builds on the knowledge, skills, and values that students acquire through their liberal arts and science foundations. Candidates graduating from the department will have the specialty area knowledge, professional skills, and experiences that will enable them to function as competent and effective teachers who think critically and demonstrate effective problem-solving skills.

Departmental majors may choose a specific concentration from four different specialty areas. Each student is encouraged to choose one of the specialty areas listed below by the end of his/her sophomore year.

- Birth through Kindergarten Education (B-K)  
- Elementary Education (K-6)

Graduate students may pursue a Master of Science in Curriculum and Instruction with a concentration in Early Childhood Education.

[The Secondary English Education (9-12) and Secondary Mathematics Education (9-12) programs are housed in the content areas. The University suspended the Special Education: General Curriculum (K-12) Program, effective in fall 2006.]

Department of Education Program Goals
The goals of the Department of Education are:

1. to align the institutional mission and goals with state, regional, national, and departmental standards and requirements;

2. to prepare candidates to work in schools as teachers who know and can demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all P-12 students learn;
3. to implement an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs;

4. to collaborate with school partners to design, implement, and evaluate field experiences and clinical practice so that teacher candidates develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn;

5. to design, implement, and evaluate curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn;

6. to maintain a qualified faculty that models best professional practices in scholarship, service, and teaching; and

7. to maintain the leadership, authority, budget, personnel, facilities, and resources for the preparation of candidates to meet professional, state, and institutional standards.

NOTE: The mission statement and goals of the Department of Education are aligned with the mission statement and goals of each of its programs.

Course Description:

The student applies critical thinking and assessment skills to the extensive literature dealing with the physical, cognitive, and social-emotional developmental stages of children from prenatal through adolescence. Contemporary issues confronting the family, problems facing children with special needs, and the formation of value systems are also addressed.

Student Learning Outcomes:

1. Use critical thinking and problem solving skills in discussions/presentations about the specific developmental issues that occur during the early childhood, elementary and adolescent years and their implications for professional practice within a multicultural and global environment.

2. Demonstrate an appreciation for cultural diversity as it relates to early childhood and adolescent development.

3. Demonstrate an understanding of the (a) physical and cognitive development, (b) language development, (c) emotional, social, personality, and moral/ethical development during the early childhood, elementary and adolescent years and the importance of individual variability.

4. Demonstrate an understanding of the various theories of human development during early childhood and early adolescence.

5. Develop an awareness of the developing individual during early childhood and early adolescence within the context of a changing world and the urban environment (historical change, changing ecological contexts—family, friends, school, community, and social/cultural change).

6. Develop an appreciation for the uses of technology in teaching and learning.
Specific NCATE/NCDPI Competencies

Core Standard

The students will demonstrate that they meet the following state standards:

Standard 2: Teachers know how to teach students.

Indicator 1: Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of the students they teach.

Diversity Standard

Standard 2: Teachers understand how students’ cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.

Indicator 1: Teachers seek and apply good matches among instructional goals, methods, and materials, and students’ skills and abilities.

Indicator 2: Teachers assist students in developing multiple learning strategies to address discipline-specific content, communication, critical thinking, and problem solving.

Technology Standard

Standard 2: Teachers plan and design effective learning environments and experiences supported by technology.

Indicator 1: Teachers design developmentally appropriate learning opportunities that apply technology enhanced instructional strategies to support the diverse needs of learners.

Indicator 2: Teachers apply current research on teaching and learning with technology when planning learning environments and experiences.

Indicator 3: Teachers identify and locate technology resources and evaluate them for accuracy and suitability.

Indicator 4: Teachers plan for the management of technology resources within the context of learning activities.

Indicator 5: Teachers plan strategies to manage student learning in a technology-enhanced environment.
**B-K Standard**

Standard 1: Birth-kindergarten professionals promote child development and learning for ALL young children with and without disabilities, including those at risk.

Indicator 1: Know theories and principles of human development, growth and learning, including the findings of relevant research.

Indicator 5: Understand how the interaction between biological and environmental factors influences children’s development and learning.

Indicator 6: Understand that learning approaches are integrated and that interconnectedness among cognitive, social, emotional, linguistic, and physical development influence growth, development and learning for ALL children.

**Elementary Education Standard**

Standard 1: Elementary teachers have a broad knowledge and understanding of the major concepts in English Language Arts and Literacy.

Indicator 1: Teachers know the developmental stages of language acquisition.

Indicator 4: Teachers understand the elementary school child’s social, cultural, linguistic, cognitive, and affective backgrounds as they relate to the ability to develop effective communication processes (listening, speaking, reading, and writing).

**English Education Standard**

Standard 1: Teachers know and understand the English language.

Indicator 3: Teachers understand individual language acquisition and development, recognizing the impact of cultural, economic, political, and social environments upon language.

**Math Education Standard**

Standard 11: Accommodating individual needs: To promote diversity as a strength teachers are knowledgeable about and sensitive toward various teaching/learning styles.

**Required Text:**


**Blackboard, web software**
**Reading Assignments:**

Each student is expected to read all assigned material **prior to class** and fully participate in class discussions and activities. To insure that students read their texts, there will be questions on each exam from the text that may not be covered in class. Students may also be assigned readings from professional journals, newspapers, news magazines, periodicals or the internet during the course of the semester.

**Assignments**

All written assignments must be submitted in Blackboard/LiveText in order to be graded.

1. **Library Component.** The Librarian from the Curriculum Materials center will make a presentation to the class to help students with library skills. The presentation will include:
   - How to write, using APA style (Publication Manual of the American Psychological Association, 6th ed.)
   - How to search databases to locate sources
   - How to locate sources in the Curriculum Materials Center
   - Printout of Web sites that provide tips on writing research papers
   - Tips on how to use Microsoft Word

   To provide feedback on this library component, students will be asked to complete an evaluation form.

   **Core 1.1; Technology 1.1, 1.5; Science 4.6**

2. **Journal Article Reviews.** Read and report on two current research-based journal articles related to child and adolescent development using the following Shaw University Department of Education format:

   A. Title of Article: F. Instrument
   B. Author(s): G. Findings
   C. Journal Information: H: Implication/Application
   D. Synopsis: I: Reaction(s)
   E. Subjects:

   The journal article must be attached to the article review. Reviews should be two to three type-written pages in length. Be sure to follow APA style.

   **Core Standard 2, Indicator 1; Diversity Standard 2, Indicators 1 and 2; Technology Standard 1; B-K Standard**

**Identified Topics for Journal Article Reviews**

- Approaches to Understanding Human Development
- Theories of Human Development
- Heredity and Development
- Prenatal Development and Childbirth
- Infancy and Toddlerhood: Physical, Cognitive, and Language Development OR Infants and Toddlers: Personality and Socio-cultural Development
3. **Journaling.** The purpose of the journal is to give students the opportunity to apply what they have learned to a “real life” situation. In addition to honing critical thinking skills and promoting writing skills, a great deal of academic discovery is made as students begin to synthesize academics with “real life.” Students are to provide in-depth responses. This activity is done at the end of each unit.

   Core Standard 2, Indicator 1; Diversity Standard 2, Indicators 1 and 2; Technology Standard 1; B-K Standard 1, Indicators 1, 5, and 6; Elementary Education Standard 1, Indicator 1 and 4; English Education Standard 1, Indicator 3; Math Education Standard 11

4. **Multiple-Choice Quizzes.** At the end of each chapter, students are given the opportunity to quiz themselves. The short multiple-choice quizzes provide instantaneous feedback and allow students to see where their strengths and weaknesses lie in the content they just covered.

   Core Standard 2, Indicator 1; Diversity Standard 2, Indicators 1 and 2; Technology Standard 1; B-K Standard 1, Indicators 1, 5, and 6; Elementary Education Standard 1, Indicator 1 and 4; English Education Standard 1, Indicator 3; Math Education Standard 11

5. **Class Presentation.** Each student will choose one journal article review to present to the class. The presentation must utilize instructional technology.

   Core Standard 2, Indicator 1; Diversity Standard 2, Indicators 1 and 2; Technology Standard 1

6. **Final Exam.** Time for the final exam will follow the University schedule.

7. **Mad Minutes.** At the end of each unit, a question is posed to students to encourage uncensored thinking. The greatest self-discovery is often made in these “mad-dash” moments, when one is simply “opening the gates” and letting unimpeded thought fall directly on the page. It is a time for students to question what they have just learned, to think about other possibilities—to dare to think about all of the “what ifs.”

   Core Standard 2, Indicator 1; Diversity Standard 2, Indicators 1 and 2; Technology Standard 1

8. **Drag and Drop “Building Blocks” Activity:** Most developmental textbooks have one theme in common: each discusses the three primary realms, or areas, of human growth and development (biological, cognitive, and psychosocial). Although all instructors recognize that development is truly holistic, and that all three areas of development constantly interact and are interwoven, breaking the study of human development down into easily manageable “pieces” aids in the human development teaching-learning enterprise. The purpose of the drop/add activity is to allow students to place each content area in a specific realm (“building block”) of development.

   Core Standard 2, Indicator 1; Diversity Standard 2, Indicators 1 and 2; Technology Standard 1
Evaluation

Grading Scale:
A = 90-100 (Target)
B = 80-89 (Acceptable)
C = 70-79 (Acceptable)
D = 60-69 (Unacceptable)
F = below 60 (Unacceptable)

Professional Dispositions

Standards of Professional Conduct

1. Generally recognized professional standards
   Respect the dignity and worth of each individual; help students reflect on their learning and apply
   learning to their experiences through observations, field experiences, and oral presentations;
   foster development through all students by nurturing and providing feedback; creating a
   challenging learning environment by allowing group discussions and solving problems related to
   child development issues; committed to contributing learning by allowing students to present oral
   reports; discussions of the Conceptual Framework and classroom dispositions are ongoing

2. Personal Conduct
   Reflected through attendance and punctuality, preparedness, attitude towards the university
   policies, dress code, respect and caring for students, leadership skills, implementing policies that
   reflects excellence, the ability to design and deliver instructions that will help the students to
   develop the skills in order to think critically and solve problems, upgrading by attending
   workshops, meeting timelines, avoid stereotyping by race, gender, age, religion, ethnicity,
   disability, physical appearance or social status, invite dialogue, research to increase knowledge,
   open mindedness, shows empathy

3. Honesty
   Advisement of student, daily operation of the program, student conferences, plagiarism,
   coursework evaluation and accountability. The educator shall not engage in conduct involving
   misrepresentation in the performance of professional duties.

Course Requirements

- For all assignments involving children the Code of Ethics developed by the National Association
  for the Education of Young Children and the state of North Carolina Code of Professional
  Practice and Conduct of North Carolina Educators should be observed.
- All written assignments must be typed, double-spaced using a 12 font. Assignments should
  include a cover page with the student’s name, date, assignment title, course number, and semester.
  Each assignment should be proofread and free of grammatical errors.
- Live Text will be used to assess all assignments. Common rubrics will be used for each
  assignment.
Course Expectations

1. **Course Readings.** Hand-outs will be given to students to read in addition to the course text. It is expected that students will read the materials as assignments and tests will be based on the content of the hand-outs. It will be expected that you check your e-mail as some articles will be sent to your e-mail address.

2. **Class Attendance Policy/Excuses from Class:**
   The class attendance policy of the University is as follows:
   Class attendance is required for all Shaw University students. Each student is allowed as many unexcused absences per semester as the class meets per week. For example, in a three-credit hour course, which meets three times per week, the student is allowed three unexcused absences per semester. Students are allowed two unexcused absences per semester for classes that meet twice per week. For classes that meet once per week, students are allowed only one unexcused absence.

   **Student Responsibility:**
   Students are responsible for attending class on time and adhering to the University’s Class Attendance Policy. Students are expected to attend all classes and not be absent without adequate cause. It is the responsibility of students to make-up, in a timely fashion, scheduled class work missed because of a class absence(s). Absence from unannounced quizzes, tests and other assignments may be made up at the discretion of the faculty member. Students who exceed the maximum number of absences may receive a failing grade for the course.

   It is your responsibility to provide an explanation and a university excuse to the instructor.

3. **Tardiness.** You are expected to be on time.

4. **Written assignments and Projects.** All projects are expected to be completed and turned in by the assigned due date. Assignments turned in late will be accepted only if your instructor has been notified and agrees to the late submission.

5. **Tests.** If you miss a test, you must produce a university excuse. A day at the end of the semester will be scheduled for make-up tests.

6. **Cheating/Plagiarism.** Cheating is the practice of fraudulent and deceptive acts for the purpose of improving a grade or obtaining course credit. Plagiarism is a specific form of cheating that consists of the misuse of the published and/or unpublished works of another by representing the material so used as one’s own work. The acts of Cheating and/or plagiarism will lead to receiving an “F” on the assignment and the filing of a report with the Dean.

7. **Classroom Decorum Expectations.** To enhance the learning atmosphere of the classroom, students are expected to dress and behave in a fashion conducive to learning in the classroom. More specifically, students will refrain from disruptive classroom behavior (i.e., talking to classmates, disrespectful responses to teacher instructions; swearing; wearing clothes that impede academic learning such as but not limited to, wearing body-revealing clothing and excessively baggy pants; hats/caps, and/or headdress. Students will turn off telephones prior to entering the classroom. Students who exhibit the behaviors described above, or similar behaviors will immediately dismissed from class at the third documented offense. The student will be readmitted to class only following a decision by the department chair. The student may appeal the decision of
the department chair to the Dean of the College offering the course, and, subsequently, to the Office of the Vice President for Academic Affairs, and then to the President of Shaw University. The decision of the President will be final. Failure to follow the procedures herein outlined will result in termination of the appeal, and revert to the decision of the department chair. (Not Applicable to Online Courses).

**Supplementary Materials/Research Journals (On-Line Resources)**

http://www.apa.org/ American Psychological Association  
http://www.socialpsychology.org/develop.htm Social Psychology Network  
http://cvs.desire.org:8080/sosig_mirror/ Social Science Information Gateway  
http://carbon.cudenver.edu/~mryder/itc_data/soc_cult.html Socio-cultural theory  
http://ericace.net/testcol.htm ERIC Clearinghouse on Assessment and Evaluation- Test Locator  
http://snychovra.cortland.edu/~andersmd/edpsy.html Tutorials for Developmental Theories  
http://childstudy.net/cdw.html Classic Theories of Child Development  
http://www.childpsychology.com/ The Child Psychologist  
http://education.indiana.edu/cas/cashmpg.html Center for Adolescent Studies  
http://www.mhhe.com/socscience/devel/kid-t/devel2.htm Child Development Resources  
http://www.vanguard.edu/psychology/webchild.html Amoeba Web Developmental Psychology  
http://web.lemoiney.edu/~hevern/psychref4-4.html Psych REF - Developmental Psychology: Childhood and Adolescence  
www.aacap.org/ (American Academy of Child and Adolescent Psychiatry)  
www.birthpsychology.com/ (Birth Psychology)  
www.edipage.com/ (Child Development Institute)  
www.srde.org/ (Society for Research in Child Development)  
www.naturalchild.com/home/ (The Natural Child Project)  
http://www.uwsp.edu/psych/apa4b.htm (APA Website)  
www.schoolreport.com  
www.ncpublicschools.gov (Department of Public Instruction)  
http://www.ed..gov/ (US Department of Education)

**Journals**

American Psychologist  
American Educational Research Journal  
Black Issues in Higher Education  
Bulletin of the National Association of Secondary School Principals (NASSP)  
Encyclopedia of Educational Research  
Educational Leadership  
Journal of Educational Psychology  
Journal of Educational Research  
Journal of Experimental Educational Training Program  
Journal of School Psychology  
Multicultural Review  
Phi Delta Kappan  
Psychological Review  
Review of Educational Research  
School Board Journal

**Bibliography**


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