SPED 63955
Typical and Atypical Development in Young Children
Spring 2009

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Course Description

This course provides an overview of typical and atypical development in young children from birth through age eight. Traditional and modern theories of development are discussed with an ecological framework with an emphasis on brain research, risk factors, culture, and the implications of atypical development as it relates to play and learning.

**This class will be highly interactive and experiential; therefore, students' attendance and participation is critical. The experiences, knowledge, ideas, and opinions of students are respected and welcomed as an integral part of the course.

General Instructor and Course Information

Instructor: Sandra Hess Robbins, M.Ed.
Office: 300J White Hall
Mailbox: 405 White Hall
Phone: 216-952-9107
Office Hours: By appointment
E-Mail: srobbin4@kent.edu
Class Hours: Mondays 4:25-7:05 pm
Class Location: 302 Moulton Hall

Required Reading
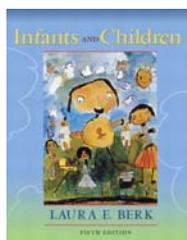
Berk, L.E. (2005). *Infants and Children: Prenatal through middle childhood: 5th Edition*.
        Boston, MA: Pearson.

To supplement the text, additional required readings will be recommended and/or required as the course progresses. All assigned readings will be posted in the course Wikispace and should be completed **prior to each class as activities and discussions will be based on the readings.

Course Expectations

1. Students will work together in learning and applying content (follow 3 before me rule)
2. Students will engage in self-reflection and evaluation activities to facilitate change in their work with young children.
3. Students will find creative ways to explore new ideas and problem solve with others.
4. Students will be prepared for and participate in **all** course activities.
5. Students will use technology in their search for information, communication with the instructor and other participants, and in dissemination of products. All students must ensure they have **daily** access to a computer to engage in word processing activities, e-mail communications, online activities, and Internet searches.
6. Students will complete all weekly activities and course assignments **according to all course policies**. All products should be complete, professional, and on time.

Explanation of Course Technology

Students will be directed towards the use of specific technology applications throughout the course. At a minimum, students will be expected to utilize the technology listed below.

WIKISPACE Site

WIKI is a website that allows multiple users to edit the site, post documents, and engage in conversations and joint editing of work.

The course instructor will setup a class wiki that will allow students to engage in class activities and collaborate with other students when activities require joint completion. Class information including the syllabus, description of assignments, weekly handouts, course policies, supplemental readings, tips, and related links will be posted on this website.

In order to access the WIKI space, please visit http://www.wikispaces.com/ and setup an account. Contact the course instructor with your account name and e-mail associated with the account so that you are given permission to view the space.

Information on WIKIs: http://www.commoncraft.com/video-wikis-plain-english

BLOGS

BLOGS are an interactive commentary tool that allows students to post written reflections and documentation regarding course content for others to view and discuss. Students will utilize blogs as part of their personal reflection on course readings, activities, and discussions with other students, and to share examples of observed application of course content.

Setting up a Blog
1. Create an account at the selected blog site; Blogger is preferred www.blogger.com, however students can choose to use another blog site as long as the blog can be set to private view.
2. Create a personal blog site for the course or in combination with other course you are taking in Spring 2009
3. Invite the course instructor and other students to your blog.

Blogger tutorial for Students
http://www.screencast.com/users/kprettif/folders/Jing/media/ff20c7b7-c1ea-437d-9318-aee7291e6596

Further Information on Blogs: http://www.commoncraft.com/blogs

Optional Technology Applications for Group Collaboration

Google Talk

Additional Equipment Required: A microphone or voice recorder

Google Talk is a program that supports online discussion and instant messaging features. Each student will need to create a Google account in order to download the Google Talk program. Students can use instant messenger without additional equipment, but the online discussion requires a headset with microphone that can be purchased at local computer supply stores for under $20.00. As students create accounts, please share your Google name.

Setup a Google Talk Account: http://www.google.com/talk/

Further Information About Google Talk: http://www.google.com/talk/about.html

SKYPE

SKYPE is another option for online discussions and instant messaging communication. What is different between SKYPE and Google Talk, is SKYPE will allow you to talk with more than one person (i.e., conference calling feature). A headset is also needed to be able to use SKYPE.

Setup a SKYPE Account: http://www.skype.com/useskype/

Students with Disabilities Policy

University policy 3342-3-18 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (contact 330-672-3391 or visit www.kent.edu/sas for more information on registration procedures).

Calendar of Events/Topics

Spring 2009

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Date/Format	Topic	Reading	Assignment
Week 1 Jan 26 **F2F**	Course Overview History, Theory, and Research strategies	Berk, Chapter 1	Read Syllabus Login to Wikispace
Week 2 Feb 2 **F2F**	The Developing Brain	NRC, Chapter 8	Blog
Week 3 Feb 9 **Online**	Biological and Environmental Foundations	Berk, Chapter 2 NRC, Chapter 2 NRC, Chapter 3 Maschinot, 2008	Online Discussion
Week 4 Feb 16 **F2F**	Prenatal Development	Berk, Chapter 3	Blog
Week 5 Feb 23 **Online**	Birth and the Newborn Baby	Berk, Chapter 4	Online Activity Course Wiki – foundations
Week 6 Mar 2 **Online**	Physical Development in Infancy and Toddlerhood	Berk, Chapter 5	Online Activity Research paper on motor development
Week 7 Mar 9 **F2F**	Cognitive Development in Infancy and Toddlerhood	Berk, Chapter 6	Blog
Week 8 Mar 16 **Online**	Emotional and Social Development in Infancy and Toddlerhood	Berk, Chapter 7	Online Activity Course Wiki – infancy and toddlerhood
Week 9 Mar 23 **Online**	Communicating and Learning	NRC, Chapter 6	Online Discussion
Week 10	**Spring Recess**		

Mar 30	**No Classes**		
Week 11 Apr 6 **F2F**	The Communication Chain	Crystal & Varley, Chapters 3 & 4	Blog
Week 12 Apr 13 **Online**	Linguistic Pathologies	Crystal & Varley Chapter 5	Online Activity Course Wiki - communication
Week 13 Apr 20 **Online**	Physical Development in Early Childhood	Berk, Chapter 8	Online Activity Research paper on play
Week 14 Apr 27 **F2F**	Cognitive Development in Early Childhood	Berk, Chapter 9	Blog
Week 15 May 4 **Online**	Emotional and Social Development in Early Childhood	Berk, Chapter 10 NRC, Chapter 7	Online Discussion
Week 16 May 11	The interrelatedness of development **Finals Week**		Blog Course Wiki – early childhood

*__**This is tentative schedule. Any changes to the course schedule will be agreed upon between the students and instructor before they are finalized__*

ECIS Licensure Competencies

Knowledge:	*Competency Description:*
CC2K1	Typical and atypical human growth and development
CC2K2	Educational implications of characteristics of various exceptionalities
CC2K5	Similarities and differences of individuals with and without exceptional learning needs
CC2K6	Similarities and differences among individuals with exceptional learning needs
EC2K1	Theories of typical and atypical early childhood development
EC2K2	Effect of biological and environmental factors on pre-, peri-, and post-natal development
EC2K3	Influence of stress and trauma, protective factors and resilience, and supportive relationships on the social and emotional development of young children
EC2K4	Significance of sociocultural and political context for the development and learning of young children who are culturally and linguistically diverse
EC2K6	Childhood illnesses and communicable diseases
CC3K1	Effects an exceptional condition(s) can have on an individual's life
CC3K2	Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development
CC3K3	Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs. Family and schooling.
CC5K5	Social skills needed for educational and other environments
CC6K1	Effects of cultural and linguistic differences on growth and development
EC9K1	Organizations and publications relevant to the field of early childhood special education
Skills:	
CC4S6	Use strategies that promote successful transition for individuals with exceptional learning needs
EC4S3	Prepare young children for successful transitions
CC9S10	Access information on exceptionalities