



**QATAR UNIVERSITY**  
**COLLEGE OF EDUCATION**  
**COURSE NUMBER: EDUC 315**  
**COURSE TITLE: CHILD DEVELOPMENT**  
**YEAR AND SEMESTER:**

**INSTRUCTOR:**

**EMAIL:**

**OFFICE NUMBER:**

**OFFICE HOURS:**

**PHONE:**

**CLASS MEETING TIME/LOCATION:**

### **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK**

*Together We Shape the Future through Excellence in Teaching, Scholarship, and Leadership.*

### **COLLEGE OF EDUCATION UNIT LEARNING OUTCOMES (Checked if addressed in this course)**

#### Teaching

- 1. Content: Demonstrate a deep and thorough understanding of the key theories and concepts of the subject matter.
- 2. Pedagogy: Ensure effective planning for instruction and the use of multiple learning and pedagogical content strategies to maximize student learning and promote critical thinking.
- 3. Technology: Evaluate and use current and emerging technologies in instructionally powerful ways and to assist in the management of educational environment.
- 4. Diversity: Respond to every student's uniqueness and foster successful learning experiences by meeting individual differences.

#### Scholarship

- 5. Scholarly Inquiry: Understand the tools and methods of inquiry and use data-driven decision making to maximize teaching and learning.
- 6. Problem Solving: Gather, analyze, and plan a sequence of steps to achieve learning objectives: process a variety of factors in identifying solutions and making sound, well-informed decisions.

#### Leadership

- 7. Ethical Values: Apply professional ethics in all educational contexts and have enduring respect for self-confidence in teaching as a profession.
- 8. Initiative: Demonstrate the qualities of effective leadership to plan with vision and reason, collaborate with all stakeholders, and communicate effectively in interpersonal and public contexts.

## **COURSE DESCRIPTION**

This course reviews the literature on child biological, motor, perceptual, cognitive (including intelligence), language, emotional, social, and gender development. Child development history, theory, and research strategies will be discussed, as well as the effect of family, peers, media, and schooling.

Prerequisites: None

## **COURSE OBJECTIVES**

1. Investigate the physical and motor growth and development, cognitive and language development, and social/emotional development of children in the primary grades.
2. Identify unique developmental traits through data gained from observations.
3. Review and apply the literature on gender and child development.
4. Critically examine the impact of media on primary aged children.

## **COURSE LEARNING OUTCOMES**

Upon completion of this course, students will be able to:

1. Construct a plan to establish a learning environment that supports the physical and motor growth and development, cognitive and language development, and social/emotional development of children in the primary grades.
2. Document ways in which to support children's development socially/emotionally, physically, and cognitively based on developmentally appropriate practice.
3. Construct a plan as to how to establish and maintain an environment that ensures children's healthy development, safety, and nourishment.
4. Plan learning experiences that promote physical, cognitive, and social/emotional development, and language and literacy skills in young children.
5. Define and implement procedures for collecting, organizing and communicating about children's progress around learning outcomes, and respect the confidentiality of information about children and families.
6. Develop procedures for establishing supportive relationships with children and families in promoting social/emotional development.
7. Use data to draw conclusions on how media affects children at the primary level.

## **TEXTBOOKS & READINGS**

Smidt, S. (2005). *The developing child in the 21st century*. New York and London: Routledge.

## COURSE MATRIX

Unit Learning Outcomes	QNPS	Course Objectives	Course Learning Outcomes	Assessment (Tasks/Artifacts)
Pedagogy	1, 2	1, 2	2, 3, 6	Child Observation
Scholarship, Problem Solving	10, 11	3, 4	5, 6, 7	Research Project and Presentation
Pedagogy, Diversity	1, 2, 3, 4, 5	1, 2	3, 4	Learning Center Project
Content, Scholarship	4, 8, 11	1, 2, 3	3, 4	Toy Game Evaluation
Content, Pedagogy	11	1-4	1-7	Topic quizzes / Final

## COURSE REQUIREMENTS

1. Each candidate is expected to attend class and contribute to the community of learners by being a positive participant in discussions, presentations, and hands-on projects.
2. All assignments should be submitted on the specified due date. Assignments turned in later are subject to point deductions.
3. All written assignments should have a cover sheet with assignment title, candidate name, course title, and date.
4. All written assignments should be word processed, double spaced, and in 12 point standard font.
5. All written assignments shall use appropriate citations and references in APA style.
6. All written assignments should use correct grammar and spelling
7. All students must access the Blackboard system at least three times a week, to check for updates.
8. All students must have a working email QU address, to enable efficient communication.

## USE OF BLACKBOARD

- Weekly quizzes will be taken on Blackboard.
- All lectures and power points will also be placed on Blackboard prior to each class. Students are required to download and print notes before coming to class.
- Other than the syllabus, all handouts will only be available on Blackboard.

## COURSE OUTLINE

Class	Topic	Readings
1.	Introduction and course overview	Bring something to class that represents your identity
2.	Syllabus requirements	
3.	Children and childhoods: development in context	Smidt Chapter 1
4.	Factors that affect development	Children's rights in Islam Topic quiz 1
5.	Children as meaning makers: cognitive development. Piaget's stages	Smidt Chapter 2: part 1
6.	Symbolic thinking and brain development	Smidt Chapter 2: part 1
7.	Cognitive development during infancy, preschool and early primary grades	Topic quiz 2
8.	Children as social constructors: Vygotsky's theories.	Smidt Chapter 3: part 1
9.	ZPD and scaffolding and intersubjectivity	Smidt Chapter 3: part 1
10.	Children as creative thinkers: play and development <b>Online class</b>	Smidt Chapter 4 <b>Toy evaluations to be submitted online</b>
11.	Play in cultural contexts <b>Online class</b>	Topic quiz 4
12.	Symbolic development: linguistics	Smidt Chapter 5 part 1
13.	Language and young children	Smidt Chapter 5 part 2
14.	Mid semester break	
15.	Children's writing development	Topic quiz 5
16.	Culture and child development	Smidt Chapter 6
17.	Culture and child development	Topic quiz 6
18.	Identity development	Smidt Chapter 7 Part <b>Child observations due</b>
19.	Gender development	Topic quiz 7
20.	Moral development	Outside readings
21.	Children's moral thinking	Topic quiz 8

22.	The whole child	Smidt Chapter 9
23.	Developmental implications for curriculum	
24.	Group presentations	
25.	Group presentations	Final group paper due
26.	Review and learning center displays	
27.	Review session	Learning centers due
	Final exam	

### ASSESSMENTS

1. Child Observation (15%): Students will observe and compare two (2) children (see Observational Study Guidelines) and submit records and comparative analysis.
2. Each student will participate in a group research project/presentation/paper on a topic (25%) chosen from an instructor created list. The group paper is due in class on the day of presentation. Example topics include child development and television; African views of child development and child development and religion.
3. Toy or Game Evaluation (10%): After learning about motor, emotional, and cognitive development, select a toy or game that has a recommended age range listed on the package. After experimenting with the toy, provide an analysis of the toy and appropriate play with that toy, along with potential inappropriate uses. Identify the types of cognitive skills required to play with the toy, what gross and fine motor skills are necessary to successfully play, emotional development and how the game requires skills such as frustration tolerance, turn taking, etc. What happens if the child lacks the capability to play with this toy? How does the toy encourage growth or learning in the child or does the toy only draw upon pre-existing abilities (Assimilation)?
4. Learning centers (15%): Students will develop a plan for how they will create a learning center in their classrooms that supports developmentally appropriate learning for individual students and groups of students. Each center must be described as well as illustrated visually. A short description of how the center will support learning for a one-week period must also be included as well as ideas as to how the center will change throughout the school year. A list of developmentally appropriate materials for each center must also be included.
5. Topic quizzes (20%): Upon completion of each topic in the course, students must successfully complete a quiz that covers material discussed in class. The format of the quizzes will vary. Most of the quizzes will be online.
6. Final Exam (15%): This is a comprehensive exam that will review all material covered in the course.

### GRADING POLICIES

A	=	100 - 90
B+	=	89.99 - 85
B	=	84.99 - 80

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C+	=	79.99 - 75
C	=	74.99 - 70
D+	=	69.99 - 65
D	=	64.99 - 60
F	=	59.99 - 0

## **ACADEMIC HONESTY**

Qatar University is an academic community actively engaged in scholarly pursuits. As members of this community, students are expected to recognize and honor standards of academic and intellectual integrity. The College of Education supports the ideals of scholarship and fairness by rejecting all dishonest work when it is submitted for academic credit. Qatar University encourages students to be responsible and accountable for their decisions and actions. Any attempt by students to present the work of others as their own or to pass an examination by improper means is regarded as a most serious offense and renders those students who do so liable to disciplinary action. Assisting another student in any such dishonesty, or knowing of this dishonesty and not reporting it, is also considered a grave breach of honesty. Academic dishonesty and plagiarism are described on page 37 in the Qatar University Student Handbook.

## **Appendix**

1. Structure innovative and flexible learning experiences for individuals and groups of students.
2. Use teaching strategies and resources to engage students in effective learning.
3. Foster language, literacy, and numeracy development.
4. Create safe, supportive, and challenging learning environments.
5. Construct learning experiences that connect with the world beyond school.
6. Apply Information and Communication Technology (ICT) in managing student learning,
7. Assess and report on student learning.
8. Apply knowledge of students and how they learn to support student learning and development.
9. Apply teaching/subject area knowledge to support student learning.
10. Work as a member of professional teams.
11. Build partnerships with families and the community.
12. Reflect on, evaluate, and improve professional practice.