

Date	Topic	Readings and Class Activities	Task or Evaluation
<b><i>Part I—Underpinnings of Human Development: What you Need to Know about Human Development before Working with Children</i></b>			
8/28 (T)	Introductions: To each other, the course, and Mr. Robert Grey who will assign your mentoring placements to the after-school program	<a href="http://www.udel.edu/mycourses">http://www.udel.edu/mycourses</a>	* Go to MyCourses, click on Discussions; <b>Reply</b> to the “introduction” topic * Explore MyCourses * Purchase badge holder & lanyard at Trabant Bookstore (\$4.00)
<b>WED TB WEDNESDAYS! GET TB TEST DONE AND RECEIVE RESULTS THAT FRIDAY.</b>			
8/30 (R)	Overview of central issues in developmental psychology	<b>T:</b> Chapter 1 (pp. 3-31) <i>Activity: “Developmental Domains” in the Content Module of MyCourses</i>	<b>Download and print activity</b> and bring it with you to complete in class. <b>Always bring course schedule to class.</b>
9/4 (T)	Research designs used in developmental psychology: Correlation vs. experimentation	<b>T:</b> Chapter 2 (pp. 42-56) <b>Reading:</b> <i>Beer &amp; Wine (1 page on MyCourses)</i> <i>Activity: “Research Design” in the Content Module of MyCourses</i>	<b>Continue downloading and bringing readings and activities with you to class on the days that they are assigned.</b>
9/6 (R)	Development of academic skills: Mathematics, Science, and Social Studies	<b>T:</b> Chapter 10 (pp. 374-395) <b>Video Clip:</b> Brazilian vendors <i>Activity: Artifact Case #3 “Numbers” in Content Module of MyCourses</i>	
9/11 (T)	Development of academic skills: Reading and writing	<b>T:</b> Chapter 10 (pp. 357-374)	<b>Assign:</b> Artifact Case #4 (“Book Report”); Due on 9/20/07)
9/13 (R)	The importance of art education	<b>T:</b> Chapter 10 (pp. 392-395) <b>Readings:</b> Selfe (1983, Figures 2, 3, 4); Critical Evidence (2006, pp. 3-17) <b>Video</b>	

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9/18 (T)	Mentoring orientation: Mr. Robert Grey visits class to distribute placements and discuss transportation	<b>T:</b> <a href="#">Chapter 5</a> (pp. 166-167 on child abuse) + pp. 174-186 (working with low-income families); <a href="#">Chapter 14</a> (pp. 557-559 on service learning) <b>Readings:</b> <a href="#">Fossey</a> (1995, pp. 4-7); <a href="#">Mentoring Manual</a> (in MyCourses; read in its entirety)	Download “ice-breaker” from MyCourses
9/20 (R)	Physical development and the health of adolescents What’s Wrong with Arielle? Initial hypothesis of the PBL Problem	<b>T:</b> <a href="#">Chapter 4</a> (pp. 104-118, 119-124, 131-136), <a href="#">Chapter 11</a> (pp. 426-430) <b>Readings:</b> <a href="#">Brody</a> (1999, 2 pgs); <i>Activity: Stage 1 of Arielle Problem on homepage of MyCourses</i>	<b>Due:</b> Written analysis of Artifact Case #4 “Book Report
<b>MENTORING AT AFTER-SCHOOL SITE <u>SHOULD</u> BEGIN ON MONDAY, SEPTEMBER 24. YOU <u>MUST</u> RECEIVE TB CLEARANCE AND THIS INFORMATION MUST BE GIVEN TO MR. ROBERT GREY <u>BEFORE</u> YOU CAN MENTOR.</b>			
9/25 (T)	What’s Wrong with Arielle? Exploring Alternative Hypotheses <i>(Bring laptops with wireless connection, if possible)</i>	<b>Readings:</b> <a href="#">Kowalski</a> (2003, pp. 40-43), <a href="#">Koplewicz</a> (2002, 2 pages), <a href="#">Portes, et al.</a> (2002, pp. 183-187); <a href="#">Luthar</a> (pp. 154-156), <a href="#">Lickona</a> (1994, pp. R94-R99) <i>Activity: Stage 2 of the Arielle Problem on homepage of MyCourses</i>	
9/27 (R)	What’s Wrong With Arielle? Making a final hypothesis	<i>Activity: Stage 3 of the Arielle Problem on homepage of MyCourses</i>	
10/2 (T)	What’s Wrong with Arielle? Conclusion	<i>Activity: Stage 3 of the Arielle Problem continues</i>	<b>Due:</b> First on-line journal entry on mentoring
10/4 (R)	Presenting hypotheses to class		<b>Due:</b> Group presentations of Arielle’s problem
10/9 (T)	Evaluation of your understanding of Underpinnings Section	All readings, videos, lectures, and class activities	<b>In-class EXAM 1</b> Turn in completed peer evaluations

*Part II—The Development of Children and Adolescents in terms of Cognition, and Language*

Date	Topic	Readings and Class Activities	Assessment
10/11 (R)	Children’s thinking: Piaget’s theory of cognitive development	<b>T:</b> Chapter 6 (pp. 191-209) <i>Activity: Content Module</i>	<b>Due:</b> Second on-line journal mentoring entry Midterm course evaluations (in class)
10/16 (T)	Children’s Thinking: Application of Piaget’s theory in elementary school (childhood)	<b>Video:</b> “Using balance beams in 4th grade” <i>Activity: MyCourses (Balance Beam questions)</i>	
10/18 (R)	Children’s Thinking: Application of Piaget’s theory in middle school (early adolescence)	<b>Reading:</b> Ginsburg & Opper (1988, pp. 237-256) <b>Video clip:</b> “Designing experiments in seventh grade” <i>Activity: MyCourses (Pedula Questions)</i>	<b>Due:</b> Third on-line journal mentoring entry  <b>Assign:</b> Artifact Case #22 “Variables” (due on 11/1/07)
10/23 (T)	Children’s Thinking: Vygotsky’s theory and how it compares to Piaget’s theory	<b>T:</b> Chapter 6 (pp. 209-230) <i>Activity: MyCourses</i>	
10/25 (R)	Children’s Thinking: Information processing theories on memory	<b>T:</b> Chapter 7 (pp. 233-246) <i>Activity: Case #17 “Trees” in Content Module of MyCourses</i>	<b>Due:</b> Fourth on-line journal mentoring entry
10/30 (T)	Children’s Thinking: Information processing theories on metacognition, cognitive strategies and study skills	<b>T:</b> Chapter 7 (pp. 246-260) <b>Readings:</b> Bjork (2001, 2 pages), Gettinger & Ball (2005, pp. 459-470)	<b>Assign:</b> Brainstorm ideas for developmental art activity, write on one page, and bring to next class
11/1 (R)	Sharing developmental art activities for mentoring report	<i>In-class activity: bring ideas on using art activities in mentoring. Review material on integrating the arts (Critical Evidence). Re-read Developmentally Appropriate Art Guidelines in MyCourses Content Module.</i>	<b>Due:</b> Written analysis of Artifact Case #22 “Variables”

11/6 (T)	Language acquisition and diversity in language	<b>T:</b> Chapter 9 (pp. 323-331, 349-355) <b>Readings:</b> Stotko (2001, pp. 7-14); LSA Resolution (1997, p. 1), Velleman & Kohn (2006, pp. 1-8) <i>Activity: MyCourses</i>	<b>Due:</b> Final on-line journal mentoring entry
11/8 (R)	Evaluation of Your Understanding of the Cognition and Language section	All readings, videos, lectures, & class activities on Cognition and Language	<b>In-class EXAM 2</b>
<i>Part III—Socio-Emotional Development and the Role of Contexts</i>			
Date	Topic	Readings and Class Activities	Assessment
11/13 (T)	Emotional development, and the development of self and identity	<b>T:</b> Chapter 11 (bottom of 417–426); then Chapter 12 (pp. 441-458) and finally Chapter 11 (pp. 403-407) <i>Activity: Self-Description (Groups) on MyCourses</i>	
11/15 (R)	Moral development and implications: The example of bullying	<b>T:</b> Chapter 13 (pp. 515-527) <b>Readings:</b> Scarpaci (pp. 179-183) <b>Video:</b> “Learning Peace: A big school with a big heart”	
11/20 (T)	Development of motivation	<b>T:</b> Chapter 13 (pp. 487-507) <i>Activity: “There’s something about Mary” in MyCourses</i>	<b>Due:</b> Mentoring report (including the Content-Practice chart). Bring log-in sheets signed by mentoring supervisor.
11/22 (R)	<b>HAPPY THANKSGIVING!!!</b>		
11/27 (T)	Development of Motivation: Development of Self-Regulation; Educational Implications	<b>T:</b> Chapter 13 (pp. 508-515) <b>Reading:</b> Dweck (1999, pp. 92-96) <i>Activity: MyCourses (Attributions)</i>	
11/29 (R)	The role of families in development and education	<b>T:</b> Chapter 5 (pp. 147-174) <b>Readings:</b> Caplan, et al. (1992, pp. 36-42); Hill & Taylor (2004, pp. 43-47); Rutter (1995, pp. R26-R32) <i>Activity: MyCourses</i>	

12/4 (T)	The role of peers in the development of interpersonal skills	<p><b>T:</b> Chapter 12 (pp. 466-475), Chapter 14 (pp. 532-542)</p> <p><b>Reading:</b> Asher &amp; Paquette (2003, pp. 64-67)</p> <p><i>Activity: Case #18 “Friends” on MyCourses</i></p>	
<b>TBA: Exam Week</b>	Evaluation of Socio-emotional development and the role of contexts	All material pertaining to Part III: Socio-emotional development and the role of contexts	<b>EXAM 3</b>