

 <p>University of Memphis College of Education</p>	College of Education
	University of Memphis
	Instruction and Curriculum Leadership
	ECED 8/7108
	Fall 2009: Weekend
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College of Education Norms

- I take 100% responsibility.
- I seek equity of voice.
- I am willing to talk about sensitive issues.
- I listen for understanding.
- I appreciate the strengths and contributions of others.
- I bring positive energy and encouragement to the team.
- I commit to the mission of the college.

ECED 8/7108 Seminar in Early Childhood Education: Theories of Development Psychology (3 Hours)

Course Description: Selected theories related to child development, the analysis of basic concepts related to the child and the family. Particular emphasis is given to developmental theories and issues of growth, development, and behavior of young children.

Texts: Miller, P.H. (2002). *Theories of Developmental Psychology*. New York, NY: W.H. Freeman and Company.

Other readings: Selected readings from original works of major theorists. Research articles (Current and classic in child development which students will locate).

Support of Conceptual Framework

The primary goals of the course are **to help you**, the teacher candidate, to:

1. **Become familiar** with the meanings, definitions, and functions of theory building; explore the relationships among theory, empirical research, and practice; and identify

- criteria by which theories may be evaluated
2. **Comprehend selected theories** which are useful in analytically studying, explaining, and predicting various aspects of growth, development, and behavior of children and other family members
 3. **Evaluate relevant research** and assess major theories for possible further development in the field of child development
 4. **Examine basic theoretical frameworks** which relate to child development
 5. **Acquire strategies** for educating parents and other professionals about physical, cognitive, and psychological development of young children.

Assignments

1. Read assigned materials: I strongly suggest that you take good notes regarding your readings since we will focus on your readings through discussions.
2. Attend class, participate in class discussion, and respond to a reflection form after each class: Your participation in each discussion is graded weekly. You will reflect on each session after class by responding to a weekly reflection form provided by the instructor. Failure to respond to the reflection forms will negatively influence your grades. *Your reflection should include how you are going to improve your learning and development.* The instructor keeps your reflection forms. **Students who are often late for classes or absent will receive lower grades.**
3. Book outlines: You will select 2 theorists from the following list (Freud, Vygotsky, Erickson, Piaget, Bowlby, and Gibson), select one original book from each of the 2 theorists and write outlines of the books of your choice: **You will write these book outlines using your own words rather than copying the theorists' words.** Each paper should not exceed 5 pages (double-spaced).
4. Popular Literature readings: You will review 1 article in current popular magazines regarding child rearing, parenting, or child development and write one paper consisting of 1-2 double-spaced pages of your analysis of your article, and you are asked to present your report in class
5. Journal reading assignments (3 articles) and 3 presentations: You will locate 3 current articles regarding developmental issues, review them, and write your analysis of these articles. Each month, when we meet, you will present your readings to your peers in class. Papers should be limited to 1-2 pages (double-spaced)
6. Oral poster presentation to the class: This will be the poster presentation about your research topic of choice (see #7) and will be an oral presentation to your classmates.
7. Written report: This is the report that documents and describes your inquiry project. You are expected to plan and conduct a research study regarding child development. If you wish to select a topic that is related to your thesis/Master's project/dissertation, consult the instructor for more information. Students who wish to work in a small group rather than individually may present a proposal for consideration. **Grading will be based on content, mechanics, grammar, and format. Papers must be typed according to the APA format (5th edition).**
8. For doctoral students: You are asked to write an article based on your dissertation topic interests and sent it for publication. Consult the instructor for more information.

Evaluation Criteria:

Class attendance, participating in discussions
and professionalism10

Reflection forms.....10

Book Outlines10

Presentation of Paper about 1 popular magazine.....10

Journal assignments/presentations
(3 papers and 3 presentations).....30

Poster Session10

Final Paper20

Total points100

Attendance Policy

This is a seminar class. This means that each of us comes to class prepared to discuss the topic. Being prepared and actively engaging the topic will enrich the discourse and allow each class member to construct a deeper understanding of the topic. When you are not prepared for class and do not participate, you weaken the academic quality of the class and reduce your learning. Respect for everyone’s right to disagree, for each other, for academic integrity, and a willingness to question and explore are essential dispositions for this course. Everyone’s position is valued. The goal of the course is to construct new levels of understanding. Your absence negatively affects the professional colleagues with whom your work. In this regard, both class attendance and cooperative engagement in class activities are necessary for successful completion of this course. Poor performance in this important area of professional competence and conduct will affect adversely your final course evaluation. **It is your responsibility to be on time for this class. Students are expected to practice professional courtesy and to notify the instructor ahead of time concerning “late arrival” and absences from class activities.**

Attendance Requirements for this Course

Students are expected to attend all classes for the full time period called for in the schedule, and to complete all readings prior to the class meeting assigned (with the exception of the first session). Students with an unexcused absence will have 8 points deducted for each absence, and students with more than two (2) unexcused absences will be dismissed from the course with a grade of “F.” Please note that two tardies shall count as one absence. It is the responsibility of the students to provide satisfactory evidence of medical or other emergencies that may qualify as an excused absence to the instructor. In the event that a student has more than two (2) excused absences, s/he will be permitted to drop the course without penalty.

Americans with Disabilities Act

The University of Memphis does not discriminate on the basis of a disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws

and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* As a faculty member, I am required by law to provide “reasonable accommodation” to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated channels.

General Information

Since we meet only 4 weekends, if you miss 1 class, you will not receive an A grade in this class.

Reading Assignments

1. Sept 11: Introduction and Overview
Sept 12: What is a theory? pp.2-103 & pp. 367-419
2. Oct 9, 10 pp. 105-276
Journal paper, Popular magazine paper & Book Outline Paper due
3. November 6, 7 pp. 279-365
Journal paper, & Book Outline Paper due
4. December 4, 5 pp. 421-475 Poster sessions
Journal paper & Final Paper due

Suggested Readings

- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: Freeman.
- Bjorklund, D. (2000). *Children’s thinking: developmental function and individual differences*. Belmont, CA: Wadsworth.
- Bjorklund, D., & Pelligrini, A. (2000). Child development and evolutionary psychology. *Child Development*, 71, pp. 1687-1708.
- Damon, W. (1998). *Handbook of child psychology (5th edition)*. New York, NY: Wiley
- Erikson, E. (1977). *Toys and Reasons*. New York, NY: Norton
- Gibson, E. (1969). *Principles of perceptual learning and development*. New York, NY: Appleton-Century-Crofts.
- Piaget, J. (1926). *The language and thought of the child*. New York: NY: Harcourt, Brace.
- Piaget, J. (1962). *Play, dreams, and imitation in child development*. NY: W. W. Norton.

- Piaget, J. (1997). *The moral development of the child*. NY: Free Press Paperbacks.
- Piaget, J. (1928). *Judgment and reasoning of the child*. New York, NY: Harcourt, Brace. (Original work published 1924).
- Piaget, J. (1954). *The conception of reality of the child*. New York, NY: Basic Books. (Original work published 1937).
- Vygotsky, L. (1962). *Thought and language*. Cambridge, MA: MIT Press.
- Vygotsky, L. (1978). *Mind in society*. Cambridge, MA: Harvard University.
- Wertsch, J. (1985). *Vygotsky and the social formation of mind*. Cambridge, MA: Harvard University.