University of Massachusetts  
Graduate School of Education  

Spring 2010  

01.502 Child Development and Assessment of Learning (Elementary)

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Office hours  Wednesday 11:30-2:30

Course Location  O’Leary 517  
Class Time  Wednesday 9:00-11:20

Conceptual Framework

*Education for Transformation* is the conceptual framework that unifies programs at the Graduate School of Education. The fundamental tenets of this framework are excellence, equity, collaboration and inquiry. In Child Development and Assessment, you will:

- refine your knowledge, judgment and skills in your professional field by learning how to understand students’ development and boost their learning process
- promote equity of educational opportunity for all learners by learning how to provide appropriate materials and instruction for students regardless of their academic abilities
- develop strategies for collaboration with others to support excellent education, and
- use inquiry and research to construct learning environments responsive to the challenges you face.

Course Objectives

The student will:

1. Display an understanding of the major theoretical frameworks of child development.
2. Display an in-depth understanding a variety of assessments
3. Demonstrate knowledge of major instructional and curricular issues.
4. Explain how cultural differences affect development and learning
5. Demonstrate the ability to make responsive and culturally relevant pedagogical decisions.

Required Texts

Course Requirements

Attendance (Pass/Fail)
Discussion Initiators (20%)
Reading Reflection (20%)
Small Activities/Participation (20%)
A Lesson Plan Project (20%)
An Assessment Project (20%)

1. Attendance and Assignment Expectations (Pass/Fail)

✓ Students are expected to arrive promptly for every class and to call or email me in the case of an emergency. Missing class or part of a class will affect your grade. Two or more absences may constitute a failing grade.
✓ Students are expected to complete assignments on time; contact me in case of an emergency.
✓ Please use APA format, 12 font and double space for all written work. In addition, carefully proofread and edit before you submit your work. Points will be deducted for work that is turned in late. Please consult the course calendar for due dates.

2. Presentation/Discussion Initiators (20 points)

At least 2 students will be responsible for being an “initiator”: providing a reflective entry on the week’s readings including a summary of the topic, discussion questions and a case study. Please comment on important information regarding the week’s theme, what interested you, what you considered as key issues in the week’s readings, what questions you have for the class to consider (a couple of paragraphs) and resources such as websites and books that other students might want to use in order to study the topic in depth. Prepare handouts for other students. Guidelines for presentation will be given in advance. For the case study part, consider the following guidelines.

In the McDevitt textbook, each chapter has two case studies in its beginning and ending sections respectively. For the ending case study, there are discussion questions to reflect. You will lead a discussion of an assigned chapter as an initiator with your analysis of the ending case study in the chapter. Read your case study carefully and jot down your answers and thoughts. Give out your written reflection to class when you initiate class discussion on your case study.

In your initiating reflection, include:

✓ key issues that the case study addresses
✓ connections to your own experience as a learner and a teacher
✓ connections to other readings, theories, discussion of the course
✓ important issues you agree or disagree on
✓ questions to initiate class discussion on the article (3-4 questions)
✓ No more than 700 words

When you write up your reflection, remember to
rephrase
✓ use quotation marks when you use quotes directly from the article and include page references. (e.g. “Language acquisition is……” (p.13) when you cite other sources, list references using APA format.

3. Reading Reflection (20 points)
You will write about a 4-5 page reflection (typed/double-spaced) on “A Child’s Work: The Importance of Fantasy Play” by Vivian Paley. The sections of the reflection paper should include
a) 3-4 points from the book and your reasons for their importance; not a written summary of the reading. b) Explain how aspects of this book relate to you as a teacher who will be including children with different backgrounds c) Connect aspects of this book with at least 1 of the assigned readings from the course and 1 point raised from class lectures (approximately one half—entire page).

4. A Lesson Plan Project (20%)
You will develop a lesson plan focusing on one of the developmental domains that we discuss in the course (e.g. language development). You must connect your lesson plan to a state standard. You can choose a grade level and a specific area such as reading and writing. With your lesson plan you need to provide a rationale for developing your lesson plan. In your rationale, you need to describe why you choose this topic and activity.

Language Arts Lesson Plan Format

Rationale/approaches:

Goals (Must be taken from your state’s standard frameworks) :

Grade Level:

Objectives:

Materials:

Procedures:
   Introduction:
   Steps:
   Closure:

Assessment:

Modification:

Additional Comments:
Lesson Plan Rubric

1. Rational of the lesson plan (5 points)
2. Goals and objectives are well linked (5 points)
3. Materials are relevant to the chosen activities (5 points)
4. Procedures are clearly described (5 points)
5. Assessments are relevant to the activities and lesson goals (5 points)
6. Creative activities (5 points)

5. An Assessment Project (20%)

Students will develop an assessment tool for their lesson plans that they develop throughout the course. Types of assessment will vary depending on the students’ lesson plans. Detailed guidelines, models and rubric will be provided in class.

6. Small Activities/Participation (20%)

Students will be asked to actively participate in all class activities. Occasionally, they will be asked to bring some artifacts for class discussion. For example, examples of social play or toys related to cognitive development and etc. Class agenda for small activities will be provided in advance.

Course Schedule

- Syllabus is subject to change by the instructor as needed.
- Please refer to Class Agenda for specific topics, required readings and discussion questions.

<table>
<thead>
<tr>
<th>Week</th>
<th>TOPIC</th>
<th>Assignment Due</th>
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</thead>
<tbody>
<tr>
<td>Class 1 1/27</td>
<td>Introduction to course</td>
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<tr>
<td>Class 2 2/3</td>
<td>Theoretical frameworks Basic Issues</td>
<td>McDevitt 1</td>
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<tr>
<td>Class 3 2/10</td>
<td>Research approaches to studying Development Challenges of High-States Assessment</td>
<td>McDevitt 2</td>
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<td>Class 4 2/17</td>
<td>Family, Culture, and Community Setting goals for assessment</td>
<td>McDevitt 3 Fisher 1 Small Activity #1</td>
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<td>Class 5 2/24</td>
<td>Physical Development Using oral language for assessment</td>
<td>McDevitt 4,5 Fisher 2</td>
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<tr>
<td>Class 6 3/3</td>
<td>Cognitive development Using questions for assessment</td>
<td>McDevitt 6 Fisher 3</td>
</tr>
<tr>
<td>Class 7 3/10</td>
<td>Cognitive development Multiple intelligence</td>
<td>McDevitt 7,8 Small activity #2</td>
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<tr>
<td>Class 8 3/24</td>
<td>Language development Using writing for assessment</td>
<td>McDevitt 9 Fisher 4 Heath Article Discussion(small)</td>
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<td>Class 9</td>
<td>Assessment summary</td>
<td>Activity #3)</td>
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<tr>
<td>3/31</td>
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<td>Reading  Reflection: A child’s work DUE</td>
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<tr>
<td>Class 10</td>
<td>Using projects and performances for assessment</td>
<td>Fisher 5</td>
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<tr>
<td>4/7</td>
<td></td>
<td></td>
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<tr>
<td>Class 11</td>
<td>Emotional development Using tests for assessment</td>
<td>McDevitt 11 Fisher 6</td>
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<tr>
<td>4/14</td>
<td></td>
<td>Small activity #4</td>
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<tr>
<td>Class 12</td>
<td>Identity and social development Using common assessments</td>
<td>McDevitt 12 Fisher 7</td>
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<tr>
<td>4/21</td>
<td></td>
<td></td>
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<tr>
<td>Class 13</td>
<td>Motivation and Self-regulation Morality and interpersonal development</td>
<td>McDevitt 13 McDevitt 14, 15</td>
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<td>4/28</td>
<td></td>
<td></td>
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<tr>
<td>Class 14</td>
<td>On-Line Discussion</td>
<td>Small activity #5</td>
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<tr>
<td>5/5</td>
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<tr>
<td>Class 15</td>
<td>Presentations of final project (sharing your lesson plan and assessment)</td>
<td>Final Projects DUE (Lesson plan and Assessment)</td>
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<td>5/12</td>
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**Course Grading System**

Although specific grading guidelines may be provided for some of the assignments, the overall grading system for the course is based on the system below. Please note that the UMass system now uses the A+ to B system for graduate standard work.

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
<th>Point structure</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>99-100 %</td>
<td>Work of the highest professional standard demonstrating independent and exemplary performance</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>96-98 %</td>
<td>Excellent work demonstrating independent and high quality performance.</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>91-95 %</td>
<td>Very good work, indicating consistent and careful thought and attention to the task, but requiring some areas of improvement.</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>86-90 %</td>
<td>Good work, carefully executed for the most part, yet requiring several areas of improvement.</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>80-85 %</td>
<td>Work of graduate standard, but omissions exist or careful analysis is not evident.</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>76-79 %</td>
<td>Effort is evident, but work indicates lack of understanding of the demands of the task</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>70-75 %</td>
<td>Poor quality work with little attention to detail and the demands of the task.</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>65-69 %</td>
<td>Work of very poor quality, indicating no</td>
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DEFINITIONS OF ACADEMIC DISHONESTY AND PROHIBITED ACADEMIC PRACTICE AND BEHAVIOR
The following definitions are provided for the information of all students and constitute official notice of prohibited academic practice and behavior.

Cheating is defined as:
1. Misrepresenting academic work which has been done by another as one's own efforts - whether such misrepresentation has been accomplished with or without the permission of the other individual;
2. Utilization of prohibited assistance (whether in the nature of a person or a resource) in the performance of assignments and examinations;
3. Copying of another person's work or the giving or receiving of information or answers by any means of communication during an examination;
4. Utilization of the services of a commercial term paper company;
5. The unauthorized or fraudulent acquisition and or use of another's academic property.

Plagiarism is defined as:
1. Direct quotation or word-for-word copying of all or part of the work of another without identification or acknowledgment of the quoted work;
2. Extensive use of acknowledged quotation from the work of others which is joined together by a few words or lines of one's own text;
3. An unacknowledged abbreviated restatement of someone else's analysis or conclusion, however skillfully paraphrased.

Non-Academic Misconduct
Improper conduct or behavior of graduate students is subject to the University of Massachusetts Lowell Student Conduct Code and Judicial Process. Copies of this document may be obtained from the Dean of Students Office, Cumnock Hall.