

Class and Lecturer Information

Course: Child and Adolescent Development

Days: Thursdays

Time: 4:30 – 7:30 p.m.

Room: ED 5

Lecturer: Dr. Lorna Gow-Morrison

Office hours: Thursdays 2 – 4:15 & Fridays 10:15 – 12:15

Phone:

Email: lornagowmorrison@stcoll.edu.jm

Reading Resources

Recommended Texts and Required Readings

1. Berk, Laura (2006) **Child Development**. 8th ed. Massachusetts, USA: Allyn & Bacon
2. Dolgin, Kim Gale (2010) **The Adolescent: Development, Relationships and Culture** 13th ed. New Jersey: Prentice Hall
3. Leo-Rhynie, Elsa (1993) **The Jamaican Family**
4. Matalon, Barbara (1999) **Exceptionality in the Classroom**
5. The UN Convention on the Rights of the Child
6. Shaffer, David & Kipp, Katherine (2009) **Development Psychology: Childhood and Adolescence** 8th ed. Kentucky, USA: Wadsworth Pub.
7. Santrock, John W. (2004) **Educational Psychology** 2nd ed. McGraw Hill, Boston
8. Vaughn, Sharon et al (2010) **Teaching Exceptional, Diverse and At Risk Students**. 5th ed. New Jersey: Prentice Hall

Course Description

This course introduces student teachers to a developmental approach in the study of the child and adolescents. This course seeks to expose student teachers to various theoretical and psychological views of development. It also seeks to help student teachers to understand the impact of various societal factors, for example, exceptionality, culture and diversity, on development through the medium of research and investigation.

Instructional Processes

Exploration of the course will be facilitated through a constructivist student centred approach using instructional processes related to observation, class discussions, movie analysis, research debates, case studies and class presentations.

Class Policy Goals and Expectations

The lecturer and student teachers should perceive themselves as course participants who are engaged in a reflective, reciprocal journey of teaching and learning. All course participants should therefore strive to develop and maintain a collaborative learning community where respect of self and others, self directedness, personal and academic maturity and engagement in research are constant features. Course participants should also seek to maintain an environment which nurtures critical thinking, technological competencies and the use of Standard Jamaican English.

Summary of Content

It examines the different stages and developmental characteristics of individuals by exploring theories of development and factors that influence growth and development. Strategies and programmes that address issues related to child and adolescent development are also explored.

Unit 1: The Nature of Child and Adolescent Development

Specific Objectives

Student should be able to:

1. Discuss reasons for studying child and adolescent development.
2. Differentiate between the terms “growth” and “development.”
3. Use the theories of development as an aid to understanding the developmental processes of the individual (cognitive, moral, emotional and psychosocial).
4. Appreciate the influence of various factors on development.
5. Describe the interrelationship between self concept and the personal development of the adolescent.
6. Appreciate the structural, chemical and functional differences between boys’ and girls’ brains.

Unit 2: Physical and Physiological Stages of Development

Specific Objectives

Student should be able to:

1. Differentiate between the terms, ‘physical’ and ‘physiological’.
2. Outline developmental stages from infancy to adolescence.
3. Discuss how physiological changes affect the process of development.
4. Examine the factors which influence the physical and physiological development of adolescence.

Unit 3: The Microcosm of the Child

Specific Objectives

Student should be able to:

1. Discuss the historical perceptions of children and compare them with modern theoretical views of the child.

2. Use the case study method to investigate factors contributing to the holistic development of the child.
3. Use the theories of development to analyze information gathered from case studies of children.
4. Evaluate the effectiveness of social agencies in their endeavour to improve the lives of children.
5. Engage in research.
6. Appreciate differences in learners.

Unit 4: Approaches and Models of Classroom Behaviour Management

Specific Objectives

Students should be able to:

1. Explore the scope of biological and cultural influences on behavior
2. Assess the influence of such factors as parents, peers and the mass media on the formation of adolescents' values.
3. Identify the social forces that impact on development of the adolescent.
4. Engage in observational and ethnographical study to glean information on specific groups and the social conditions that affect them.
5. Use the information gathered from research to explain how social forces impact on development.
6. Compare and contrast adolescent development in Jamaica with adolescents in other cultures.
7. Examine and analyze data to arrive at conclusions that will inform their response to the various groups in the Jamaican society.
8. Appreciate the diversity of culture that exists in a society.

Unit 5: Diversity in the Classroom

Specific Objectives

Students should be able to:

1. Examine the concept of diversity.
2. Examine and reflect on personal attitudes towards issues of difference in the classroom.
3. Develop skills to manage heterogeneous classrooms.
4. Explore various ways of resolving conflict.
5. Evaluate government policies on issues of difference.
6. Develop a positive attitude towards students with special needs.
7. Define the term “exceptionality”.
8. Identify and describe different strategies of exceptionality.
9. Develop strategies that the classroom teacher may employ to assist students with common learning disorders.

Topic Schedule and Reading Assignments

Table 1

Topic Schedule and Reading Assignments

Dates	Topics	Due dates	Weighting	Reading Assignments
Week 1	<ul style="list-style-type: none"> • Description of course and assignments • Exploration of concepts – growth, development, child, adolescent • Aspects of development • Factors affecting development 			Exploration of departments’ website Online research of definitions and factors affecting development
Week 2	<ul style="list-style-type: none"> • Factors affecting development cont’d • The nature nurture controversy • Theories of Development <ul style="list-style-type: none"> - Psychosocial – Erikson - Psychoanalytic – Freud • Movie: Mona Lisa Smile 			Berk, L. (2006) Child Development chapter 1 Santrock, J. (2004) Educational Psychology, Chapters 1 & 3

Week 3	<ul style="list-style-type: none"> Theories of Development cont'd <ul style="list-style-type: none"> Cognitive – Piaget Moral – Kohlberg Emotional – Bowlby Trait – Cattell Movie: Mr. Holland Opus 			Berk (2006) chapters 6, 10, 12 Santrock (2004) chapter 2
Week 4	<ul style="list-style-type: none"> Factors affecting physical and physiological development Implications of brain research for the cognitive, social and emotional development of boys and girls Benefits of studying child and adolescent development Movie: Matilda 			Berk (2006) chapter 5
Week 5	Unit Assessment # 1 <ul style="list-style-type: none"> Collaborative Learning Strategies Historical, Philosophical & Scientific views of children 	Movie analysis Oct. 4	40%	
Week 6	Feedback on Assessment # 1 <ul style="list-style-type: none"> Development of individual mastery Learning Plans (MLP) Overview of diversity in the classroom 			
Week 7	Presentations <ul style="list-style-type: none"> Learning disabilities Intellectual disabilities Emotional/behavioural disorders (autism do not include spectrum disorders) MLP check	Ass. # 2	30%	Matalon, Chapters 2, 3 & 4 Santrock, Chapter 6
Week 8	Presentations <ul style="list-style-type: none"> Communication disorders Visual impairments Hearing impairments MLP check	Ass. # 2	30%	Matalon, Chapters 5, 6 & 7 Santrock, Chapter 6

Week 8	Presentations <ul style="list-style-type: none"> - Gifted, talented, creative, - Health impairments (do not include HIV physical impairments,) MLP check	Ass. # 2	30%	Matalon, Chapters 8, 9 & 10 Santrock, Chapter 6
Week 9	Presentations <ul style="list-style-type: none"> - Multiple disabilities, - autism spectrum disorders, - HIV MLP check	Ass. # 2	30%	Matalon chapters 4, 9 & 11
Week 10	Unit Assessment # 2 <ul style="list-style-type: none"> - Quiz on Diversity - Government Policies on issues of diversity MLP check			
Week 11	<ul style="list-style-type: none"> • UN Convention on the Rights of the Child • Analysis of Case Studies 			
Week 12	<ul style="list-style-type: none"> • Factors influencing adolescents values eg. Social class, education, mass media, family type • Social problems in the Jamaican Society <ol style="list-style-type: none"> i. Teenage Pregnancy ii. Child Labour iii. Drugs, crime and violence iv. School attrition v. Poverty vi. Overcrowded cities vii. Male marginalization viii. Juvenile delinquency ix. Illiteracy x. Unemployment xi. Homosexuality MLP check			Berk (2004) Chapters 14 & 15 Relevant PIOJ data Social & Economic Survey 2011

Week 13	Identity formation <ul style="list-style-type: none"> - Biological influences on adolescents' behavior - Factors influencing sex role stereotyping 	Essay due Nov. 29	30%	PIOJ documents Social & Economic Survey 2011 Survey of Living Conditions 2011
Week 14	Feedback on Assignment # 3 Analysis of MLP Self concept, inter personal relationship, academic performance and personal adjustment			Berk (2004) Chapter 11
Week 15	Course Review Analysis of Mastery Learning Plans			

Lecturer's Name, Department: Lorna Gow-Morrison, PhD., The Education Department

College's Name, Date: Shortwood Teachers' College, September 2012