TED UNIVERSITY

FACULTY OF EDUCATION

EARLY CHİLDHOOD EDUCATION PROGRAM

PECE 108
DEVELOPMENT AND LEARNING IN EARLY CHILDHOOD

COURSE SYLLABUS

<div align="center">

PECE 108 DEVELOPMENT AND LEARNING IN EARLY CHILDHOOD
(2-2)3 Credits/5 ECTS, Spring , 2022

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Instructor: Assoc. Prof. Dr. Sühendan ER
Class Times: Mondays   1500-17.00
**   Wednesdays 13.00-15.00**
Office:D 106
Office Hours: Mondays 11.00-13.00
Contact: suhendan.er@tedu.edu.tr (e-mail is by far the best way to contact me)
                OfficePhone: 585-0041

Course description: Basic concepts about physical, motor, cognitive, language, social-emotional, personality, moral and sexual development of children aged 0- 72 months. Developmental theories and learning. Factors affecting developmental areas. Developmental characteristics.

Course Learning Outcomes:
By the end of the course students will be able to:

1. list the developmental areas of children,
2. identify children's developmental characteristics across age groups based on child development theories,
3. use different methods and techniques to support children's development and learning in early childhood period,
4. organize appropriate environment for development and learning in early childhood period,
5. relate theories of child development and learning with early childhood education
6. critique the materials and environments designed for supporting children's development and learning

Textbook: Santrock, J. (2009). Child development, 13th ed. Mc Graw Hill.

Student Workload (Total 180 Hrs)

Lectures 56 hrs; guest speaker reflection 4 hrs;Hands-on Work 30 hrs; Exams/Quizzes 20 hrs; Resource Review 10 hrs; Case Study Analysis 10 hrs; oral presentation 10 hrs; written project 20 hrs; observation 15 hrs; film analysis 5 hrs

Planned Learning Activities & Teaching Methods

Telling / Explaining,Discussion, Scaffolding/Coaching, Case Study / Scenario Analysis, Video Presentations,Concept Mapping,Web Searching.

COURSE POLICIES

I. TED University Code of Academic Integrity

TED University takes academic integrity seriously. **Please read through the entire code acquaint yourself with how violations are defined!**

II. Attendance
You are expected to attend class on a regular basis, to be on-time, and to participate fully in class discussions and activities. The TEDU policy concerning attendance will be followed strictly.

III. Missed Work
If you miss a class, you are responsible for all work missed. An assignment is due on the specified date even if you are absent from class, unless your absence is a TED University-approved excuse. In the latter case, arrangements should be made with me beforehand concerning an alternative due date. If classes are cancelled due to certain circumstances, assignments are due the same week that the campus is re-opened.

IV. Late Assignment Submission Policy
Each assignment is to be turned in on time. Arrangements for accepting late assignments will be made only in unusual circumstances (e.g., major illness, death of loved one), and only if you are able to provide documentation to support your excuse. *In all other cases, there will be a 10% point-reduction per day for late work, and work will not be accepted if it is three or more days late.*

V. Extra Credit
There is no rewriting or extra credit offered in this course.

VI. Assignment Rules
All assignments handed in must be typed and prepared in APA style! Please use 12 point type, double space your text, use standard margins, and insert page numbers on the top right hand corner of each page. All assignments must be submitted with a cover page which includes students' full names, ID numbers, title of assignment, and date. And, *please use spell-check and proofread as points might be deducted for an excessive number of careless errors.*

VII. Plagiarism
a. Plagiarism is a form of dishonesty that occurs when a person passes off someone else's work as his or her own. This can range from failing to cite an author for ideas incorporated into a student's paper to cutting and pasting paragraphs from different websites to handing in a paper downloaded from the internet. All are plagiarism.
b. *All parties to plagiarism are considered equally guilty.* If you share your coursework with another student and she plagiarizes it, you are considered as guilty as the one who has plagiarized your work, since you enabled the plagiarism to take place. *Under no circumstances should a student make his her coursework available to another student unless the instructor gives explicit permission for this to happen.* Copying someone's work is an extreme and straightforward act of plagiarism. More commonly, however, students plagiarize without realizing they are doing so. This generally happens when a student fails to acknowledge the source of an idea or phrasing. *Avoid plagiarism by citing sources properly!*

VIII. Cheating
You may neither receive help from nor give help to others during an in-class exam. During exams, you may not leave the room, talk, or use dictionaries, translators, cell phones or programmable calculators. And please keep your eyes on your own work.

IX. Class Participation
Class participation is an integral part of this course. Classes may involve interactive lectures, small group discussions and activities, concept mapping, case studies, audiovisuals, video presentations, class presentations, field trips, observations, handouts, written assignments, exams, library/web research projects and journals.

X. Class Readings
Please read the assigned readings prior to class so that you may participate fully in the discussion. All readings may not necessarily be discussed directly in class, but it is assumed that you will have read the materials so that it may serve as a jumping off point for discussion.

XI. Announcements

All announcements will be sent to your e-mail address. It is your responsibility to keep your e-mail address operative all times. Check your e-mail address regularly in order to be informed.

COURSE ASSIGNMENTS

A. EXAMS [60%]

Two in-class exams (a mid-term [25%] and a final exam [35%]) will be written in class in response to questions that come directly from class experiences and readings. Exams will likely to include multiple choice, short answer, matching, and essay questions.

B. Portraits of Young Children [30%]
For this assignment, you will create a portrait of young children—he may be an infant, toddler, preschooler, or kindergartner. The purpose of this assignment is to help you apply theory and research in child development and learning to everyday life and to help make knowledge of child development and learning personally meaningful. Using your class readings, and scientific sources (i.e., articles, books, web), and/or using your own knowledge and observations of real children with whom you visit and observe in a kindergarten/home, create a portrait of a young child—ages between 0 and 6. The age periods that will be covered in this task will be (1) infants and toddlers [age 0 to 2], (2) preschoolers [age 3-4] and kindergartners [age 5-6]. Select the person, the age span, and the events and experiences recounted so they illustrate concepts and findings about child development you have learned in this course. When you draft the narrative, change the name(s) of the child(ren), and other identifying information to protect fully the identity of the person you are writing about and to ensure confidentiality. Your paper must address all four of the areas of child development— physical, cognitive, language, and social-emotional. Prepare the portraits in a story like form, writing as clearly, descriptively, and as interestingly as you can. To do so, imagine that you are authoring a biography, and you want to capture the major developmental milestones of your subject. You need to interpret the portrait, explaining how it illustrates important principles and research findings in the field of child development or, alternatively, how it offers exceptions to widely held notions about development——in other words, illustrates variations in children's paths and progress to maturity.

a. **Observation:** First select a child to observe within your assigned age level. You are to observe the child 3-4 times for a minimum period of 30 minutes each time. You are to keep **a written observation log (Transcript)** of your visits and turn this in. You may videotape, take photographs or gather artifacts to capture behavior and/or characteristics that will benefit your documentation. The parents or caregivers may be able to provide you with background information on the child that may inform you of additional environmental influences in the child's life. Observation formats and methods will be reviewed in class. Remember the permission form must be signed prior to beginning your observations. For confidentiality reasons use first names ONLY, when writing about the child and family.

b. **Compare and Contrast:** The second portion of this assignment involves you comparing and contrasting how two or more theorists would interpret your observations of the child. You are to consider the theorist's views on the domains of development and their views in terms of the basic issues. In addition, locate a minimum of three professional articles, which addresses the age group of the child observed and incorporate information from the articles in your compare & contrast paper. Do the articles support or refute the perceptions of the theories you are comparing and contrasting? What theories do you believe the author is using as a foundation for their article?

c. **Reflections**: Write a reflection on the observation process. How did the project impact your schema of child development? What role do you see child observation playing in your future work with children?

C. Class Presentation (10%) You will prepare and deliver a 15-20 minute PowerPoint presentation on your collective observations. The presentation will need to include highlights from your child observation, information you found as you identified research relevant to the age group and on the relevance of the theorists views which you considered when writing your Reflection and Research. You are encouraged to be creative in your presentation and make your presentation involve active learning strategies for your audience.

COURSE ASSESSMENT & LEARNING OUTCOMES MATRIX

Assessment Methods	*Course Learning Outcomes*
Written project	#2, #5, #6
Presentation	#2, #5, #6
Mid-Term Exam	#1, #5
Final Exam	#1, #2, #3, #4, #5, #6

RUBRIC for WRITTEN PROJECT

- Organize your paper paying attention to the rubric below to submit it to until **8th May 2022**, Monday both hard copy in hand at course hour and online to LMS.

<table>
<tr><td colspan="5" align="center">Rubric for Grading Observation Project</td></tr>
<tr><td></td><td>Below Expectation</td><td>Satisfactory</td><td>Exemplary</td><td>Weight</td></tr>
<tr>
<td>Description</td>
<td>The description is inaccurate or overly general. What is submitted does not comply with specifications. Irrelevant concepts and ideas are included.</td>
<td>The description is generally accurate, but incomplete. Important factual concepts are used and well integrated. Ideas are developed clearly but not fully.</td>
<td>The description is accurate and complete. Factual information are used and well integrated. Ideas are developed clearly and fully.</td>
<td>6pts.</td>
</tr>
<tr>
<td>Comparison</td>
<td>No or few aspects of child development are compared. The comparisons are difficult to comprehend or do not make sense at all.</td>
<td>Some aspects of child development are compared. However, the paper does not enable the reader to follow and comprehend the comparison.</td>
<td>Many aspects of developmental areas are compared. Comprehensive and easy to follow.</td>
<td>10pts.</td>
</tr>
<tr>
<td>Analysis</td>
<td>No or few critical evaluation of the observation .

Little or no evidence is used to support assertions.</td>
<td>Just reports the findings of the observation. No or unsatisfactory support of unique interpretation.</td>
<td>All developmental areas of each age froup are observed and well analyzed based on the evidence gathered.</td>
<td>10pts.</td>
</tr>
</table>

Overall	Paper is not well organized. Development of paper is not logical and easy to follow. Language does not enable the reader to follow and comprehend the paper. Students shift from one idea to another without making logical connections.	Organized paper with logical development. Smooth transitions between paragraphs, but not in all cases. Language of the paper is easy to understand. Connections among subtopics are sometimes not well presented.	Development of paper is highly logical. Smooth transitions between paragraphs. Very well-articulated paper with clear, easy to follow language. The content follows in reasonable order.	4pts.

- Prepare your presentations according to the criteria below. Do not forget that your presentations shouldn't exceed **20 minutes** and should be ready by **9th May 2022**

Rubric for Grading Oral Presentations				
	Below Expectation	**Satisfactory**	**Exemplary**	**Weight**
Organization	No apparent organization. Evidence is not used to support assertions.	The presentation has a focus and provides some evidence which supports conclusions.	The presentation is carefully organized and provides convincing evidence to support conclusions	3pts
Content	The content is inaccurate or overly general. Listeners are unlikely to learn anything or may be misled.	The content is generally accurate, but incomplete. Listeners may learn some isolated facts, but they are unlikely to gain new insights about the topic.	The content is accurate and complete. Listeners are likely to gain new insights about the topic.	4pts.

Delivery	The speaker appears anxious and uncomfortable, and reads notes, rather than speaks. Listeners are largely ignored.	The speaker is generally relaxed and comfortable, but too often relies on notes. Listeners are sometimes ignored or misunderstood.	The speaker is relaxed and comfortable, speaks without undue reliance on notes, and interacts effectively with listeners.	3pt.

- The grade for the **written part of the project is 30 points** and for **presentation is 10 points**; overall grade is **40** for this project.

TENTATIVE COURSE OUTLINE

W	TOPICS	READINGS
1	Issues in child development	
2	Theories of child development	
3	Factors affecting development	
4	Physical development	
5	Cognitive development	
6	Language development	
7	Revison- Midterm week Guest speaker	
8	Social and emotional development	
9	Film watching and film critic	
10	Personality development	
11	Sexual development	
12	Moral development	

13	Presentations	
14	Presentations	
15	Presentations	