

Bergen Community College
Division of Business, Arts and Social Sciences
Social Sciences Department

Course Syllabus

EDU-220: Developmental Theory and Learning

EDU-220 3 Lectures, 3 Credits Meeting Times, Location: TBA Instructor: Office Location: Phone: Departmental Secretary: Marguerite MacDonald Office Hours: Email Address:
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Official Catalog Course Description

This course examines the emergent processes of early childhood development and the best practices for meeting children's educational, physical, and social/emotional needs for students aged 0-12 years old. This course presents research-based theoretical perspectives for guiding teaching and effectively serving diverse student populations. A special feature of this course is five hours of observation/active participation in a classroom setting. Lecture [3.00]. Prerequisite[s]: EDU-120.
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Student Learning Outcomes:

As a result of meeting the requirements in this course, students will be able to:

1. Describe the growth and development of children through age 12.
2. Discuss theories and research related to developmentally appropriate practices for teaching and assessment.
3. Create lessons and activities that address the emergent processes of learning, with a focus on literacy and mathematics skills.
4. Differentiate and individualize instruction for English language learners, students with special needs, and students with diverse learning styles and preferences.
5. Develop professional behaviors for working with students and their families.
6. Identify practical applications for major developmental theories for planning instruction and managing a classroom.
7. Demonstrate improvement in academic writing, research, technological and presentation skills.

Means of Assessment:

Students will describe the cognitive, physical, social, and emotional development of children via oral presentations and written reflection essays.

Students will submit written evaluations of field observations, evaluating children's skills and developmental levels and utilize assessment devices to collect data on the classroom environment and effectiveness of observed lessons.

Students will present the various elements that constitute professionalism and write a personal statement of what professionalism means to them.

Students will create and present lessons and demonstrate various instructional strategies that align with developmental theory.

Students will create written lesson plans and a case study project.

Course Content: Students will learn content through lecture, hands-on learning activities, class discussions, written assignments and selected readings.

- I. Introduction
 - A. Creating Developmentally Appropriate Learning Experiences
 - B. Importance of Observing and Assessing Children to Plan Instruction
- II. Applications of Developmental Theory in the Classroom
 - A. Planning Instruction
 - B. Integrated Curriculum
 - C. Language, Physical and Emotional Development
 - D. Developing Mathematical Thinking
- III. Establishing Positive Relationships with Families
 - A. Importance of the School/Family/Community Relationship
 - B. Cultural Sensitivity and Student Diversity
 - C. The Role of Family
- IV. The Process of Observation and Assessment
 - A. Observations as a Tool for Instruction and Curriculum Development
 - B. Formal Observation/Assessment
 - C. Informal Observation/Formative Assessment
- V. The Ideal Social Learning Environment
 - A. Creating an Effective Developmentally Appropriate Program
 - B. Meeting the Special Needs of Children through age 12
 - C. The Use of Technology
- VI. Establishing and Maintaining a Commitment to Professionalism

Special Features of the Course:

In addition to the course work, students will complete 5 hours of observation in a classroom setting.

Research, Writing, and Examination Requirements:

Students will:
write reflection essays on course topics.
create written lessons plans to apply major developmental theories.
prepare a presentation on a current issue related to education.
participate in a case study project.
analyze children’s literature.

Course Text:

Essa, Eva L. (2014) Introduction to Early Childhood Education, 7th edition. ISBN-13: 978-1-133-58984-6

Grading Policy:

The final grade in this course will be determined by a student’s overall mastery of the subject matter as evidenced through journals, portfolios, assignments, projects, attendance, participation, etc. Late and make-up work will be determined on an individual basis.

Evaluation Journals & Participation	20%
Written Assignments/Lesson Plans and Essays	20%
Midterm Project	20%
Read Aloud Presentation/Children’s Literature Analysis	20%
Final Project	20%

Grading Scale:

- A 90-100
- B+ 85-89
- B 80-84

C+ 75-79

C 70-74

D 60-69

F below 60

Attendance Policy:

All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

Statement on Plagiarism and/or Academic Dishonesty - Academic Integrity

Plagiarism

Plagiarism is a form of academic dishonesty and may be a violation of U.S. Copyright laws. Plagiarism is defined as the act of taking someone else's words, opinions, or ideas and claiming them as one's own.

Examples of plagiarism include instances in which a student:

- knowingly represents the work of others as his/her own
- represents previously completed academic work as current
- submits a paper or other academic work for credit, which includes words, ideas, data or creative work of others without acknowledging the source
- uses another author's exact words without enclosing them in quotation marks and citing them appropriately
- paraphrases or summarizes another author's words without citing the source appropriately

***Note:** An instructor may establish other guidelines regarding academic integrity consistent with the College policy.

Academic Integrity Policy in This Course

The integrity of any academic discipline is essential and requires that those who engage the subject matter do so in an honest and forthright manner. In this environment cheating of any sort

is unacceptable, and if uncovered, will be sanctioned. The policy used in this course is akin to that of the College. If a student is found cheating or plagiarizes on written assignments he/she will receive an F for that assignment. A written description of the incident will be forwarded to the Vice President of Student Affairs to be placed on file. If a second incident occurs the student will fail the course and a second written description concerning the event will be forwarded to the Vice President of Student Affairs. Any subsequent actions will be pursued by the Vice President and the Committee on Academic Standing.

Statement on Americans with Disabilities Act (ADA)

It is the policy of Bergen Community College to provide equal access to employment and educational programs, benefits and services to any qualified individual, without regard to disability. In compliance with the Americans with Disabilities Act and §504 of the Rehabilitation Act of 1973, the College will make reasonable accommodations, wherever possible, to enable qualified individuals with a disability to fully access the programs, benefits and services offered by the College.

Discrimination and Harassment Policy

Bergen Community College is committed to providing its students and employees with an academic and work environment free from sexual harassment or discrimination.

1. Discrimination, harassment or disrespect on the basis of age, race, creed, color, national origin, ancestry, religion, gender, (including gender identity or expression or disability), marital status, affection or sexual orientation, military service, political affiliation, veteran status, genetic information, atypical hereditary cellular or blood trait or any other legally protected classification.
2. Sexual harassment in any form constitutes prohibited, unprofessional, and unacceptable conduct and is a violation of Title VII of the Civil Rights Acts of 1964 and 1990, as amended, Title IX of the Education Amendments of 1972, the New Jersey Law Against Discrimination, established case law and State policies. The policy applies to all persons. Administrators, faculty, staff, and students are all covered.

Acceptable Use of BCC Technology Resources

Bergen Community College reserves the right to monitor its information technology resources and telecommunications network to protect the integrity of its computing systems, workstations, and lab facilities, and to ensure compliance with all acceptable use and related policies and procedures. To this end, the College reserves the right to inspect any and all computer systems or data that reside on its telecommunications network for violations of any acceptable use and related policies and procedures. (See BCC Catalog for details). The College's entire Acceptable Use policy, administrative guidelines, and procedures may be found at the College website.

Faculty Office Hours: The Purpose and Value

All full-time instructors will reserve a minimum of three (3) hours per week for the sole purpose of meeting with students. The exact hours are to be determined by each individual instructor and posted in the department and if possible next to the instructor's office. The purpose of this is to assist students who have questions pertaining to class assignments or who are in need of clarification of material or concepts discussed in class. All students are welcome to visit the instructor during the posted hours but if this is not possible due to scheduling conflicts the instructor at the students request will arrange for a time to meet which is mutually convenient. The faculty office hours are valuable because they provide a setting for the instructor and student to interact on a one-to-one basis where they can focus on specific individualized concerns.

Student and Faculty Support Services

Services for Students with Disabilities

The Office of Specialized Services (OSS) located in the Pitkin Education Center, RM L-115 on the main campus in Paramus, offers a wide variety of academic support services to students with documented disabilities. A student interested in receiving services should provide documentation of their disability to OSS by the suggested semester deadlines; August 1st for fall semesters, December 1st for spring semesters.

The Sidney Silverman Library

The Sidney Silverman Library is an integral part of the College's educational programs. To support the curriculum, the library acquires, organizes, and provides access to a variety of print, media, and electronic resources for individual and classroom use.

The library is located on the second and third floors in the L area of the Pitkin Education Center in Paramus, and on the second floor of the BCC at the Meadowlands building. It is open whenever classes are in session and on a reduced schedule when classes are not in session. The library is open to all students, faculty, and the general public. (See BCC Catalog for details).

The Library's Web page, <http://www.bergen.edu/library>, is available for up-to-date information regarding library collections and services.

Other Student and Faculty Services

Academic Advising Center [Pitkin Education Center, Room A-122; (201) 612-5480]
Center for Student Success-Transfer and Career [Pitkin Education Center, Room A-118]
Child Development Center [Ender Hall]
English Language Resource Center [Ender Hall, Room E-156]
Health Services [Pitkin Education Center, HS-100; (201) 447-9257]
Office of Specialized Services [Pitkin Education Center, L-115; (201) 612-5270]
Office of Testing Services (Pitkin Education Center, Room S-127; (201)447-7202)
Public Safety [Pitkin Education Center; Room L-154; (201)447-9200]

Course Outline and Calendar: (Subject to change)

Online Sequence	Dates	Topic
Week 1		<p>The Scope and Need for Quality Early Childhood Education</p> <p>Preview General Information for the Course</p> <p>Please read the information posted on the General Module related to Service Learning option and decide if you are interested in participating. If so, please make sure to register in the Pitkin Building Room A123.</p> <p>Chapter 1</p>
Week 2		<p>Developmentally Appropriate Practices</p> <p>Contact the Child Development Center at 201-447-2165, to schedule your one hour of observation, due next week. It is very convenient to complete this first hour at BCC's on-campus CDC. Make sure to focus your attention on one student as a springboard for your fictional Case Study assignment.</p> <p>Chapter 2</p>
Week 3		<p>Cognitive Learning and Development</p> <p>Time Sheet showing 1 hour of classroom observation</p> <p>Chapter 5, pp. 103-120</p>
Week 4		<p>Facilitating Cognitive Development</p> <p>Chapter 11, pp. 278-285</p>
Week 5		<p>Social Development</p> <p>If you have decided to participate in the Service Learning option this semester, your Student Agreement Form is due this week.</p> <p>Chapter 13</p>

Online Sequence	Dates	Topic
Week 6		Accountability, Standards, Instruction and Assessment Chapter 6
Week 7		Language and Literacy Development Chapter 12
Week 8		Fostering Emergent Literacy <i>Read Aloud and Instructional Materials Presentation due this week</i> Chapter 8, pp. 192-199
Week 9		Incorporating Music and Movement in the Classroom <i>First Written Lesson Plan (Read Aloud Lesson) due this week</i> Chapter 9
Week 10		Positive Guidance for Classroom Management Observation Time Sheet Showing 5 Observation Hours and Evaluation of Classroom Practices Essay Chapter 15
Week 11		Constructivist Teaching Chapter 5, pp. 121-133
Week 12		Developing Mathematical Thinking Chapter 11, 285-303

Online Sequence	Dates	Topic
Week 13		<p>The Integrated Curriculum/Thematic Learning</p> <p>Written Analysis of a Children’s Book or Service Learning Time Sheet due this week</p> <p>Service Learning time sheet due if you chose this option</p> <p>If you participated in Service Learning, please write a post in the <i>Service Learning Reflection</i> discussion forum this week. All students should read and comment on at least 2 original posts.</p> <p>Chapter 8, pp. 206-27</p>
Week 14		<p>Building Partnerships Between Home and School</p> <p>Final Copy of Case Study Project due this week (Parts 1-5) (Rough drafts of sections 1-3 submitted during the semester and received feedback for improvement)</p> <p>Chapter 3</p>
Week 15		<p>Planning the Classroom Environment</p> <p>Chapter 14</p>