## Syllabus
### ED 640 Learner Development

### Course Information

<table>
<thead>
<tr>
<th>Title (Alpha, Number, Section, Credits)</th>
<th>ED 640 Learner Development (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description/Overview</strong></td>
<td>Introduction to theories of learner development, including cognitive, linguistic, emotional, personality, and moral/prosocial development of students (grades K-12). Exploration of developmentally appropriate and challenging learning experiences.</td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
<td>Admission to the UH Hilo M.A.T. degree program</td>
</tr>
<tr>
<td><strong>Class Meeting/Location/Posting Times/Days</strong></td>
<td>This course meets each day during the summer term online within Laulima. The course runs from Monday, July 08, 2013, through Wednesday, July 17, 2013. This is an intensive ten-day class, including weekends, that covers what would normally be covered during a sixteen-week semester. All classes for this course will be posted within Laulima, the course management system for the UH System.</td>
</tr>
<tr>
<td>Textbooks/Readings</td>
<td>The textbook selected for this course is <em>Child and Adolescent Development</em> by Anita Woolfolk and Nancy Perry and published through Pearson Education, Inc. The ISBN is 0137023111 or 9780137023110.</td>
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<tr>
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</table>
| Online/Blended Requirements | The course website provides many of the resources offered to students in the course. In addition, you are expected to purchase the textbook listed above. You will also need the following software to access materials and for the course work: Adobe Acrobat Reader, Microsoft Word, Microsoft PowerPoint and a media player such as QuickTime.  

To prepare for this course go through the Online Learning Readiness Check. This check will help you assess your computer system, skills, and also provide you with an online orientation in Laulima to help you be successful in an online course. (IMPORTANT: Log out of Laulima first before proceeding with readiness check!) |
| Netiquette | Remember, the entire class—not just your instructor—will read your postings. Be sensitive to the fact that there will be different cultural and linguistic backgrounds, as well as different political and religious beliefs among students, plus just differences in general.  

Use good taste when composing your responses. Swearing and profanity are also part of being sensitive to your classmates and should be avoided. Also consider that slang can be misunderstood or misinterpreted.  

Don’t use capital letters when composing your messages, as this is considered “shouting” on the Internet. It is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.  

Be respectful of your classmates’ views and opinions. Avoid “flaming” (publicly attacking or insulting) classmates, as this can cause hurt feelings and decrease the chances of getting all different types of points of |
Be careful when using acronyms. If you use an acronym, it is best to spell out its meaning first. Then put the acronym in parentheses afterward. For example, write out Frequently Asked Questions (FAQs) first. After that, you can use the acronym freely throughout your message.

**Instructor Information**

<table>
<thead>
<tr>
<th><strong>Name</strong></th>
<th>Dr. Jan Ray</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Office</strong></td>
<td>UCB 321</td>
</tr>
<tr>
<td><strong>Office Phone</strong></td>
<td>808.974.7749</td>
</tr>
<tr>
<td><strong>Cell Phone</strong></td>
<td>808.315.5353</td>
</tr>
<tr>
<td><strong>E-mail</strong></td>
<td><a href="mailto:janetray@hawaii.edu">janetray@hawaii.edu</a></td>
</tr>
<tr>
<td><strong>Office Hours</strong></td>
<td>By appointment only during the summer terms. <strong>Special Note:</strong> Email is usually the best way to get in touch with me but please keep in mind that I may not be online at the same time you are, especially if you are working in the evening, so please plan ahead and do not wait until the last minute, just in case you run into problems. I will usually get back to you within 24 hours, even on weekends or holidays.</td>
</tr>
</tbody>
</table>

**Accommodations**
Any student with a documented disability, who would like to request accommodations, should contact the University Disability Service Office by voice at 808.933.0816, by TTY at 808.933.3334, by e-mail at shirachi@hawaii.edu, or in person at the Hale Kauanoe A Wing Lounge as early as possible in the term.

**Advising**
The Education Department advisor, Travis Nakayama, may be reached via phone at 808.974.7748 or via e-mail at travisn@hawaii.edu or in person at UCB 325 or via Skype at travis.nakayama.

**Education Department Conceptual Framework—HEART**
The Education Department faculty has developed the HEART conceptual framework to identify core values, desired outcomes, shared beliefs, and characteristic practices which distinguish our Teacher Education Program as unique. Simply put, we envision the future of our department as the heart of a
learning community of caring, ethical, and creative people. We symbolize our commitment to prepare excellent teachers with the acronym HEART, which represents the five critical concepts that define our Teacher Education Program—holistic, empathic, artistic, rigorous, and transformational.

- **H**—Teaching and learning are HOLISTIC endeavors.
- **E**—EMPATHY between self and others is an essential aspect of a pedagogical relationship.
- **A**—Effective teaching enhances ARTISTIC ideals.
- **R**—Excellence follows a RIGOROUS path.
- **T**—Teachers are change agents capable of TRANSFORMING the environments in which they work.

**Holistic** thinking asserts that everything is connected on multiple levels to everything else. We believe that everything students learn—whether in the courses, during field experiences, from relationships with graduate classmates or through self-reflection can only be experienced in realization of the larger, diverse context of the learning community. We are committed to nurture student development as an empathic teacher who understands, appreciates, and values students and their diverse traits. Through the semester, students will develop artistic processes of keen observation based upon insightful, reflective practice as students create new and culturally meaningful knowledge through the synthesis of student personal learning experiences. Through rigorous pursuits, students will commit to life-long learning and social responsibility. We believe that students will learn to acknowledge, accept, and embrace transformational opportunities as they build interdependent and empowering coalitions with the cultures and communities they serve.

**Teacher Candidate Outcomes Aligned to National Standards and Assessments**

<table>
<thead>
<tr>
<th><strong>InTASC Standards</strong></th>
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<tbody>
<tr>
<td><strong>Standard 1—Learner Development</strong></td>
</tr>
<tr>
<td>The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experience.</td>
</tr>
</tbody>
</table>

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1 Interstate Teacher Assessment and Support Consortium
• Drawing on her/his understanding of child and adolescent development, the teacher observes learners, noting changes and patterns in learners across areas of development, and seeks resources, including from families and colleagues, to adjust teaching.

• The teacher actively seeks out information about learner interests in order to engage learners in developmentally appropriate learning experiences.

• The teacher engages learners in a variety of learning experiences to capitalize on strengths and build areas of development that are weaker.

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### Education Department Policies

#### Attendance and Participation

Students are expected to attend online class regularly, arrive promptly for synchronous sessions, and complete all assignments on time. All assignments are due on the dates indicated. In recognition that unforeseen problems may occur, any assignments turned in late will be lowered one full grade equivalent. No assignment will be accepted more than 48 hours after it is due. Students are expected to contact the instructor before class in the event of unavoidable tardiness or absence to synchronous sessions.

#### Student Conduct

Students are expected to follow the University of Hawaiʻi at Hilo Student Code of Conduct available at the following URL:


**Special Note:** All coursework must be completed on an individual basis, unless directed to complete a specific collaborative project.

#### Academic Complaints

The student should first attempt to resolve a complaint on an informal basis with the faculty member. Should the complaint not be resolved at this level, the student should discuss it with the department chair.

#### Incompletes

An Incomplete will be provided only when a student has done most of the course work satisfactorily, but because of unforeseen circumstances has not completed all course requirements. The Incomplete is not for the purpose of converting a failing grade, or unsatisfactory work, to a passing grade.

#### Plagiarism

Students are expected to behave with integrity and hold themselves and classmates to the highest standards of ethical and professional behavior. Academic dishonesty encompasses, but is not limited to:

(1) plagiarism (i.e., copying another individual’s words or ideas without appropriately citing the source);
(2) turning in assignments that somebody else has completed; and
(3) referring to notes or other written/electronic materials, collaborating with others, copying someone else’s work, or providing answers to others in any fashion during an examination.
**Grading**

The letter grade earned at the completion of the term will reflect an overall assessment of student performance throughout the course.

The following grading scale will be used:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range (Percent)</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>96-100</td>
<td>Exceeds the requirements. Demonstrated performance is far above average. Excellent.</td>
</tr>
<tr>
<td>A-</td>
<td>93-95.99</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>89-92.99</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>84-88.99</td>
<td>Exceeds the requirements. Demonstrated performance is above average. Good.</td>
</tr>
<tr>
<td>B-</td>
<td>80-83.99</td>
<td></td>
</tr>
</tbody>
</table>

Grades below are not acceptable in graduate classes.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range (Percent)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>C+</td>
<td>78-79.99</td>
<td>Does not meet the requirements. Unsatisfactory.</td>
</tr>
<tr>
<td>C</td>
<td>75-77.99</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70-74.99</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>67-69.99</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>63-66.99</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>60-62.99</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0-59.55</td>
<td></td>
</tr>
</tbody>
</table>

**Special Note:** Students can access their course assignment grades via the Gradebook in Laulima throughout the course.

**Student Learning Outcomes**

By the completion of this course, teacher candidates will be able to:

A. **For Elementary Preservice Teachers**
   a. describe the student’s physical development in early childhood
   b. describe the student’s cognitive development in early childhood
   c. describe the student’s social emotional development in early childhood

B. **For Elementary and Secondary Preservice Teachers**
   a. describe the student’s physical development in middle childhood
   b. describe the student’s cognitive development in middle childhood
   c. describe the student’s social emotional development in middle childhood
C. Secondary Preservice Teachers
   a. describe the student’s physical development in adolescence
   b. describe the student’s cognitive development in adolescence
   c. describe the student’s social emotional development in adolescence

**Topic Outline**

This course is organized into **Classes**, which are accessible via **Laulima**. The following major topics will be addressed through this course:

A. Elementary Preservice Teachers
   a. Physical Development in Early Childhood
      i. Body Growth
      ii. Brain Development
      iii. Motor Development
         1. Gross Motor Development
         2. Fine Motor Development
      iv. Health and Well Being
         1. Nutritional Needs and Eating Habits
         2. Sleep
   b. Cognitive Development in Early Childhood
      i. New Cognitive Possibilities for a Developing Brain
      ii. Language in the Preschool Years: Amazing Developments
         1. What Develops: Language and Cultural Diversity
         2. Diversity in Language Development
         3. How and When Does Language Develop
         4. Emergent Literacy
      iii. Piaget and Vygotsky
         1. Preoperational Thinking: Piaget
         2. Vygotsky: The Beginning of Self-Regulation
         3. Comparing Piaget and Vygotsky
         4. Piaget and Vygotsky: Implications for Early Childhood Education
      iv. Information Processing: Knowing and Remembering
         1. The Importance of Knowledge
         2. Information Processing Improves with Development
         3. Theory of Mind
   c. Special Physical Needs
      1. Chronic Illness
      2. Environmental Hazards
   vi. Early Childhood Education
      1. Learning from Montessori and Emilia
      2. Types of Programs: Different Schools for Different Goals
      3. Transition to Kindergarten
vii. Young Children in a Digital World

c. Social Emotional Development in Early Childhood
   i. Testing the Limits
      ii. Who Am I, and How Am I Different from Others
         1. Multiple Selves
         2. Self-Concept
         3. Self-Esteem
         4. Self-Regulation
         5. Understanding Intentions
         6. Empathy and Sympathy
   iii. Developing Maturity
      1. Young Children’s Capacity for Moral Reasoning
      2. Social-Contextual Influences on Moral Development
      3. The Role of Discipline
      4. The Role of Personal and Biological Factors
      5. Aggression in Young Children
   iv. Gender Development
      1. The Emergence of Gender Identity
      2. Influences on Gender Development
   v. Peer Relationships
      1. Advances in Peer Sociability
      2. First Friendships
      3. Culture and Peer Relationships
   vi. Play
    vii. Parent-Child Relationships in Early Childhood
       1. Dimensions of Parenting
       2. Parenting Styles
       3. Critiques of Research on Parenting Styles
       4. Approaches to Discipline
   viii. Challenges for Children: Child Abuse

B. For Elementary and Secondary Preservice Teachers
   a. Physical Development in Middle Childhood
      i. Body Growth
         1. Bone Health
         2. Tooth Development and Oral Health
      ii. Brain Development
      iii. Motor Development
         1. Physical Activity
         2. Participating in Physical Education
         3. Participation in Organized Sports
         4. Including Children with Disabilities in Sports and Physical Activities
      iv. Health and Well Being
         1. Nutrition
         2. Accidents and Injuries
      v. Special Physical Needs
         1. Physical Disabilities
         2. Sensory Impairments
b. Cognitive Development in Middle Childhood
   i. Continuing Language Development
      1. Development So Far
      2. Semantics, Vocabulary, Syntax, and Grammar
      3. Pragmatics and Metalinguistic Development
      4. Difference and Diversity in Language Development
   ii. Piaget and Vygotsky
      1. Piaget’s Concrete Operational Stage
      2. Vygotsky’s Context for Learning and Development
   iii. Information Processing and Memory: Developing Cognitive Processes
      1. Attention
      2. Memory
      3. Metacognition
      4. Conceptual Development and Domains of Knowledge
      5. Theory of Mind and Conceptions of Intelligence
      6. Intelligence and Intelligence Testing
      7. The Child in School
      8. Children in a Digital World

c. Social Emotional Development in Middle Childhood
   i. Moving Beyond Basic Needs
   ii. My Peers and Me
      1. Self-Concept
      2. Self-Esteem
      3. Self-Regulation
      4. Perspective-Taking
   iii. Knowing and Doing the Right Thing
      1. Moral Reasoning
      2. Moral Behavior
      3. How Big a Problem is Bullying?
   iv. Gender Development
      1. Thinking and Acting Like Boys and Girls
      2. Gender-Role Stereotyping
      3. Gender and Self-Esteem
      4. Developing Sexual Orientation
   v. Peer Relationships
      1. Peer Groups
      2. Friendships
   vi. Families
      1. Parent-Child Relationships in Middle Childhood
      2. Sibling Relationships
      3. Family Portraits
      4. Challenges Families Face
   vii. School
      1. Starting School
      2. Teacher-Student Relationships
   viii. Challenges for Children
      1. Childhood Depression
2. Fear, Stress, and Phobias

C. For Secondary Preservice Teachers
   a. Physical Development in Adolescence
      i. Puberty—Ready or Not
         1. The Biology of Puberty
         2. Physical Development: Changes That Show
         3. Timing and the Secular Trend
         4. Ethnicity, Geography, and Puberty
         5. The Psychological Impact of Puberty
         6. Body Image
      ii. Neurobiology and Adolescent Development
      iii. Sexual Development
         1. Sexual Activity
         2. Sex Education
      iv. Nutrition and Exercise
         1. Nutrition
         2. Eating Disorders
         3. Biorhythms and Sleep
         4. Threats to Well Being in Adolescence
   b. Cognitive Development in Adolescence
      i. Adolescent Language Development: Connections
         1. Narratives and Life Stories
         2. Connecting with Peers: A Language of Their Own
         3. Diversity in Language Development: Bilingual Education
      ii. Piaget and Vygotsky
         1. Piaget: Formal Operations
         2. Evaluating Piaget
         3. Vygotsky’s Sociocultural Theory
         4. Applying Vygotsky’s Ideas: Cognitive Apprenticeship and Reciprocal Teaching
      iii. Information Processing: Metacognition and Scientific Thinking
         1. Metacognition
         2. Scientific Reasoning about Causes and Evidence: Inquiry and Argument
         3. Epistemological Beliefs and Critical Thinking: What Does It Take to Know?
      iv. Beyond Reason: Thinking in the Real World
         1. Analytical and Heuristic Thinking
         2. Risk Taking
      v. Diversity in Adolescent Cognitive Development and School Achievement
         1. Cognitive Abilities: Does Gender Matter?
         2. Ethnic and Racial Difference in School Achievement
         3. Stereotype Threat
      vi. Contexts for Cognitive Development
         1. The Family
         2. Peers
         3. Schools
         4. Staying In and Dropping Out of School
vii. Adolescents in a Digital World
   1. Technology-Rich Learning Environments: TREs
   2. Effects on Learning
   3. Assistive Technology

c. Social Emotional Development in Adolescence
   i. The Search for Identity
      1. Issues of Identity
      2. Marcia: Building on Erikson
   ii. Who Am I, and How Do I Like Myself?
      1. Adolescent Self-Concept
      2. Adolescent Self-Esteem
   iii. Gender Identity
      1. Physical Appearance
      2. Academic and Career Aspirations
      3. Sexual Orientation
      4. Ethnic Identity
   iv. Storm and Stress
      1. Mood Disruptions
      2. Risky Behavior
      3. New Media, New Risks
      4. Exercising Self-Control
   v. Relationships with Peers
      1. From Peer Groups to Peer Culture
      2. Peer Pressure
      3. Friendships
      4. Romantic Relationships
      5. Relating to Peers Through Technology
   vi. Parenting Adolescents
      1. Re-defining the Parent-Child Relationship
      2. Coping with Conflict
   vii. Life in School
      1. Adjusting to Middle and High School
      2. School Attendance
   viii. Challenges for Adolescents
      1. Suicide
      2. Schizophrenia
      3. Bipolar Disorder
   ix. Emerging Adulthood
      1. Issues of Identity
      2. Who Is Generation Y?
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Class</th>
<th>Event</th>
<th>Classes</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday</td>
<td>July 11, 2013</td>
<td>1</td>
<td>Class Begins</td>
<td>Class 1: Getting Started</td>
<td>July 11, 2013</td>
<td>July 12, 2013</td>
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<tr>
<td>Friday</td>
<td>July 12, 2013</td>
<td>2</td>
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<td>Class 2: Introduction to Child and Adolescent Development</td>
<td>July 12, 2013</td>
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<td>Wednesday</td>
<td>July 17, 2013</td>
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<td>Class 7: Physical Development in Middle Childhood</td>
<td>July 17, 2013</td>
<td>July 18, 2013</td>
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<td>July 18, 2013</td>
<td>8</td>
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<td>Class 8: Cognitive Development in Middle Childhood</td>
<td>July 18, 2013</td>
<td>July 19, 2013</td>
</tr>
<tr>
<td>Day</td>
<td>Date</td>
<td>Class</td>
<td>Event</td>
<td>Classes</td>
<td>Start Date</td>
<td>End Date</td>
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</tr>
<tr>
<td>Thursday</td>
<td>July 11, 2013</td>
<td>1</td>
<td>Class Begins</td>
<td>Class 1: Getting Started</td>
<td>July 11, 2013 at 8:00 a.m.</td>
<td>July 12, 2013 at 8:00 a.m.</td>
</tr>
<tr>
<td>Friday</td>
<td>July 12, 2013</td>
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<td>Class 2: Introduction to Child and Adolescent Development</td>
<td>July 12, 2013 at 8:00 a.m.</td>
<td>July 13, 2013 at 8:00 a.m.</td>
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<tr>
<td>Saturday</td>
<td>July 13, 2013</td>
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<td>Class 3: Theory and Research in Child and Adolescent Development</td>
<td>July 13, 2013 at 8:00 a.m.</td>
<td>July 14, 2013 at 8:00 a.m.</td>
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<td>Sunday</td>
<td>July 14, 2013</td>
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<td>Class 4: Physical Development in Middle Childhood</td>
<td>July 14, 2013 at 8:00 a.m.</td>
<td>July 15, 2013 at 8:00 a.m.</td>
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<td>Monday</td>
<td>July 15, 2013</td>
<td>5</td>
<td>Class 5: Cognitive Development in Middle Childhood</td>
<td>July 15, 2013 at 8:00 a.m.</td>
<td>July 16, 2013 at 8:00 a.m.</td>
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<td>Tuesday</td>
<td>July 16, 2013</td>
<td>6</td>
<td>Class 6: Social Emotional Development in Middle Childhood</td>
<td>July 16, 2013 at 8:00 a.m.</td>
<td>July 17, 2013 at 8:00 a.m.</td>
<td></td>
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<tr>
<td>Wednesday</td>
<td>July 17, 2013</td>
<td>7</td>
<td>Class 7: Physical Development in Adolescence</td>
<td>July 17, 2013 at 8:00 a.m.</td>
<td>July 18, 2013 at 8:00 a.m.</td>
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<tr>
<td>Thursday</td>
<td>July 18, 2013</td>
<td>8</td>
<td>Class 8: Cognitive Development in Adolescence</td>
<td>July 18, 2013 at 8:00 a.m.</td>
<td>July 19, 2013 at 8:00 a.m.</td>
<td></td>
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<tr>
<td>Friday</td>
<td>July 19, 2013</td>
<td>9</td>
<td>Class 9: Social Emotional Development in Adolescence</td>
<td>July 19, 2013 at 8:00 a.m.</td>
<td>July 20, 2013 at 8:00 a.m.</td>
<td></td>
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<tr>
<td>Saturday</td>
<td>July 20, 2013</td>
<td>10</td>
<td>Class Ends</td>
<td>Wrap Up and Final</td>
<td>July 20, 2013 at 8:00 a.m.</td>
<td>July 21, 2013 at 8:00 a.m.</td>
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</tbody>
</table>
Major Assignments/Assessments

**Special Note:** All assignments must be submitted via Laulima on the designated due date within each Module. Instructions for submitting each assignment are included within each Module.

**Assignments**
- Textbook readings
  - Chapters are assigned based upon the anticipated grades being taught, so elementary and secondary students will have some similar and some dissimilar reading assignments.
- Quizzes
  - There are quizzes associated with each chapter.
- Within course learning activities
  - Learning activities are developed to reinforce or deepen preservice teacher understanding of concepts taught.
- Educational photo log, aka Eduphlog
  - As a major course project, preservice teachers will create an eduphlog that includes visual images (that portray) and narrative text (that explains) the range of physical, cognitive, linguistic, emotional, and personality development seen in school-aged children, specifically related to the grade levels they anticipate teaching.

**Assessments**
- Attendance and Participation (15%)
  - See the School of Education Policies section regarding Attendance and Participation.
- Learning Activities (40%)
- Quizzes (25%)
- Final Examination/Project (20%)

**Special Note:** Students will also be evaluated by the instructor using the Professional Attributes Scale (PAS). A copy of the PAS is available in the Field Experience Handbook. The scores for the PAS are an important variable in determining each student’s continuation in the MAT Program.