

**Hostos Community College, CUNY**  
**EDU 116: Development of the Young Child**  
Course meets on: Tuesday/Thursday  
Fall 2013  
Writing Intensive Section

**Required Text**

McDevitt, T. & Ormrod (2010) , T. Child Development and Education. 4<sup>th</sup> ed. NY:  
Pearson.

Instructor: Dr. Sarah Pfenninger

Office: C-490

Office Hours: Tuesday/Thursday 12.20-1.20. Wednesday 2.20-3.20.

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Pre- requisite: EDU 101

**Course Description**

This course takes an interdisciplinary approach to the study of child development. The physical, cognitive, social, and emotional development of children will be discussed through examination of the research and theoretical perspectives of psychologists, sociologists, social workers, educators, epidemiologists, and other professionals. The focus of this course will be on early childhood but attention will be given to all stages of development as a means to better understanding the changes that take place as children mature. Special attention will be placed on the roles of schools and teachers in children's lives.

**Course Objectives**

- ⌚ Students will gain knowledge about the physical, cognitive, social, and emotional development of children. (NAEYC standards 1a and 1b)
- ⌚ Students will explore a variety of issues in development and education through reading and writing assignments. (NAEYC standards 1a and 1b)
- ⌚ Students will write a research paper about a child development topic that is of personal interest to them. (NAEYC standards 1a and 1b)
- ⌚ Through an observation assignment, students will gain first-hand knowledge of children's behavior and cognitive development. (NAEYC standards 3b and 3c)

This course has been designated as "Writing Intensive" (WI) by Hostos Community College. This means that you will acquire knowledge of course material by utilizing both non-graded (informal writing) assignments as well as graded (formal writing) assignments. The quality of your writing will account for at least 50% of your final grade. Informal writing assignments will be assigned at least once a week; these may be

completed at home or in class. Formal writing assignments will be submitted as drafts, so that you may receive suggestions and ideas for revision before the final submissions of the writing assignments are due. These writing assignments are intended to increase and enrich your learning experience while also helping to improve your thinking and writing skills both in college and beyond.

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| Letter Grade | Range   | Rubric Point Value | Explanation          |
|--------------|---------|--------------------|----------------------|
| A            | 93-100  | 4                  | Exceeding Standard   |
| A-           | 90-92   | 3.75               |                      |
| B+           | 87-89   | 3.5                | Meeting Standard     |
| B            | 83-86   | 3                  |                      |
| B-           | 80-82   | 2.5                |                      |
| C+           | 77-79   | 2                  | Approaching Standard |
| C            | 70-76   | 1.5                |                      |
| D            | 60-69   | 1                  | Far Below Standard   |
| F            | Failure |                    |                      |

Students With Disabilities:

**If any student has a disability that requires course accommodations, please contact me by phone or email as soon as possible to discuss your situation. I will be pleased to meet with you to discuss the matter as well. If you have not already done so, you should register with the college's office of Services for Students with Disabilities located in the Savoy building in Room D101P; telephone: 718-518-4454. The office will assess your eligibility for services and / or accommodations and will work with you to plan and implement appropriate accommodations to assist you to complete requirements for this and other courses.**

**Student Integrity Policy:** Definitions and Examples of Academic Dishonesty (*cheating, plagiarism, obtaining unfair advantages and falsification of documents*) read more at <http://www.hostos.cuny.edu/oa/policies.htm>

Suggested Reading: These readings are meant to be a suggested reading list for you to consider over the semester. They are not required readings, but will provide valuable enrichment to your studies. You may also choose to include some of these readings in your reading log for reading across the curriculum.

- Ayers, W. (2003). Who in the world am I? Reflections on the heart of teaching. *Curriculum and Teaching Dialogue*, 5(1), 1-7.
- Banks, J.A., Cookson, P., Hawley, W.D., Irvine, J.J., Nieto, S., Schofield, J.W., & Stephan, W.G. (2001). Diversity within unity: Essential principles for teaching and learning in a multicultural society. *Phi Delta Kappan*, 83(3), 196-203.
- Boyd, H. (1998). Do you work in an inner-city school? *Independent School*, 58(1), 48-51.
- Dewey, J. (1938). *Experience and education*. New York: Collier Books.
- Filler, L. (Ed.) (1965). *Horace Mann on the crisis in education*. Ohio: Antioch Press.
- Goodlad, J.I. (2001). Education and democracy: Advancing the agenda. *Phi Delta Kappan*, 82(1), 86-89.
- Kozol, J. (2000). An unequal education. *School Library Journal*, 46(5), 46-49.
- Kozol, J. (2000). The hopeful years: Children in the south Bronx. *The Christian Century*, 117(15), 536-540.
- McGrane, M. (2004). Brown v. Board of Education: "Separate but equal" has no place in our society. *The Florida Bar Journal*, 78(5), 8.
- Moore, R.B. (1996). Tenure should not be for life. *Education Week*, 15(31), 39-44.
- Nieto, S.M. (2003). Profoundly multicultural questions. *Educational Leadership*, 60(4), 6-11.
- Noddings, N. (1998). Thoughts on John Dewey's "Ethical principles underlying education." *The Elementary School Journal*, 98(5), 479-488.
- Noddings, N. (1999). Renewing democracy in schools. *Phi Delta Kappan*, 80(8), 579-

583.

- Reed, A., Noguera, P., Cohen, R., Matsuda, M., Wu, F., Hillard, A., Sullivan, P., Hall, J., & Kozol, J. (2004). Beyond black, white and brown. *The Nation*, 278(17), 17-24.
- Roberts, P. (2003). Pedagogy, neoliberalism and postmodernity: Reflections on Freire's later work. *Educational Philosophy and Theory*, 35(4), 451-465.
- Weiler, K. (2004). What can we learn from progressive education? *Radical Teacher*, 1(69), 4-9.
- Yates, E. L. (2004). Contemplating Brown: Conversations across generations. *Black Issues in Higher Education*, 21(7), 9- 10.

NAEYC Standards: 1, promoting child development and learning; 3, observing, documenting, and assessing to support young children and families; 6, becoming a professional

NAEYC Supportive Skills: 3, written and verbal communication skills; 5, identifying and using professional resources

This assignment is designed to help you analyze and critique (or commend) entertainment that has been created for children. With our class discussions of children's use of the media in mind, watch two (2) hours of children's television programming. This may consist of one (1) full-length feature film, two (2) episodes of a one-hour show, or four (4) episodes of a half hour show. Take careful notes while watching this programming. You may even want to record the show or shows that you watch in order to make a more careful analysis of what you see. A DVD or other online digital platform will also be suitable.

Imagine that you are writing a review of the programming you have watched for a magazine or newsletter to parents of young children. Your job is to inform parents about this programming. Be clear about whether or not you would recommend this program or not, and give clear advice about anything parents may want to discuss with their children with regard to it. You should also indicate for what ages the programming is appropriate. Examples of film and television reviews will be discussed in class, to include written and verbal reviews.

Consider the following questions as you write your review:

- ⌚ How might the likely impact of the programming affect children's cognitive skills (i.e. vocabulary and logical skills)?
- ⌚ In what ways are opinions and attitudes toward education are conveyed in this programming?
- ⌚ In what ways do violence or aggression play a role in the program? In what context?
- ⌚ What messages about gender does the program contain?
- ⌚ Does the programming contain ethnic or racial stereotypes? If so, how are these stereotypes used?

Your review must include information on the title of the program or film you reviewed and on where and when it was broadcast.

Paper should be 5 pages in length

September 3: Children's television topic due (simply bring in the title of your program)

September 10: Paper Introduction (draft) due. Please include the various points you will discuss in your paper. (i.e. cognition? Gender? Have you discovered another category not listed above?). Bring this into class for writing workshop. Peer and teacher conference.

September 12: Watch your program again. As you view, please take specific notes finding evidence to support your points. Simply bring the quotes and evidence to class. Do this for each part of your paper. For example, if you will discuss the roles of gender, stereotypes and cognition, please provide specific evidence for all three categories. Bring this into class for writing workshop. Peer and teacher conference.

September 17: Draft due of introduction and body of paper, including evidence. Writing workshop. Peer and teacher conference.

September 19: Writing workshop, continue revision in class. Peer and teacher conference.

September 24: Conclusion due.

September 26: Final paper due

Paper # 2 School Proposal (30 percent )

NAEYC Standards: 1, promoting child development and learning; 2; building family and community relationships; 4, using developmentally effective approaches to connect with children and families; 5, using content knowledge to build meaningful curriculum; 6, becoming a professional

NAEYC Supportive Skills: 2, mastering and applying foundational concepts from general education; 3, written and verbal communication skills; 5 Identifying and using professional resources.

Imagine that you are starting up a new school for young children in the Early Childhood years. In order to start your new institution, you have chosen to contact a funding agency for financial support. You have the chance to structure your school in any way you choose, based upon the philosophical underpinnings of Vygotsky, Piaget and Montessori. Please use these philosophies as you create a welcome packet for parents considering sending their children to your school. Please focus on the following as you create the packet.

- 🕒 Describe what your school physically looks like? Include maps.
- 🕒 How will the children learn best?
- 🕒 What is a typical school day structure?
- 🕒 What is the role of the teacher?
- 🕒 What is the role of the parent?
- 🕒 What is the role of the community?
- 🕒 Please provide four (4) mini lessons (Lucy Calkins) across the content areas that you might use in your school.
- 🕒 Feel free to add anything else that you feel might be important.

Brochure is two (2) pages in length

Finally, in a five (5) page paper, please analyze how the theories you have selected relate

to the overall program created in the welcome packet. Also include a justification for your mini lessons, as based upon the theory and research. Examples will be discussed in class.

- ⌚ Don't forget to add your reference list at the end in APA format.
- ⌚ Don't forget to cite IN- TEXT in APA format

September 3: Book APA session in Hostsos library.

September 5: Bring your reading list to class. You need at least six (6) peer-reviewed sources. This will be discussed in class prior to handing this in. Your sources need to be a combination of reading on Vygotsky, Piaget and Montessori. Tell me what day you will attend the APA workshop.

September 10-26: Continue to read your research and bring to class, ready to discuss. For example, if you are reading a book or peer-reviewed article, you must physically have this material with you each day during this time period. Method for discussion will be introduced in class.

October 10: Using the research you have been discovering, draft the following. Bring to class for writing workshop, peer and teacher conference.

Describe what your school physically looks like? Include maps.

- ⌚ How will the children learn best?
- ⌚ What is a typical school day structure?
- ⌚ What is the role of the teacher?
- ⌚ What is the role of the parent?
- ⌚ What is the role of the community?

October 17: Writing workshop continued. Please bring in your ongoing work for revision.

October 22: Writing workshop for the 4 mini-lesson. Bring in a draft of your ongoing work.

October 24: Writing workshop continued.

October 29: Writing workshop continued.

October 31: Final paper due

Book Club (30 percent)

NAEYC Standards: 5, using content knowledge to build meaningful curriculum; 6, becoming a professional.

NAEYC Supportive Skills: 3, written and verbal communications skills; 4, making connections between prior knowledge/experience and new learning; 5, identifying and using professional resources.

Using the Raphael “Book Club” model, we will engage in a scholarly and intellectually curious reading journey where we will individually read professional resources put out by NAEYC and have a supportive and collaborative community in which to share ideas, discuss concepts and ask questions. You will be placed in a book club group chosen especially for you based upon your interests. Once in the group, you will collectively come up with a reading schedule as you see fit and have in-class opportunities regularly throughout the semester to discuss. At the end of the semester, you will consider a creative way to share your book with the rest of the class. Since due dates and final projects are negotiable within the members of your groups, further detail on this assignment will be covered in class. The book selections are as follows:

Chenfeld, M. ( 2002). “Creative experiences for young children” NH: Heinemann.

Fisher, B.(1998). “Joyful learning in kindergarten” NH: Heinemann.

Hubbard, S.( 1996). “Workshop of the possible : Nurturing children’s creative development” Maine: Stenhouse.

Kempton, S. (2007). “The literate kindergarten: Where wonder and discovery thrive” NH: Heinemann.

Kohn, A. (1999). “Punished by rewards: The trouble with gold stars, incentive plans, A’s, praise, and other bribes” Boston: Houghton Mifflin.

Kohn, A.( 2000). “The schools our children deserve: Moving beyond traditional classrooms and ‘tougher standards’ “ Boston: Houghton Mifflin.

Robinson, K.( 2011). “Out of our minds: Learning to be creative” MA: Capstone.

Vopat, J. (1998). “More than bake sales: The resource guide for family involvement in education” Maine: Stenhouse.

October 1: Book required in class. As a group, you will negotiate your reading schedule with your peers. The following Thursdays in October and November will be your discussion days. Days listed in December will be reserved for presentations.

October 3, 10,17,24,31. Book club discussion

November 7, 14, 21, Book club discussion

December 3,5,10 . Book club presentations

December 10: Analysis paper due

### Class Participation/Attendance (10 percent)

As a community of learners, your active participation in our class sessions is required.

Active is defined as, but not limited to:

- ⌚ Bringing your text book to class each day
- ⌚ Bringing any additional assigned readings to class
- ⌚ Bringing your writing journal to class each day to give you continuous writing practice, as this is a WI. You will need either a spiral bound book or the black and white marble one
- ⌚ Doing your in-class reading across the curriculum/outside reading. This must be brought with you to each class. You should keep a separate part of your notebook for these readings if they are journal articles and keep a reading log for everything. This will be discussed further in class. This reading will be logged in a reading log which I will distribute in class
- ⌚ Bringing a pen to write with
- ⌚ Engaging actively in our class discussions. This includes small group work with your peers as well as the large group
- ⌚ Attending each class session and arriving on time
- ⌚ Handing in your work on time (late submissions will be reduced a letter grade for each day late)

### Reading Across the Curriculum (points included in class participation/attendance)

Over the course of this semester, you will choose a selection of readings to enhance and supplement your course work and research. There are no minimum or maximum number of pieces to be read. This should be an intrinsic activity, and reading will be selected according to your own interests upon suggestions from your peers and instructor. You

will log all of your readings in a reading log. I will distribute copies of the log in class on the first day.

SOCQ (points included in class participation/attendance)

In order to informally respond to our readings, we will engage in Harste's (2001) SOCQ strategy. This method will be discussed and practiced in class. What follows is only a very brief description of the task. It is imperative that you participate in the class introduction of this method in order to fully engage with it. After selected readings (to be announced in class), you will write on the following:

S: What surprised you after reading the piece?

O: What observations did you have after reading the piece? "I noticed that..."

C: What connections did you have with the piece? Text- to text; text-to- self; text-to-world

Q: What questions did you have with the piece? These should be discussion questions, not clarification ones.

Sample Informal Writing Prompts:

Self-Reflection

Dr. Pfenninger

Spring 2013

In regards to beauty and art, Howard Gardner, in his book "Truth, Beauty, and Goodness Reframed" states the following:

"To be sure, even preschoolers recognize that a work of art is produced by a human being. However, the existence of the 'mind behind the art work' is not salient until well into the school years"

"Here's my view and prescription. All young people will acquire and exhibit aesthetic preferences. But only those who are exposed to a range of works of art, who observe how these works are produced, who understand something about the artist behind the works, and who encounter thoughtful discussion of issues of craft and taste are likely to develop an aesthetic sense that goes beyond schlock or transcends what happens to be most popular among peers at the moment"

\*\* I will define "schlock for you in class

Given these two quotes, reflect back on your semester here in this class. Through your assigned reading, your additional reading (reading log) or other, and our class discussions, please reflect on the following:

1. What do these quotes mean to you?
2. How has this class specifically shown you ways in which this can be practically done with children in school? Tell me all of the ways that you have learned.
3. How specifically have you used this theory in your own work (class requirements) for this class (i.e. unit plans, research paper, field trip, class participation etc.)

## Reflection

Dr. Pfenninger

Spring 2013

Go back to the syllabus under 'class participation' and do a self-reflection on each point listed. Give specific examples to support your points. Before you get started, write on the following topic:

- ⌚ How is this class an example of a "community of learners". Using the theory learned in class, support your answer with very specific examples of pedagogy from this class.

## Reflection

Dr Pfenninger, Spring 2013

We have spent a great deal of time this semester reading and researching various topics. In a detailed reflection, please tell me HOW you went about doing this. Be very specific, telling me exactly where you got your research and why you chose that route.

What have you learned that you didn't know before taking this class?

Do you know how to properly use APA? If not, how did you attend a library session as required?

What other ways did you "learn" how to write in an academic manner as discussed in class? ( Be VERY specific)

## Reflection

Dr. Pfenninger, Spring 2013

We have spent a great deal of time this semester writing in authentic ways. What types have you learned? What did you gain from this? How did you take advantage of revisions and working with your peers in writing workshop? Give specific examples.

Next, we have explored many researchers and I have pointed you in many directions for additional reading to consider, both children's books and professional development reading. List ALL of the things you will be exploring in the future, and attach your reading log to this writing for today. When I say all of the things- it includes children's books (author and title) as well as any additional readings (I have provided a slew of sources this semester) .

Reflection

Dr. Pfenninger

Spring 2013

How has this course changed you as a student?

How has this course helped you to become the very best teacher that you can be?

If you had to write up an “advertisement” for future teachers interested in taking this class, what would you say?

Any other final comments?

## Reflection

Dr.Pfenninger

Book Club, Spring 2013

Tell me about your experience with the Book Club. What did you enjoy? What did you not enjoy? What things did you take away from your book? How will this book help you as a future teacher?

What was your role in the dialogue?

Were you prepared for each session?

Evaluate the other members of your group. What was their role they took on in discussion? Were they always prepared? If you had the chance to work with them again, would you and why?

Any other comments?



## Schedule Fall 2013

| Date         | Writing Due   | Reading Due   |
|--------------|---|---|
| August 29    | <p>First day of class</p> <p>Review of syllabus and course</p> <p>Distribution of reading log</p>   |   |
| September 3  | <p>Children’s television/movie topic due</p> <p>Bring your APA documentation from the library showing that you have booked a workshop</p>                           | <p>Please read syllabus</p> <p>“Should Schooling Be Based on Social Experiences” ‘John Dewey and Robert Hutchins (article to be distributed)</p>      |
| September 5  | No classes scheduled CUNY   |   |
| September 10 | <p>Television/ movie paper introduction due for writing workshop</p> <p>Bring your reading list of at least 6 peer-reviewed sources for school proposal project</p> | <p>Chapter 1 “Making a Difference in the Lives of Children and Adolescents”</p> <p>Continue to read your reading list for school proposal project</p> |
| September 12 | Bring in your notes from your second viewing for writing workshop   | <p>Chapter 3 “Family, Culture and Community”</p> <p>Continue to read your reading list for school proposal project</p>                                |
| September 17 | Draft of introduction, body of paper and supporting evidence due for writing workshop   | Continue to read your reading list for school proposal project. Be prepared to informally present some of your reading.                               |

|              |   |   |
|--------------|---|---|
| September 19 | Writing workshop continues, bring in all work in progress                               | Chapter 6 “cognitive Development Piaget and Vygotsky”<br><br>“Play” The Literate Kindergarten( article to be distributed)<br><br>Continue to read your reading list for school proposal project               |
| September 24 | Conclusion due for writing workshop   | Chapter 8 “Intelligence”<br><br>Continue to read your reading list for school proposal project  |
| September 26 | <u>Final paper for television/movie analysis due</u>                                    | Continue to read your reading list for school proposal project  |
| October 1    |   | Chapter 9 “Language Development”<br><br>Pinell and Fountas “Living and Learning in the Prekindergarten Classroom” (article to be distributed)<br><br><u>Book club selection book must be brought to class</u> |
| October 3    |   | Book club reading (see syllabus)  |
| October 8    |   | Chapter 10 “Development in the Academic domains”<br><br>Pinell and Fountas “Using the PreKindergarten Continuum to Plan and Assess Teaching” (article to be distributed)                                      |
| October 10   | Draft for school proposal project due (see syllabus for direction) for writing workshop | Book club reading (see syllabus)  |
| October 15   | No class- classes follow Monday schedule  |   |
| October 17   | Writing workshop for school proposal project  | Book club reading (see  |

|             |   |  |
|-------------|---|--|
|             |   | syllabus)  |
| October 22  | Writing workshop for school proposal project-                       | Chapter 14 "Development of Morality and Interpersonal Behavior"<br><br>Lickona and Kohn "Should Moral Education be Part of the School Curriculum?" (article to be distributed) |
| October 24  | Writing workshop for school proposal, bring draft of 4 mini-lessons | Book club reading (see syllabus)   |
| October 29  | Writing workshop for school proposal                                | Chapter 15 "Peers, Schools and Society"  |
| October 31  | <u>Final paper for school proposal due</u>                          | Book club reading (see syllabus)   |
| November 5  |   | Chapter 13 "Development of Self and Social Understanding"  |
| November 7  |   | Book club reading (see syllabus)   |
| November 12 |   | Chapter 4 "Biological Beginnings"  |
| November 14 | Draft for book club presentation due                                | Book club reading (see syllabus)   |
| November 19 |   | Chapter 4 "Biological Beginnings"  |
| November 21 | Draft for book club presentation due                                | Book club reading (see syllabus)   |
| November 26 |   | Windschitl "The Challenges of Sustaining a Constructivist Classroom" (to be distributed)   |

|             |  |  |
|-------------|--|--|
| November 28 | No class- college closed   |  |
| December 3  | Book club presentations  |  |
| December 5  | Book club presentations  |  |
| December 10 | Book club presentations<br>Book club analysis paper due                  |  |
| December 12 | Last day of class- reflections on growth and progress<br>Reading Log due |  |
|             |  |  |

