

## Child Development

*Summer 2016*

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**Class Meetings:** on line July 20-25. Face to face: July 25 – July 29, 2016. 8 am – 5 pm

### Course Description:

#### *Prerequisites:*

This course will provide an overview of the traditional theory of child development and will outline Rudolf Steiner's (creator of Waldorf education) views of child development. The course will also cover the biographies of educational philosophers whose work inform our current understandings of the development of the child and will further students' understanding of brain research and child development.

Waldorf education aspires to:

- Awaken imagination and wonder
- Enliven and expand the breadth of student learning, bringing joy into the classroom
- Address the developmental needs of all children, through integrated, art-filled learning
- Use creativity in the classroom while nurturing emotional intelligences, kindness and responsibility through character building activities
- Benefit students of a variety of backgrounds with an experiential and integrated approach

Teachers will learn to:

- Protect childhood by creating a healthy and nurturing environment and using developmentally appropriate teaching methods
- Energize a love of learning
- Become adept at teaching through the arts, including drawing, painting, poetry, drama, storytelling, singing, and movement
- Develop and cultivate their own inner life



### READINGS

#### **Texts:**

Lievegoed, B. (2005) *Phases of childhood*. Hudson, NY: Anthroposophic Press.

Steiner, R. (1995). *The education of the child*. Hudson, NY: Anthroposophic Press. (available from Rudolf Steiner on-line library)

Steiner, R. (1996). *The child's changing consciousness*. Hudson, NY: Anthroposophic Press. (available from Rudolf Steiner on-line library)

Steiner, R. (1995). *The kingdom of childhood*. Hudson, NY: Anthroposophic Press. (suggested)

Other selected articles and excerpts.

### **Course Objectives**

After completing this course:

1. Students will gain a deeper understanding of child development from both a traditional standpoint as well as from the theories and philosophies of Rudolf Steiner.

*The extent to which a student has met this course objective will be assessed through the following assignments: Homework, Research Paper, Discussion.*

2. Students will compare and contrast historical philosophies of education and child development with those of present day views and Steiner's theories.

*The extent to which a student has met this course requirement will be assessed through the following course assignments: Discussion, Homework.*

3. Graduate students will research a particular theory of child development and examine and critique this theory in light of Waldorf education in the form of a final research paper.

*The extent to which a student has met this course objective will be assessed through the following course assignments: Final Paper.*

4. Students will become more knowledgeable of the range of teaching techniques that are developmentally appropriate for students in grades K-8.

*The extent to which a student has met this course objective will be assessed through the following course assignments: Homework, Main Lesson Book.*

5. Students will gain understanding in how to teach to the whole child, how to engage children in deep and meaningful ways, and how to bring a sense of aesthetics to teaching through a deeper understanding of child development.

*The extent to which a student has met this course objective will be assessed through the following course assignments: Homework, Main Lesson Book.*

6. Students will learn the importance of honoring each human being, of integrating the teaching of reverence and respect into every lesson, and of connecting the theories of child development to the teaching of the human being.

*The extent to which the student has met this course objective will be assessed through the following course assignment: Homework, Main Lesson Book.*

### **General Requirements:**

- Papers with an undue amount of errors in grammar, spelling, or sentence mechanics will not be graded. They will be given back to students to edit and resubmit, and will be graded as late.
- All assignments must be word processed and submitted on or before the due date. Assignments may be e-mailed to the instructor in case of illness or other absence, but it is the student's responsibility to ensure that they are received by the due date. If assignments are emailed, a response will be sent when received. If you do not receive a response within 3 days, please send again.
- **10% of the points will be deducted each week (or part thereof) for late assignments.**
- **Participation:** Education is a social endeavor and we learn from one another. If students are not present in class, we cannot benefit from their ideas, experiences, or observations. Due to the interactive nature of this course, attendance and participation are critical. Students are asked to notify the instructor in advance of missed classes whenever possible, and are responsible for obtaining any missed notes or handouts from a classmate. Missing class will result in a lowered class grade. Students will be expected to participate in collaborative group interactions, and will be graded on that participation. In addition, students are asked to be aware of their communication style, and to use appropriate communication skills in all class activities.



### **Writing Standards:**

Writing requirements within the graduate program: **This is a graduate course and students are expected to turn in papers and assignments of graduate quality.** All work should represent your reflections upon and integration of information covered in class in an organized way. Additionally, written assignments are to be clear in sentence construction and are to be proof read before they are handed in. Please discuss individual concerns with your professor. Writers in the fields of psychology, other behavioral and social sciences and special education express their ideas in a form and style developed by the American Psychological Association, commonly referred to as "APA". This writing form and style is familiar to a wide audience and allows the reader to concentrate on the content of the writing. **It is expected that students**

**will follow the requirements of APA style rules in all formal written course assignments.** Such requirements are detailed in the *Publication Manual of the American Psychological Association*, 6th Edition, 2009. Students will find the manual to be an invaluable resource as a professional educator and it is recommended they purchase the text.

### **Reading Assignments and Discussion Leader**

Each evening you will be assigned readings. It is imperative that you complete the readings before class. Discussions and activities will revolve around the assigned readings. You will sign-up to lead one group discussion. These discussions are interactive can be lead using a traditional or more creative approach.

### **Research Paper**

In the field of education, varying philosophies exist about the development of the child that cause us to think critically about how we teach children. You have two choices for your paper: You can choose an educational philosopher and compare and contrast his/her views with those of Rudolf Steiner, or you can frame your paper around your own classroom teaching, offering ideas and changes you would like to implement based on the readings, lectures, and presentations in the course. Both papers should be backed up by research. You should use APA style in this paper. The paper should be 6-8 pages in length and include a bibliography page. **Due Date: Aug.10 , 2016**

### **Class Participation**

You are expected to participate fully in each class. Discussions, activities, and presentations each deserve 100% of your attention and participation.

### **Artistic Journal or Main Lesson Book**

You will be responsible for keeping an artistic journal of your notes and thoughts from the course. This journal will be a creative/artistic representation of your learning. A few specific assignments will be given for the journal during class.

## **COURSE ASSIGNMENTS**

All assignments will be thoroughly discussed in class, and supplemental written guidelines will be provided.

### **Grading Points**

<i>ASSIGNMENT</i>	<i>POINTS</i>
<i>CLASS PARTICIPATION/DISCUSSION LEADER</i>	<i>30%</i>
<i>JOURNAL/MAIN LESSON BOOK</i>	<i>30%</i>
<i>RESEARCH PAPER</i>	<i>40%</i>

## TENTATIVE COURSE OUTLINE

Each morning we will begin the day with Eurythmy. Please arrive promptly.  
Prior to the beginning of class – Please read the introduction and chapters 1 and 2 from “Phases of Childhood” by Bernard Lievegoed

**July 20 – Read chapter introduction of “Phases of Childhood” Answer questions.**

**July 21 –Read chapter 1 of “Phases of Childhood’ Answer questions.**

**July 22 – Read chapter 2 of “Phases of Childhood” Answer questions.**

**July 23-24 – Prepare questions for days 1-5 of face to face meetings.**

July 25 – **Course Introduction, Topic: The Very Young Child (Birth to 3)**, Brief introductions, review syllabus, Steiner’s biography, Lecture/discussion, Theory to Practice – Reading and Discussion. “What I Said About the Moon” (handout), Artistic Work, Assignment: Read chapter 3 from “Phases of Childhood”

July 26 – **Topic: The child from three to change of teeth.** Review. Lecture - Biographies of Pestalozzi and Froebel, Lecture/discussion, Theory to Practice reading and discussion – Chapter 6 from “Millennial Child” by Eugene Schwartz (online) Artistic Work. Assignment: Read chapter 4 from “Phases of Childhood”

July 27 – **Topic: The child from 6-9.** Review. Lecture - Biographies of Montessori and Piaget, Lecture/discussion, Theory to Practice reading and discussion – Lecture 2 from “The Kingdom of Childhood” (online) by Rudolf Steiner, Artistic Work. Assignment: Read Lecture 5 from “The Child’s Changing Consciousness” by Rudolf Steiner

July 28 – **Topic: The 9 Year Change.** Review. Lecture - Biographies of Vygotsky and Skinner. Lecture/discussion. Theory to Practice reading and discussion – “Dear Parents” from *Encountering the Self* by Hermann Koepke (handout) Assignment: Read chapter 5 from “Phases of Childhood” by Bernard Lievegoed

July 29 – **Topic: Pre-Puberty and Puberty.** Review. Biography of Dewey. Lecture/discussion. Theory to Practice reading and discussion – chapters 1-4 from “Between Form and Freedom” by Betty Staley (online).  
*Assignment: Research paper – due Aug. 10.*

### OTHER SUGGESTED TITLES:

*Navigating the Terrain of Childhood* by Jack Petrash  
*The Millennial Child* by Eugene Schwartz  
*The Teenage Edge* by Ted Warren  
*Encountering the Self* by Hermann Koepke  
*The Developing Child* by Willi Aeppli

*Childhood* by Caroline von Heydebrand