

**NORFOLK STATE UNIVERSITY  
SCHOOL OF EDUCATION  
ELEMENTARY EDUCATION DEPARTMENT**

**“Preparing Competent, Compassionate, Cooperative and Committed Leaders”**

**COURSE TITLE: URBAN CHILD DEVELOPMENT AND THE FAMILY**

**COURSE NUMBER: EED 540 (3) SEMESTER HOURS**  
**Thursday, 4:00 – 7:00 p. m.**

**INSTRUCTOR: Dr. Matilda Martin**  
**OFFICE: 150 Bozeman Building**  
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**OFFICE HOURS: 12:00-2:00 (MWF); 10:00-11:00 (F); 3:00-4:00 (TTH)**

**Class Meeting: 4:00 p.m.- 7:00 p.m. (TH)**  
**106 BEB**

**COURSE TEXT: McDevitt, Teresa M. & Ormrod, Jean E. (2006)**  
**Child Development: NJ: Merrill Prentice Hall.**

**SUPPLEMENTARY**  
**TEXT: Hildebrand, V., Phenice, L.A., Gary, M. M., & Hines, R. P.**  
**(2004). Knowing and Serving Diverse Families. (Second ed.).**  
**NJ: Merrill Publisher.**

**COURSE DESCRIPTION:**

This course includes a study of the growth and development of urban children and their families. Teacher candidates will acquire knowledge of child development learning and motivational theories from birth through adolescence. The course content addresses children’s physical, cognitive, language, social, and emotional development. Family patterns as they relate to child rearing and educational practices are also studied. Moreover, situational factors that influence the urban child’s growth and development are examined. Emphasis is also placed on analyzing the role of the school in the total development of urban children.

**OBJECTIVES:**

Upon completion of the course, teaching candidates will be able to:

1. Demonstrate knowledge, understanding and use of the major concepts, principles, theories, and research related to the development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge and motivation (VAEC: 1; NCATE/A C E I: 1).
2. Apply knowledge of child development theories to develop developmentally appropriate learning experiences for urban children in grades pre-k-six. (VAEC: 1; NCATE/A C E I: 5, 3b)
3. Develop an understanding of the development of urban children in the context of the family, culture, community, and school. (VAEC: 4b; NCATE/A C E I: 1)
4. Demonstrate an understanding of how economic, social, racial, ethical, and religious factors influence individual differences in the growth and development among urban children. (VAEC: 4b; NCATE/A C E I: 1)
5. Evidence knowledge of how situational factors attribute to urban children's developmental disabilities and developmental issues such as attention deficit disorders, substance abuse, child abuse, and family and community disruptions. (VAEC: 1, 4b; NCATE/A C E I: 1, 5c)
6. Describe how situational correlates affect the family and the development and behavior of urban children.(VAEC: 2a, c, d, e; NCATE/ ACE I: 1, 5.3)
7. Evidence an understanding of urban children's growth and development from birth through adolescence, and the relationship between child developmental stages and instructional practices. (VAEC: 2a, c, d, e; NCATE/ACE I: 1)
8. Establish positive and collaborative relationships with urban families as partners in the educational process. (VAEC: 2e; NCATE/ACE I: 5.3)
9. Design a plan to support families in promoting the character development of urban children, with emphasis on respect, responsibility, and moral behavior. (VAEC: 2d, NCATE/ACEI 5.3)
10. Exhibit the ability to support urban children through the collaboration between parents, teachers, specialists, and community agencies. (VAEC: 2c; NCATE/ACE I: 5.3)
11. Demonstrate an understanding of the expectations that urban parents hold for children and teachers, and the educational process. (VAEC: 2e; NCATE/ ACE I: 5.3)
12. Devise procedures for involving parents and families in all aspects of the

education of urban children. (VAEC: 2c; NCATE/ACE I: 5.3)

13. Develop knowledge of how teacher expectations influence the achievement of urban children. (VAEC: 5e; NCATE/ACE I: 5.3)
14. Evidence an understanding and appreciation of the cultural diversity that exists in urban communities. (VAEC: 2b; NCATE/ACE I: 1, 3.2)
15. Draw implications from teacher effectiveness research and school effective research to research to develop and implement exemplary instructional practices and programs for urban children in both the cognitive and affective domains.  
(VAEC: 1h, 1i ; NCATE/ACEI 1)
16. Analyze, apply, and conduct quantitative and qualitative research pertaining to the role of the family, community, and school in the growth and development of urban children.  
(VAEC: 1h, 3, 4b; NCATE/A C E I: 5.3)
17. Evidence an understanding of the historical and present day characteristics of the urban environment in order to effectively address the diverse needs of children who reside in urban communities. (VAEC: 3a, b, c, d, e; NACRE/ACE I: 5.3)
18. Plan and implement instructional content and methodology that integrate technology to effectively address the multifaceted needs of urban students.  
(VAEC: 1d; NCATE/ACE I: 1)
19. Apply knowledge of educational computing to locate research studies pertaining to urban child development, families, communities and schools.  
(VAEC: 1d, 4b, c, d; NCATE/ ACE I: 1)
20. Evidence knowledge of ethical and legal issues that relate to the use of technology.  
(VAEC: 1d; NCATE/ACE I: 1)

## **CONTENT OUTLINE AND COURSE SCHEDULE**

<b><u>WEEK</u></b>	<b><u>TEXT CHAPTERS</u></b>	<b><u>CONTENT</u></b>
<b>One</b>	<b>1</b>	<b>Course Introduction and Requirements</b>  <b>Making a Difference in the Lives of Infants, Children, and Adolescents</b> Child Development as a Field of Inquiry Basic Issues in the Study of Development Theories of Child Development Developmental Periods

From Theory to Practice

<b><u>WEEK</u></b>	<b><u>TEXT CHAPTERS</u></b>	<b><u>CONTENT</u></b>
<b>Two</b>	2	<b>Methods of Inquiry in Child Development</b> Beliefs About Child Development Developmental Research Methods Gathering Information During Professional Practice
<b>Three</b>	3	<b>Physical Development</b> Nature and Nurture in Physical Development Principles of Physical development The Brain and its Development Physical Development Across Childhood Physical Well-Being Special Physical Needs
<b>Four</b>	4	<b>Cognitive Development 1: Piaget and Vygotsky</b> Piaget's Theory of Cognitive Development Vygotsky's Theory of Cognitive Development Comparing Piaget and Vygotsky
<b>Five</b>	5	<b>Cognitive Development 2: Cognitive Processes</b> Information Processing Development of Metacognitive and Cognitive Strategies Children's Construction Theories Non-Piagetian Approaches to Cognitive Development Adding a Sociocultural Element to Information Processing Theory Critique of Contemporary Approaches to Cognitive Development Exceptionalities in Information Processing
<b>Six</b>	6	<b>Intelligence</b> Defining Intelligence Theoretical Perspectives of Intelligence Measuring Intelligence Hereditary and Environmental Influences on Intelligence Developmental Trends in Intelligence Scores Critique of Current Perspectives on Intelligence

<b><u>WEEK</u></b>	<b><u>TEXT CHAPTERS</u></b>	<b><u>CONTENT</u></b>
<b>Seven</b>	7	<b>Language Development</b> Theoretical Perspectives of Language Development Trends in Language Development Development of a Second Language Diversity in Language Development Exceptionalities in Language Development
<b>Eight</b>	8	<b>Development of Literacy: Reading and Writing</b> Theories of Literacy Development Literacy in the Early Years Development in Reading Development in Writing Developing Literacy in a Second Language Diversity in Language Development Exceptionalities in Reading and Writing Development Reading and Writing as Facilitators of Cognitive Development
<b>Nine</b>	9	<b>Personal and Emotional Development</b> Early Attachments Emotional Development Development of a Sense of Self A Life-Span Approach to Personal and Emotional Development: Erikson's Theory
<b>Ten</b>	10	<b>Social Understanding and Moral Development</b> Social Cognition Conceptions of Society and Social Groups Moral Development
<b>Eleven</b>	11	<b>Development of Motivation and Self-Regulation</b> Behaviorist Perspective of Motivation Social cognitive Perspective Trait Perspectives of Motivation Cognitive Perspectives of Motivation Critiquing Theories of Motivation Development of Self-Regulation Fostering Motivation in Children and Adolescents Development of Self-Regulation Effects of the School Environment

<b><u>WEEK</u></b>	<b><u>TEXT CHAPTERS</u></b>	<b><u>CONTENT</u></b>
<b>Twelve</b>	12	<b>The Family</b> How Parents Conceptualize Childhood Partnerships with Families
<b>Thirteen</b>	13	<b>Interpersonal Relationships</b> Development of Interpersonal Behaviors Peer Relationships Romantic Relationships
<b>Fourteen</b>	14	<b>Growing Up in Context</b> Cultural and Ethnicity Historical Era Religious Affiliation Socioeconomic Status Neighborhood and Community The Media A Place for Professionals in Children's Lives Final Examination Review
<b>Fifteen</b>		<b>Final Examination</b>

## **LEARNING EXPERIENCES**

The following learning experiences are designed to assist teacher candidates in attaining the objectives of the course.

Teacher Candidates will:

1. Demonstrate a comprehensive knowledge of the (1) developmental stages of children and young adolescents and application of learning theories through a series of objective and essay examinations. Candidates will evidence a performance level of at least eighty (84%) percent accuracy. The examinations will be scored on a scale ranging from 0-100 points.
2. Evidence a comprehensive knowledge of diverse learners and how the family, and physical, cognitive, language, social, cultural, and emotional correlates influence the growth and development of urban children through a series of objective and essay examinations. Candidates will demonstrate a performance level of at least eighty (84%) percent accuracy. The examinations will be graded on a rating scale ranging from 0-100 points.

3. Use the Internet to locate current articles regarding the development of prek-six grade students. Using the written presentation guidelines, teacher candidates are to summarize five articles in a word processed paper. The summaries will be presented in class.
4. Observe in an elementary school setting and apply the observational techniques discussed in class to observe and gather data on a child between the ages of four to ten in an elementary school setting. The case study guidelines will be presented and discussed in class. The case study contains six major components: Physical Development, Activity Pattern, Motor Development, Cognitive Development, Social-Emotional Development and Language Communications Skills.

During your observation experience, you are also required to (1) observe the teacher's interactions with children in the classroom; (2) observe the instructional procedures that the teacher implements to deliver instruction; and (3) use the information in requirements one (1) and two (2) to develop a Level I Field Experiences Portfolio. The Level I Field Experiences forms are to be downloaded from the website:  
[http://www.nsu.edu School of Education, Office of Professional Development](http://www.nsu.edu/School%20of%20Education/Office%20of%20Professional%20Development) .

5. Select five of the child development theories discussed in the course and describe how they can be applied in an urban classroom to improve the learning outcomes of urban students. The theory may be applied in a specific curriculum area, instructional strategy, motivational activity, assessment procedure, or classroom management procedure. The presentation format will be in the form of a word-processed paper, ranging from seven to eight pages.
6. Using child development research, develop a Power Point presentation for delivery in class for instructor evaluation.
7. Collaborate in learning teams to develop a parent questionnaire regarding their perceptions of their children's elementary school teachers; administer the instrument to parents; and present the findings in a written report for oral presentation.
8. Complete the *Child Abuse Recognition and Intervention Training for Initial Licensure and Licensure Renewal Module* at [www.vcu.edu/vissta/training/va/teachers](http://www.vcu.edu/vissta/training/va/teachers).
9. Cooperative Learning Group Tasks: Participate in groups to derive solutions to the following (a) Given data regarding learners who differ from typical developmental patterns, analyze the student data and then identify the specialist with whom classroom teachers need to collaborate to address the students' needs in order to facilitate the learning process (b) analyze students' learning styles and identify developmentally appropriate instructional activities and learning experiences that will accommodate the needs of culturally diverse students and students with exceptional learning requirements in grades prek-six; (c) design a directory of school and community referral services and procedures that specifically meet the the needs of all diverse populations; (d) Given samples of studies containing the characteristics of culturally diverse learners, analyze

and identify the students' physical, social, emotional, cognitive, and linguistic development. The analyses will be presented in class for discussion and evaluation; administer Piagetian tasks to prek through six students and present video tapes of the testing sessions to the class for evaluation. Group grades will be given for these learning experiences.

## **METHODOLOGY**

The learning experiences will be delivered through lectures, general discussions, structured problem-solving discussions, intra-group activities, multi-media presentations, and modeling and demonstrations. Learning situations will also be provided which allow teacher candidates opportunities to apply theoretical knowledge in simulated classroom settings and elementary school settings.

## **COURSE REQUIREMENTS:**

1. Attend all scheduled classes. Teaching candidates who are absent from class are expected to obtain all lecture notes, course hand-outs, and related course activities from their telephone/e-mail class colleagues. The NSU attendance policy governs class attendance and is contained in the *NSU Catalog* and *NSU Student Handbook*.
2. Read assigned readings in the course text, professional journals, supplementary texts, and on websites.
3. Complete library assignments as designated by the instructor.
4. Actively participate in class discussions and intra-group activities.
5. Demonstrate acceptable (84% accuracy) performance on class examinations.

## **EVALUATION:**

Each teacher candidate will be evaluated on his/her performance on the course learning experiences. The following grading scale will be applied to determine the final grade for the course.

## **GRADING SCALE:**

A = 94-100	C = 74-76
A- = 90-93	C- = 70-73
B+ = 87-89	D+ = 67-69
B = 84-86	D = 64-66
B- = 80-83	D- = 60-63
C = 77-79	F = Below 60

**▲ REQUIRED LEARNING TASKS GRADING PROCEDURES**

<b>LEARNING TASKS</b>	<b>PERCENTAGE OF GRADE</b>
• <b>Examinations</b>	<b>20%</b>
• <b>Case Study</b>	<b>20%</b>
• <b>Child Development Research Power Point Presentation</b>	<b>15%</b>
• <b>Child Development Application Paper</b>	<b>20%</b>
• <b>Parents' Perception of Elementary Classroom Teachers: A Descriptive Study</b>	<b>15%</b>
• <b>Group Projects: Simulated Problematic Situations in Child Development Cooperative Learning Problem-Solving Class Attendance</b>	<b>10%</b>

## **RESOURCES**

- Copaul, McNicol (2004). Working with Linguistically and Culturally Different Children. MA: Allyn and Bacon.
- Delpit, L. (2005). Other People's Children: Cultural Conflicts in the Classroom. New York, NY: The New Press.
- Finn, C. E. & Ravitch, D. (2000). Educational Reform. IN: Hudson Institute.
- Fuller, M. L. & Olsen, G. (2004). Home-School Relations: Working Successfully with Parents. MA: Allyn and Bacon.
- Garcia, Eugene. (2004). Student Cultural Diversity. NY: Houghton Mifflin Company.
- Grabe, M. & Grabe, C. (2005). Integrating Technology for Meaningful Learning. MA: MA: Houghton Mifflin.
- Hollins, E. R. (2003). Cultural in School Learning. NJ: Lawrence Erlbaum Associates.
- Rose, M. (1999). Possible Lives. MA: Houghton Mifflin.
- Sirotnik, K. (2003). Improving Urban Schools in the Age of Restructuring. Education and Urban Society.
- Slavin, R. (2002). Cooperative Learning: Theory, Research, and Practice. MA: Allyn & Bacon.

## **Websites**

[www.acei.or](http://www.acei.or)  
[www.naeyc.org](http://www.naeyc.org)  
[www.abacon.com](http://www.abacon.com)  
[www.sage.com](http://www.sage.com)  
[www.coursewise.com](http://www.coursewise.com)  
[www.collegehmco.com](http://www.collegehmco.com)  
[www.pen.k12.va.us/VDOE/Instruction/sol.html](http://www.pen.k12.va.us/VDOE/Instruction/sol.html)  
[www.vcu.edu/vissta/training/va/teachers](http://www.vcu.edu/vissta/training/va/teachers)

## **Professional Journals**

Child Study Journal  
Children and Schools  
Child Development  
Childhood Education  
Childhood Language and Teaching

### **Professional Journals**

Cognition and Instruction  
Early Childhood Research Journal  
Exceptional Children  
Infant and Child Development  
Journal of Early Intervention  
Journal of Learning Disabilities  
Journal of Research in Childhood Education  
Teaching Exceptional Children

### **Professional Associations**

Association for Supervision and Curriculum Development  
Council of Exceptional Children  
National Association of Childhood Education International  
National Association for the Study of Young Children

*In Accordance with the Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, if you have a disability or think you have a disability, we ask that you please contact the Supporting Students through Disability Services (SSDS) Office.*

*Office: 309 Mills Godwin Building  
Telephone: 823-2409*

Students who qualify for disability services are to present documentation from the Office of Disability Services during the first week of class.