

**George Fox University**  
School of Education

EDFL 630  
Fall 2007  
Online  
2-semester hours

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Educational Foundations & Leadership:  
**Advanced Developmental Psychology**

**Course Description:** Principles of human development — infancy through adolescence — will be discussed in relation to classroom application, with a focus on practice that is appropriate for the developmental level of the student.

**Introduction:** The content is designed for the needs and interests of educational professionals. Adequate understanding of major theoretical and research issues in developmental psychology is emphasized.

**Text:** The required text is: (available for purchase from the GFU Bookstore)  
McDevitt, T. M. & Ormod, J. E. (2002/2007). *Child development and education*.  
Columbus, Ohio: Merrill–Prentice Hall.

**Supplemental Technology Resources:** The following resources are available from any computer which accesses the internet, either on the George Fox University campus or from an off-site location determined by the student.

**Elementary School Students**

- **Early Childhood Education (Birth – 3<sup>rd</sup> Grade)**

<http://www.naeyc.org/about/positions/pdf/PSDAP98.PDF>

Author: National Association for the Education of Young Children – NAEYC (1996)

Northwest Regional Education Lab – NWREL (1996)

<http://www.nwrel.org/cfc/publications/DAP2.html>

- **Intermediate Age Children/Adolescents (4<sup>th</sup> – 5<sup>th</sup> Grade)**  
**Adapt NAEYC's DAP to Intermediate Grade Levels**

**Middle School Students (6<sup>th</sup> – 8<sup>th</sup>)**

<http://www.turningpts.org/guides.htm>

*Turning Points: Transforming Middle Schools*

*At the turning point: The young adolescent learner.*

<http://www.turningpts.org/pdf/YALGuide2.pdf>

Author: Carnegie Council for Adolescent Development (1989)

**High School Students (9<sup>th</sup> – 12<sup>th</sup>)**

<http://principalspartnership.com/resource.html>

*Breaking Ranks: Changing an American Institution.*

Author: National Association of Secondary School Principals – NASSP (1996)

*Breaking Ranks II.*

[http://www.principals.org/s\\_nassp/sec.asp?CID=895&DID=53015](http://www.principals.org/s_nassp/sec.asp?CID=895&DID=53015)

**Course Content:** Chapters 6 – 13 (8-14 & 5, 2007) of the text will be used for developing the individual case scenarios. The case study provides connections between theory and educational practice. Students will participate in classroom discussions and 1 group presentation on Ch. 6 – 10 (8-12, 2007).

Objectives	Oregon TSPC Standards	Conceptual Framework: TC,TP,PJ	Dispositions MP, C, I	Assessment Activities:
Compare and contrast the perspectives of major developmental theories which influence the study of human development	584-080-0001 (1)(2)-Admin. 584-017-0160 (2)(4)(5)(8)-Teachers	TC	MP	2 Case Studies 2 Scenarios Ch. Presentation
Demonstrate knowledge of developmental capabilities, tasks, and problems that are experienced at each stage of development prior to adulthood	584-080-0001 (1)(2)-Admin. 584-017-0160 (2)(4)(5)(8)-Teachers	TC	MP	2 Case Studies 2 Scenarios Ch. Presentation
Demonstrate the ability to summarize and to objectively analyze collected information on individual's development within theoretical contexts	584-080-0001 (1)(2)-Admin. 584-017-0160 (2)(4)(5)(8)-Teachers	PJ	I	2 Case Studies 2 Scenarios Ch. Presentation
Apply developmental theory and research results in practical situations when developing facilitative interactions with children and adolescents	584-080-0001 (1)(2)-Admin. 584-017-0160 (2)(4)(5)(8)-Teachers	TP, PJ	I	2 Case Studies 2 Scenarios Ch. Presentation
Demonstrate knowledge of cultural differences within the context of development	584-080-0001 (1)(2)-Admin. 584-017-0160 (2)(4)(5)(8)-Teachers	TC, TP, PJ	MP, I	2 Case Studies 2 Scenarios Ch. Presentation
Demonstrate knowledge of a developmental continuum and how that continuum influences educational practice	584-080-0001 (1)(2)-Admin. 584-017-0160 (2)(4)(5)(8)-Teachers	TC, TP	MP	2 Case Studies 2 Scenarios Ch. Presentation

**Course Schedule and Assignments:** This 2-semester hour course meets online at <http://foxtale.georgefox.edu>.

### **Session #1 – Developmentally Appropriate Practice**

**McDevitt & Ormrod (pp. 15 – 19) (17-23, 2007)**  
Introduction of the Syllabus and Course Participants  
Discussion on Class Schedule & Projects

### **Session #2 – Developmental Stages**

**McDevitt & Ormrod (Ch. 1 – 3; both texts)**  
Introduction of Development Stages  
Stages of Child & Adolescent Development / Grade Levels –

- Early Childhood (2 – 6 years) ECE – Primary (Birth – 3<sup>rd</sup>)
- Middle Childhood (6 – 10 years) Elem – Intermediate (4 -5<sup>th</sup>)
- Early Adolescence (10 – 14 years) Middle School (6 – 8<sup>th</sup>)
- Late Adolescence (14 – 18 years) High School (9 – 12<sup>th</sup>)

Nature v. Nurture; Universality v. Diversity; Qualitative v. Quantitative

### **Session #3 – Cognitive Development**

**McDevitt & Ormrod (Ch. 4-5) (4, 6 & 7; 2007)**  
Stages of Child & Adolescent Development

- Physical
- Cognitive
- Socio-Emotional

### **Session #4 – Intellectual Development**

**Group #1 Presentation Ch. 6 (Ch. 8, 2007)**  
**Case Scenarios Due**  
Introduction of Developmental Theories  
Piaget & Vygotsky

### **Session #5 – Language Development**

**Group #2 Presentation Ch. 7 (Ch. 9; 2007)**

Dorothy Sayers <http://www.gbt.org/text/sayers.html>

### **Session #6 – Literacy Development & Content Domains**

**Group #3 Presentation Ch. 8 (Ch. 10; 2007)**

**Session #7 – Personal & Emotional Development****Group #4 Presentation Ch. 9 (Ch. 11; 2007)****Session #8 – Moral Development****Group #5 Presentation Ch. 10 (Ch. 12; 2007)**

Fowler's Stages of Faith; Poverty "the great equalizer";  
Limited Open Forum - Equal Access for student-led development

**Session #9 – Development of Motivation****McDevitt & Ormrod Ch. 11 (Ch. 13; 2007)**

Role in child/adolescent growth & development

Maslow's Hierarchy of Needs

Herzberg's Hygiene and Motivation Theory

Educational Application of Intrinsic/Extrinsic Motivation

**Session #10 – Families & Community Relationships****McDevitt & Ormrod Ch. 12 (Ch. 5; 2007)****McDevitt & Ormrod Ch. 13 (Ch. 14; 2007)**

40 Assets

Applying NAEYC & Turning Points & Breaking Ranks to Case Studies (Ch. 14)

**Case Studies due last day of the semester.**

**Course Requirements:** Students are required to apply their learning to at least two licensing authorization levels related to developmental psychology (early childhood, elementary, middle, and/or secondary). Written components for the group presentations and case studies will be properly completed using *The Publication Manual of the American Psychological Association* (APA) for citing any references used in course projects. Descriptions of the projects for the course are as follows:

**Participation –**

It assumed that each student will attend all class sessions, do all the readings, and participate in all of the class activities. (These class activities are designed to facilitate your successful completion of the assignments below.) Each assignment should be completed according to the specifications below and any supplemental materials.

**Group Presentations –**

Your group will be primarily responsible for one chapter. Your goal in this presentation is to describe the underlying theoretical assumptions in the chapter, describe the

assessment and methodology inherent in the chapter, explain the relevant research, and demonstrate an understanding of the scope of the application. Try your best to make the presentation interesting. That means you will likely use some of the good teaching methods you have developed and supplement your presentation with other materials beyond the text. The rest of the class will have read your chapter ahead of your presentation.

**Case Scenario –**

Describe two separate children from different grade levels (PreK-3, 4-5, 6-8, & 9-12). Provide anonymous demographic information, observed behaviors, and other relevant information. Write your 200 – 400 word descriptions and bring to class on the 4<sup>th</sup> Session. (See text for samples & use Ch. 6 – 13 (8-13 & 5; 2007) to shape your scenario.)

**Case Study –**

Use one of the case descriptions provided in a scenario to study the case from two different theoretical perspectives.

- Compare and contrast the theories underlying assumptions.
- Critique each theory's strengths and weaknesses as applied to your case.
- Discuss your interpretation of the case.
- Consider implications for educational practice.

Present a summary of your work on the two scenarios in a 1,000 word paper. Use the Ch. 6 – 13 (8-13 & 5; 2007) topics to include in your case study. Peer feedback can be some of the most meaningful.

**Grading:** All projects are due by the end of the summer session on August 3, 2007 via posting on our course website. The grading scale will be based on numerical points. Each evaluation will receive a grade in point value. Each of the assignments must be completed and given to the instructor on its due date. Each student will make arrangements with the professor for late or missed assignments or class sessions. The final grade scale will reflect the following percentages:

Grading Scale	
A	= 100 – 93.5%
A-	= 93.4 – 90%
B+	= 89.9 – 87.5%
B	= 87.4 – 83.5%
B-	= 83.4 – 80%
C+	= 79.9 – 77.5%
C	= 77.4 – 73.5%
C-	= 73.4 – 70%

Students are expected to attend all class sessions and prepare in a manner that enables them to participate fully in class discussions.

Grading Criteria	Point Value
Preparation	15
Participation	15
Group Presentation	20
Case Scenarios (2@10 points)	20
Case Study	<u>30</u>
TOTAL POINTS:	100

**Students with Disabilities:**

If you have specific physical, psychiatric, or learning disabilities and require accommodations, please contact the Disability Services office early in the session so that your learning needs may be appropriately met. You will need to provide current documentation of your disability. For more information, contact Rick Muthiah (x2314) or [rmuthiah@georgefox.edu](mailto:rmuthiah@georgefox.edu) or visit the website at <http://ds.georgefox.edu>.

Thank you for your participation in this course at George Fox University!

**Case Study Format (One due for each scenario)**

- I. Introduction & Assumptions** – Provides a summary for the reader of the scenario & identifies developmental areas where the scenario lacked enough information. It is OK to make some assumptions and inferences.
  
- II. Present benchmark developmental data** – Using the chapters in the text and the accompanying theoretical perspectives what observations can you make? This section is similar to how the authors used the scenario at the front of each chapter to go into theory and practice content after introducing you to a student.
  
- III. Educational Recommendations** – If you were part of a team of teachers, what recommendations would you make to help this student to grow & develop in your school and classroom? Remember to include facets of each of the developmental areas (from each chapter) with attention to developmentally appropriate practice, best practice, what we know about learning, and tools/methods.

**NOTE:** You can use the organizations at each authorizational level listed as resources in the syllabus for additional information and ideas. And you can always chat with the person who wrote the scenario you are working with. Thank you.

**2 case studies due by the end of the semester.**