

**Norfolk State University
School of Education
Spring 2007**

Course Title: Teaching and Learning in the Primary School
Course Number: EED 503-01 (3) Semester Hours
Instructor: Dr. Herman D. Clark, Jr.
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Text: Schickedanz, Schickedanz, Forsyth, and Forsyth,
"Understanding Children and Adolescents," 4th
Ed. Boston: Allyn and Bacon

Course Description:

The primary goal of this course is to provide a comprehensive knowledge base for teachers of young children so they can make decisions that are founded on more than educational traditions and their own experiences as students. This course is also designed to encourage early childhood teachers to consider the child, the family, and the community when planning experiences for each individual. Finally, this course will help readers prepare for the Praxis exam, which some states require teachers pass before they can become certified. The content of each chapter reflects the newest standards and research coupled with practical suggestions and activities.

This course is organized into two main parts: The first is grouped as foundational chapters and thus offer basic information that guides good teaching practice. The second part deals specifically with content areas.

Rationale:

It is important that teachers prepare themselves with a broad understanding of educating the "whole child." Too often, more time is spent with the cognitive part of the child that other parts, such as the physical, social, emotional and psychological parts are neglected. By giving attention to all of these areas, teachers will have a better chance of reaching the child, thus, teaching the child.

Mode of Teaching:

- a. Lecture
- b. Discussion
- c. Cooperative Groups
- d. Critical Thinking Activities

- e. **Role Playing**
- f. **Research Activities**
- g. **Observations**

Course Competencies

Students in this course will gain knowledge and understanding of:

Systems and Organizations

- learning goals in a pluralistic society
- effective communication, including consensus building and negotiation skills.

Theories, models, and principles of organizational development, including principles and issues in school and community relations.

The conditions and dynamics of the diverse background of students and their community including: emerging issues and trends that impact the classroom and the community; community resources and partnerships of the school, family, business, government, and higher education institutions; and, community relations and marketing strategies and processes.

Principles of representative government and the STATE department of Education that under grid the system of American schools and classrooms including: the political, social, cultural, and economic systems and processes that impact schools; the importance of diversity and equity in a democratic society and in the schools.

Critical Competencies:

Students in this course will:

Present up to three minutes discussion to parents of primary children with a legitimate matter of concern.

Give tips to parents and partners appointed to be a representative to help the relations between the school and the media and to list ways best appreciated by the school constituencies to use the news media.

Interview a teacher specialist (speech, vision, gifted, remedial, etc.) who can share expertise in working with challenging students.

Demonstrate an understanding of issues relevant to behavior and learning in the classroom.

Demonstrate the ability to articulate issues relevant to school and community relations.

Critique assigned books and give the impact these books can have on students learning in the classroom.

Course Outline:

Part One: Research, Theory, and Biology

- theories of child development and methods of studying children.**
- understanding the effects of genetics, prenatal development and birth.**

Part Two: Infants and Toddlers

- the neonate**
- physical development in infants and toddlers.**
- cognitive development in infants and toddlers**
- development of language and communication in infants and toddlers.**
- social and emotional development in infants and toddlers.**

Part Three: Preschool Children

- physical development in preschool children**
- cognitive development in preschool children.**
- development of language and communication in preschool children.**
- social and emotional development in preschool children.**

Part Four: School Age Children

- physical development in school age children.**
- cognitive development in school age children.**
- development of language and communication in school age children.**
- social and emotional development in school age children.**

Part Five: Adolescents

- physical development in adolescents**
- cognitive development in adolescents**
- development of language and communication in adolescents**
- social and emotional development in adolescents**

Part Six: Understanding Child and Adolescent research

- journals, magazines
- audio and video tapes
- interviews, forums, panels, etc.

Course Requirements:

The following assignments are required for this course. All assignments must be typewritten and applicable ones should follow APA guidelines. Please double space, proofread, make corrections neatly and pay close attention to correct punctuation and grammar. Use Microsoft Word in typing your paper.

Late assignments will be accepted only if previous arrangements are made with instructor. Points will be deducted for all late assignments.

- 1. You will be given an objective test after each main part of the course. Each part consisting of two to four chapters. Read carefully and thoroughly each chapter, giving more emphasis on researchers, task researched and learning outcomes as indicated. Test will consist of multiple choice, completion, and essays.**
- 2. Research one professional organization that provides services to primary children as well as those children with special needs. In a two to three page paper, discuss the overall mission of the organization; the goals and primary focus, program initiatives, focus and publications.**
- 3. Critique a one page debatable article of your choice. Support your argument with good data. Clearly specify which area/s of a researcher's theory you are debating and tell why.**
- 4. Write a paper (two to three pages) describing your own philosophy of education. Explain how you developed your philosophy and specify the sources of influences on the development of your philosophy. Explain how it would take form in a real classroom or school setting. Discuss what conceptual framework is reflected in your philosophy.**
- 5. During the course of the semester, you will be required to read 6 journal articles that address effective strategies used in primary grades involving academics and behavior.**

Grades:

Professional Organization	5pts.
Debatable Position Paper	15pts.
Tests	50pts.
Philosophy Paper	10pts.
Interviews	10pts.
Articles	10pts.
Total	100pts.

Grade Point	Letter Grade	% Range	Criteria
4.00	A	100-98	Superior performance on all course activities and examinations according to rubrics and tests scores. Superior demonstration of knowledge, skills and dispositions. Superior oral and written communication skills. Exemplary performance in participation, initiative and creativity.
3.70	A-	97-95	Outstanding performance on all course activities and examinations according to rubrics and tests scores. Outstanding demonstration of knowledge, skills and dispositions. Outstanding oral and written communication skills. Outstanding performance in participation, initiative and creativity.
3.30	B+	94-88	Good performance on all course activities and examinations according to rubrics and tests scores. Good demonstration of knowledge, skills and dispositions. Good oral and written communications skills. Good performance in participation, initiative and creativity.
3.00	B	87-85	Good performance on most course activities and examinations according to rubrics and tests scores. Good demonstration of knowledge, skills and dispositions. Good oral and written communication skills. Good performance in participation, initiative and creativity.
2.70	B-	84-80	Good performance on some of the course activities and examinations according to rubrics and tests scores. Good demonstration of knowledge, skills and dispositions. Good oral and written communication skills. Average performance in participation, initiative and creativity.
2.30	C+	79-78	Average performance on all course activities and examinations according to rubrics and test scores. Average demonstration of knowledge, skills and dispositions. Average oral and written communication skills. Some performance in participation, initiative and creativity.
2.00	C	77-75	Average performance on most course activities and examinations according to rubrics and tests scores. Average demonstration of knowledge, skills and dispositions. Average oral and written communication skills.
1.70	C-	74-70	Average performance on some course activities and examinations according to rubrics and tests scores. Average demonstration of knowledge, skills and dispositions. Average oral and written communication skills. <i>Requires repeating the course.</i>
1.30	D+	69-68	Below average performance on some course activities and examinations according to rubrics and tests scores. Average

			demonstration of knowledge, skills and dispositions. Average oral and written communication skills. <i>Requires repeating the course.</i>
1.00	D	67-65	Below average on most course activities and examinations according to rubrics and tests scores. Below average demonstration of knowledge, skills and dispositions. Below average oral and written communication skills. <i>Requires repeating the course.</i>
0.70	D-	64-60	Below average on all course activities and examinations according to rubrics and test scores. Below average demonstration of knowledge, skills and dispositions. Below average oral and written communication skills. <i>Requires repeating the course.</i>
0.00	F	59 and below	Failed performance on course activities and examinations according to rubrics and test scores. Failed performance of knowledge skills and dispositions. <i>Requires repeating the course.</i>

Free or Inexpensive Materials

“Parenting Insights.” A booklet discussing maternal attachment and the role of the father in infant care. Copies free from Johnson & Johnson, Consumer Services, Skillman, NJ 08558. Ask for booklet B-377.

“Getting to Know Your Newborn.” A booklet discussing the importance of touch, eye contact, and play. You can order up to 100 copies free from Johnson & Johnson, Information Center, Skillman, NJ 08558. Ask for booklet B-386.

“Touch-The Language of Love.” A booklet showing the importance of touch in parent-child relationships. Order up to 100 copies from Johnson & Johnson, Information Center, Skillman, NJ 08558. Ask for booklet 396.