STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System

The Ultimate Advantage is an Educated Mind

School of Education

CHFD 210

Childhood Educational Development
3 Credit Hours
8 Weeks

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Course Description (Catalog)

This course examines a variety of developmentally appropriate instructional strategies central to the education of children. Integrating a micro-systemic perspective that takes into account internal and external family dynamics, this course will focus on identifying theoretical and applied solutions to the choice of age-appropriate learning exercises

Course Scope
This course provides a comprehensive knowledge base for those involved in the education of young children. It relates “tried and true” educational principles to young children’s growth and development, which enables the choice of age-appropriate learning exercises. This course pulls theory and practice together in a practical perspective for the learner.

**Course Objectives**

*In the completion of this course the student will:*

1.) Articulate the value of “developmentally appropriate practice in education
2.) Describe physical, emotional, social and intellectual facets of human development
3.) Discuss influences and changes that have occurred in early childhood education through its history
4.) Summarize and compare the concepts of contemporary educational models
5.) Plan and assess the efficacy of learning activities for elementary school children
6.) Examine the role of play in the learning process of young children
7.) Identify models of behavior-management and guidance systems and guidelines for assessing their efficacy
8.) Discuss the role of Language, Mathematics, Literacy, Science and Creative Arts in the early childhood and elementary curriculum.

**Course Delivery Method**

This course delivered via distance learning will enable students to complete academic work online. Assignments include classroom dialogs accomplished in groups on threaded forums, examinations, and written assignments.

**Course Materials**

**TEXTBOOK:**


This is an eBook that is located in the Resources file in your Classroom.

**Evaluation Procedures**

**OVERVIEW OF COURSE ASSIGNMENTS:**

This course requires disciplined weekly reading. Each week you will be given assignments in the form of forums and research study that require written response. There will be two research article summaries, a final course integration activity, and a final research paper. All written assignments must be submitted in word document and uploaded as an attachment unless otherwise noted.
FORUMS: There are weekly Forums in which the learner will interact with peers, discussing the question posted. The student should post a paragraph in response to the topic and then respond to peers’ postings. Responses should be comments that expand the idea of the original message, raise questions, present new perspectives. They should not simply be affirmations of the original message. Specific directions are posted in the Week 1 Forum and should be followed each week in order to receive credit for these assignments. All 3 posts are required each week.

SCHOLARLY REVIEW ARTICLE:
Due at the end of Week 2

Instructions: For this assignment you will review a single scholarly article in the APUS Online Library and summarize what it says about the specific topic that has been identified in the Assignment section of the classroom. This 2-3 page paper must be a review of scholarly research, not commercial Psychology Today, Wikipedia or WebMD style publications or self-help or parent support organization material (the latter is very valuable to families in need of easy to digest and access information, but isn’t applicable to this assignment).

The introductory paragraph will give a brief description of the topic and the article that you will be reviewing.

The article summary will include the following:
- Discussion of the focus of the research
- Description of the hypothesis of the study
- Description of how the study was conducted including the population that was studied, the methodology used (i.e. naturalistic observation, experiment, case study, survey, etc). How the data was collected and analyzed
- Description of the results of the study

Your review/discussion of the article will include
- A discussion of the way the research was conducted and potential impact on results (e.g. problems with the study methodology that might have affected its validity and/or generalizability).
- A description of three ideas inspired in you by the article.
- A description of the use, impact, or potential the research might have.

For this type of academic paper scholarly publications from the APUS online library must be used. Why is the APUS online library required? Scholarly sources are found in academic journals (The Journal of... is a good tip for identifying these) and the APUS online library has a very large set of holdings and a staff of librarians to assist. You can connect with both by clicking the Library link while logged into your classroom. Other university libraries also carry such journals but online access is frequently restricted to those universities’ enrolled students. The source for your article must be cited in the paper body and listed in APA style in a page entitled “References” attached separately to the end of your paper.

APA style can be a bit like learning a second language. http://owl.english.purdue.edu/workshops/hypertext/apa/index.html is an excellent practical, how-to guide to this formatting style. Your classroom Resources folder also contains APA formatting guides.
You don't need to have an abstract, as is typically required for APA style, for this paper but you must include an APA formatted cover page in addition to the References page mentioned above. The 2-3 page requirement does not include the cover or reference pages and the paper must be formatted in Times New Roman or Arial font no larger than size 12 with 1” margins on all sides of the paper body and double spaced. Length compliance is determined using these formatting rules in grading the work. Formatting will be checked on your instructor’s end and a paper that falls short of the required length submitted in large font or with wide margins will receive a point deduction of 10% for each missing page. Be careful to check your work for proper formatting and other instructions compliance before submitting. Revisions cannot be allowed after students are notified via grading feedback of these problems.

The 2nd part of your paper will include your review/discussion of the article as outlined previously. This section of your paper may include first person writing. Please be sure that your article summary is clear and distinct from your review of the article. Do not intermingle the two sections of your paper.

**RESEARCH PAPER:** One research paper, of 5 to 7 pages, double-spaced, is due for this course. Your paper should have a cover page, a brief abstract and a reference page. These pages are NOT included in the 5-7 page requirement. Sources for this paper should be scholarly. Please use APA format for this paper. Note that there are deadlines related to the composition at intervals during the course. Please observe these deadlines, because your final grade is partly contingent on your ability to manage your project time.

Make sure that if you have questions or comments concerning the specifications for this assignment that you contact the instructor immediately. The assignment should include a title page, abstract and/or table of contents, body of paper, and a reference page. Your paper will be graded both on content and technical skills. There are many great resources on the internet as well as the APUS Online Library on how to write a research paper.

With the exception of direct quotes, your paper must be paraphrased in your own words (you still need to include in text citations for indirect material). Points will be deducted for papers that are not original.

This assignment must be submitted along with a Turnitin Originality Report. Turnitin.com is a plagiarism prevention program that is used by APUS. You will be required to submit your article review paper to this plagiarism checker website before submission. When you upload your paper into your student folder, you will also upload your originality report as a separate file. This report will show you just how original your paper is. With the exception of direct quotes, which should be used VERY sparingly—no more than two or three brief sentences—your paper must be paraphrased in your own words (you must always include paper body and Reference list source citations for paraphrases, though). An originality report of 10-20% comprised of 1% or 2% segments, your instructor may deem acceptable. You may revise your paper to achieve the required percentage prior to submission for grading but not after the assignment deadline or after grading takes place. Between 21% and 29% should always be considered a problem and students are strongly advised not to submit their papers for grading without revision because significant point loss is likely to result. Papers submitted for grading with a percentage of 30% or higher will receive a zero score.
Proper planning is imperative for using the Turnitin tool. It may take at least 24 hours to receive your Turnitin.com report to be generated. Papers submitted without the Turnitin.com report will not be graded. It is the student’s responsibility to ensure that both documents are properly uploaded into the student’s folder. A course ID and password are not required. Directions for submitting work to a General Student Turnitin.com account can be found in the course resources section of the classroom. If you are unsure about this process, please ask.

**Exams:** This course includes a midterm exam and a final exam. All of the course tests are in multiple-choice format and auto-scored online with student scores loading into their grade folders upon submission.

Please be fully prepared to complete the exam once you have accessed it. All exams are due by Sunday. A proctor is not required for exams.

**Course Integration Activity**
Students will develop a welcome letter for parents of a hypothetical class at an age level of their choosing. The letter will describe the APUS student’s philosophy of education, methods of assessment and record keeping, discipline policy and plans to engage parents in their child's education and 3 activities he/she is planning for the first days of the hypothetical school term. The letter must have a welcoming tone and be professionally written.

<table>
<thead>
<tr>
<th>Course Requirement</th>
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<tr>
<td>Forum Assignments (X 6) 3% each</td>
<td>27</td>
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<td>Research Article Review 7%</td>
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<td>Research Paper (X 1)</td>
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<td>Course Integration Activity (x1)</td>
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<td>Midterm Exam (covering chapter 1-7)</td>
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<tr>
<td><strong>Total Percent</strong></td>
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**SEE THE STUDENT HANDBOOK TO REFERENCE THE UNIVERSITY'S GRADING SCALE.**

**CITATION AND REFERENCE STYLE**
This course will require students to use the citation and reference style established by the American Psychological Association (APA), in which case students should follow the guidelines set forth in *Publication Manual of the American Psychological Association* (5th ed.). (2001). Washington, D.C.: American Psychological Association. All assignments completed in a narrative essay or composition format must follow APA guidelines.

The APUS Online Library contains helpful links to assist students in following APA style. The following OWLPurdue website is another excellent resource:
[http://owl.english.purdue.edu//owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)
LATE ASSIGNMENTS
Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. However, exceptions to the due dates are rare. Requests for late submissions or extensions will be granted only under exceptional circumstances and when the request is received prior to the assignment due date. Submission of late assignments without consultation with your professor will result in point deductions or your work NOT being eligible for grading.

Course Outline

Week 1

Learning Objectives:

Define the term developmentally appropriate practice.
Describe the three major theories of child growth and development

Trace the history of early childhood development
Describe the contemporary models in early childhood education: Montessori, behaviorist and constructivist.
Relate the key issues on the current research regarding the various program models.

Readings

Chapter 1 – Young Children Growing, Thinking, and Learning
Chapter 2 – Designing Schools for Young Children

Assignments:

Forum Week 1 (see Forum Week 1 for topic and directions)

Research Paper Topic - In week 7, your assignment will be a 5-7 page formal research paper on the Theory of Development/Model of Early Childhood Education that most closely matches your own philosophy. This will be the basis for your research paper in which you will research the theory of development in depth discussing how the theory relates to physical development, social development, emotional development, intellectual development. Identify the theory of development you have chosen along with a brief statement why you have chosen that theory. Your topic choice will be reviewed but not graded. See section above on Research Paper for additional details.

Week 2
Learning Objectives:

Discuss how to plan a classroom environment that reflects program goals and objectives. Describe decisions that would be necessary in using computers in the early childhood curriculum effectively. Discuss how the learning environment might be adapted to accommodate children with special needs. Specify some guidelines for promoting safety. Identify what considerations should be given to a plan for an outdoor learning environment. Define and explain the terms “developmentally appropriate curriculum” and thematic curriculum. Describe how one might celebrate diversity in the classroom.

Readings:

Chapter 3 – Creating an Environment for Learning
Chapter 4 – Planning and Assessing Learning Activities

Assignments:

Forum Week 2 (see Forum Week 2 for topic and directions)
Research Article Review (see instructions above)

Week 3

Learning Objectives:

Define and describe the importance of “play” in early childhood. Identify some purposes of play. Discuss adaptations in play equipment necessary for children with special needs. Define the term “discipline.” Discuss a plan for discipline that enhances self-concept. Compare and contrast 2 behavior management systems. Describe plan concepts for both individual and group guidance in the elementary classroom. Discuss discipline strategies that take into account children with special needs as well as children with diverse backgrounds.

Readings:
Chapter 5 - Play: Learning at Its Best
Chapter 6 – Guiding Behavior through Encouraging Self Control

Assignments:

Forum Week 3 (see Forum Week 3 for topic and directions)
Learning Objectives:

Define the term assessment as it pertains to early childhood education
Define three different types of tests and explain the purpose of each
Explain at least two strategies for assessing young children, children with special needs and culturally diverse children

Readings:

Chapter 7 – Observing and Assessing Young Children

Assignments:

Complete the MIDTERM EXAM. This exam includes chapters 1 through 7. The exam must be completed by Sunday, 11:59 PM (Eastern Time).

Week 5

Learning Objectives:

Discuss ways to encourage parent participation in the classroom
List some guidelines for effective communication with parents
Identify ways a paraprofessional can participate in an early childhood education program
Compare and contrast the roles and responsibilities of parents, volunteers and paraprofessional
Define the term “language”
Describe the typical sequence of language training
Compare and contrast the three major models of language learning: behaviorist, linguistic and constructivist
Identify guidelines for observing the language learning of children
Discuss the challenges of language learning for children with special needs and children who are culturally diverse

Readings:

Chapter 8 – Working with Parents and Paraprofessionals
Chapter 9 – Celebrating the Magic of Language

Assignments:

Forum Week 5 (see Forum Week 5 for topic and directions)
Learning Objectives:

Describe the process of learning to read and write
Define following terms: literacy, emergent reading, phonemic awareness, and phonics instruction
Discuss a classroom environment that supports young children’s development of literacy
Describe how children learn mathematics
Discuss strategies for adapting math experiences for children with special needs.

Readings:

Chapter 10 – Developing Literacy
Chapter 11 – Manipulation and Discovery through Mathematics

Assignments:
Forum Week 6 (see Forum Week 6 for topic and directions)

Week 7

Learning Objectives:

Define the term science as it relates to early childhood education
Explain the scientific process
Develop a plan to integrate science, math and literacy activities
Identify appropriate visual arts experiences for young children
Identify appropriate music and movement experiences for young children
Explain ways to integrate the arts into content area experiences
Design a plan to accommodate children with special needs in the art curriculum

Readings:

Chapter 12 – Manipulation and Discovery through Science
Chapter 13 – Encouraging Creative Arts

Assignments:
Forum Week 7 (see Forum Week 7 for topic and directions)
Research Paper Due – paper must be uploaded by Sunday 11:59 PM of Week 7. Your research paper is a 5-7 page paper based on the Theory of Development/Model of Early Childhood Development which you chose during Week 1. Research the theory of development in depth discussing how the theory relates to physical development, social development, emotional development, intellectual development. Include the classroom management techniques advocated by the developmental theory you have chosen. Also give a brief history of the theory of development as well as the prominent person/s associated with the theory or model. You must use at least 5 sources for your research. Sources may not include Wikipedia. All sources must be cited according to APA format. Note: the cover page, abstract page and the reference page DO NOT count towards the 5-7 page requirement. Be sure your
paper has depth and not just superficial information. Your paper must be properly cited with citations and not just direct quotes. See discussion on Turnitin Plagiarism Checker listed earlier in this document.

Week 8

Learning Objective:
Synthesis of course content
Review the course content in preparation for the FINAL EXAM

Assignments:

Course Integration Activity - Design and create a welcome letter for parents of your class. Feel free to choose the age level of your class within the parameters of early childhood / elementary education. Be sure to include information about your philosophy of education, your methods of assessment and record keeping and a listing of at least 3 activities you are planning for the first days of school. Be sure to include information about your discipline policy and your plans to engage parents in their child’s education. Please complete this activity in actual newsletter format and limit your work to no more than 2 pages. Feel free to make your newsletter creative and engaging...

Complete the FINAL EXAM by Sunday, 11:59PM (Eastern Time). The final exam will include the course content from chapters 1 through 13.

Policies

The following policies are detailed in the APUS Student Handbook

Academic Dishonesty & Plagiarism
Withdrawal/Drop Policy
Course Extension Policy
Disability Accommodations

WRITING EXPECTATIONS
All written submissions should be submitted in a font and page set-up that is readable and neat. It is recommended that students try to adhere to a consistent format, which is described below.

- Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
NETIQUETTE
Online universities promote the advance of knowledge through positive and constructive dialog—both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults, “flaming” and other critical comments. Such activity and the loss of good academic manners, as evidenced by the use of informal text message writing style, lazy grammar/spelling or profane language, are not acceptable in a university setting—basic academic rules of proper “Netiquette” in this academic environment must persist. Remember that the classroom is a place for the enjoyment and excitement of learning that does not include descent into personal attacks, critiques of others’ work (this is the responsibility of the professor) or attempts to stifle the discussion of others.

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Academic Services

ONLINE LIBRARY RESEARCH CENTER & LEARNING RESOURCES
The Online Library Resource Center is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Center provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to orc@apus.edu.

- **Charles Town Library and Inter Library Loan**: The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books**: You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals**: The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Turnitin.com** is a tool to improve student research skills that also detect plagiarism. Turnitin.com provides resources on developing topics and assignments that encourage and guide students in producing papers that are intellectually honest, original in thought, and clear in expression. This tool helps ensure a culture of adherence to the University's standards for intellectual honesty. Turnitin.com also reviews students' papers for matches with Internet materials and with thousands of student papers in its database, and returns an Originality Report with percentages and highlight to indicate the degree of copying contained in a student’s writing.