# Course Schedule – Spring 2012

- **This schedule is subject to change; updates will be made in class. If you are absent from a class session, it is your responsibility to learn about revisions to the schedule.**
- **The course schedule can also be found on Moodle with hyperlinks for all articles. Assignment descriptions can be found at:**
  [http://www.sonoma.edu/users/p/pollack/edu420/assignmentsSp11.html](http://www.sonoma.edu/users/p/pollack/edu420/assignmentsSp11.html)

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<tr>
<th>Week</th>
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<tr>
<td>1</td>
<td>January 19</td>
<td>- <strong>INTRODUCTION TO COURSE</strong>&lt;br&gt;- Remembrance of things past: the contexts of childhood</td>
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| 2    | January 26 | - **OVERVIEW AND APPLICATION OF CHILD DEVELOPMENT THEORIES**<br>  
  - **Read:** McDevitt & Ormrod: pgs 3-29<br>  
  - **Homework:** a. Library Research - Bring in professional journal article with 1-2 paragraph synopsis<br>  
  - **b.** Post your MOODLE profile and participate in Introductions Forum |
| 3    | February 2 | - **PHYSICAL DEVELOPMENT**<br>  
  - The brain and early learning<br>  
  - **Read:** McDevitt & Ormrod: pgs 145-171; 176-179<br>  
    Supplemental article on course website<br>  
  - **Homework:** a. List your top 3 choices for the Book Club;<br>  
    bring to class<br>  
  - **b.** MOODLE -Write 3 possible inquiry questions for your in-depth study assignment<br>  
  - **c.** Post 1 reading query on MOODLE |
| 4    | February 9 | - **EMOTIONAL DEVELOPMENT**<br>  
  - Psychosocial Theory: Erikson<br>  
  - Attachment Theory - Bowlby & Ainsworth<br>  
  - Video: on temperament, "Flexible, Fearful, and Feisty" <br>  
  - **Quiz #1**<br>  
  - **Read:** McDevitt & Ormrod: pgs 404-431 |
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| 5    | February 16| - **DEVELOPMENT OF IDENTITY AND SOCIAL UNDERSTANDINGS**  
- Behaviorist Theory: Skinner  
- Social Learning Theory: Bandura  
- Identity Formation: Marcia  
- Social Patterns of Play: Parten  
- Library Research Workshop – Schulz 2016  
  - **Read**: McDevitt & Ormrod: pgs 444-459; 463; 466-470; 482-487; 498; 530-534; 554-559; 570  
  - Supplemental articles on course website  
  - **Homework**: In-depth study proposal on MOODLE |
| 6    | February 23| - **COGNITIVE DEVELOPMENT THEORIES**  
- Constructivism Theory – Piaget  
- Socio-cultural Theory - Vygotsky  
- **Quiz #2**  
  - **Read**: McDevitt & Ormrod: pgs 194-227 |
| 7    | March 1    | - **COGNITIVE PROCESSES AND THE EFFECTS OF PLAY**  
- Information processing Theory  
- “Video: The Power of Play”  
- Peer-editing Groups  
  - **Read**: McDevitt & Ormrod: pgs 234-252; 2+ articles for your in-depth study  
  - **Homework**: Bring 2 copies of your in-depth study introduction – draft AND 2 copies of your reference page – draft |
| 8    | March 8    | - **LANGUAGE DEVELOPMENT**  
- Piagetian Clinical Interviews  
- **Quiz #3**  
  - **Read**: McDevitt & Ormrod: pgs 314-344  
  - Supplemental readings on course website |
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| 9    | March 15 | - INTELLIGENCE THEORIES AND ASSESSMENTS  
|      |          |  - General Intelligence Theory: Binet, Spearman, Cattell, Sternberg  
|      |          |  - Multiple Intelligence Theory: Gardner  
|      |          |  - Peer-editing Groups  
|      |          |  - **Read**: McDevitt & Ormrod: pgs 273-302;  
|      |          |  Supplemental readings on course website  
|      |          |  Begin reading your book group selection  
|      |          |  **Homework**: a. Multiple Intelligence Survey on MOODLE, print both pages, complete, bring to class  
|      |          |  b. On MOODLE forum: Write a paragraph evaluating what you noticed from your MI survey; respond to a classmate's  
|      |          |  c. Post 1 reading query on MOODLE |
| 10   | March 22 | - PRESENTATIONS OF IN-DEPTH STUDIES  
|      |          |  - **Due**: In-depth study and abstract; Bring hard copy of paper as well as submit to TurnitIn on MOODLE  
|      |          |  - **Read**: Continue reading your book group selection |
|      |          |  **Spring Break**: Relax, Read, Wear Sun Screen |
| 11   | April 5  | - INFLUENCES OF FAMILIES ON CHILDREN  
|      |          |  - Book Group Discussions – Development in different contexts  
|      |          |  - Bio-ecological systems theory: Bronfenbrenner  
|      |          |  - **Read**: McDevitt & Ormrod: pgs 64-84; 92-96;  
|      |          |  Complete your book group selection  
<p>|      |          |  <strong>Homework</strong>: Bring the written responses to 2 questions for your book group: questions #1 and another decided within your group |</p>
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| 12   | April 12| - COMMUNITY SUPPORT FOR FAMILIES & CHILDREN  
|      |         | - State of America's Children Research  
|      |         | - **Quiz #4**  
|      |         |   - **Read:** McDevitt & Ormrod: pgs 578-581  
|      |         |   - State of America webpages on course website  
|      |         |   - **Homework:** Report on a Community Resource Agency,  
|      |         |   - Post on MOODLE and respond to a classmate’s  
| 13   | April 19| - **INFLUENCE OF MEDIA, TECHNOLOGY, AND POPULAR CULTURE - On Line / Library Session**  
|      |         |   - Video: "Mickey Mouse Monopoly  
|      |         |   - **Read:** McDevitt & Ormrod: pgs 581-585  
|      |         |   - Supplemental articles on course website  
|      |         |   - **Homework:** MOODLE Forum: Debate on juvenile justice post opinion respond to a classmate’s  
| 14   | April 26| - **SOCIETAL AND CULTURAL EFFECTS ON CHILDREN**  
|      |         |   - Moral Development Theory: Kohlberg, Gilligan  
|      |         |   - Developing Prosocial Behavior  
|      |         |   - **Read:** McDevitt & Ormrod: 503-512; 518-530; 535-539  
|      |         |   - Supplemental articles on course website  
|      |         |   - **Homework:** Post 1 reading query on MOODLE  
| 15   | May 3   | - **CULTURE OF SCHOOLS**  
|      |         |   - Exceptional children  
|      |         |   - Video: “Educating Peter”  
|      |         | - **Quiz #5**  
|      |         |   - **Read:** McDevitt & Ormrod: pgs182-185; 266-268; 303-308; 347-350; 435-437; 472-473; 571-577  
| 16   | May 10  | - **PROJECT SHARE**  
|      |         |   - **Due:** From Theory to Practice Project  |