

Murray State University
COMMON SYLLABUS

Revised Spring 2014

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: FCS

COURSE NUMBER: 211 CREDIT HOURS: 3

I. TITLE:

Child Development II

II. COURSE DESCRIPTION AND PREREQUISITE(S):

Study of the characteristics of growth and development of young children ages two to eight. Guided observations in child development center as a basis for understanding children and oneself. Lecture, two hours; laboratory, two hours.

Prerequisite(s): FCS 210

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors aligned with the Kentucky Core Academic Standards (KCAS), Characteristics of Highly Effective Teaching and Learning (CHETL), and Assessment Literacy. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards for Preparation and Certification (KTS), CHETL standards, CDA Competency Standards, and Kentucky IECE Teacher Standards addressed by that objective. As a result of participation in this course, the student will

- A. demonstrate knowledge about children's physical, emotional, social and cognitive development (KTS#1; IECE #1, 2; CDA 2, 3; CHETL #5);
- B. describe the principles of growth and development as they apply to individual and the group (KTS#1; IECE #1, 2; CHETL #5);
- C. demonstrate knowledge of the major concepts which are needed for an understanding of the study of human growth and development (KTS#1; IECE 1, 2; CDA 1, 2, 3; CHETL #5);
- D. become familiar with the major research and learning theories in the field of child development (KTS#1; IECE #1, 2, 3; CDA #1, 2, 3; CHETL #5);
- E. demonstrate knowledge and understanding of child development through observing and working with young children (KTS#1; IECE 1, 2, 3, 4; CDA #1, 2, 3; CHETL #1);
- F. describe the impact of early environments on children's development (KTS #1; IECE #1, 3, 8; CDA #1, 4; CHETL #5); and

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by students reflecting on observations and journals articles and sharing in class.

The EPSB Themes of Diversity and Literacy are explored in the course through student observations of children in a child care setting and completion of case study as well as reading and reflecting on articles and observations of children and their use of language.

Learned societies from each discipline should be referenced by the preservice/in-service teacher. Kentucky documents, including SB1 Initiatives (e.g., Kentucky Core Academic

Standards and Characteristics of Highly Effective Teaching and Learning) will be resources for all teacher candidates.

IV. CONTENT OUTLINE:

- A. Introduction and science of child development (Review from FCS 210)
- B. Physical development in early and middle childhood
- C. Cognitive development in early and middle childhood
- D. Socioemotional development in early and middle childhood
- E. Role of play in development
- F. Adolescent growth and development
- G. Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES:

- A. Lecture
- B. Large and small group discussion
- C. In-class participation activities
- D. Special projects and reports
- E. Case study
- F. Child observations – via lab and video
- G. Exams and required activities

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

The student will observe and participate in a quality early childhood program enrolling preschool children for two hours each week during first half of semester. Other lab observations will be assigned during last half of course. Specific written assignments will be provided for completion each week.

VII. TEXT(S) AND RESOURCES:

- Santrock, J.W. (2010). *Children*. 11th ed. Madison, WI: Brown & Benchmark.
- A. Computer Lab
 - B. Waterfield Library
 - C. Instructor course materials

VIII. EVALUATION AND GRADING PROCEDURES:

Approximately three tests will be given **(IF Necessary, makeup exams will be given at end of semester)**

Research report/library assignment on related topic

Case study on preschool child

Daily and course assignments **(No credit for late assignments after one week.)**

Final grades will use the following grading scale:

90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, 59% or below = E

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletins.

Students are required to attend classes. Students will be assigned a lab schedule and attendance is mandatory. In all cases, students will be responsible for any materials covered during absences. **Excessive absences or tardies will result in a lower grade.**

X. ACADEMIC HONESTY POLICY:

Cheating, plagiarism (submitting another person's material as one's own), or doing work for another person which will receive academic credit are all impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, or term papers, or the presentation of unacknowledged material as if it were the student's own work. Disciplinary action may be taken beyond the academic discipline administered by the faculty member who teaches the course in which the cheating took place.

Note: Faculty reserve the right to invalidate any examination or other evaluative measures if substantial evidence exists that the integrity of the examination has been compromised.

Dishonesty will result in an "E" for the course. Any plagiarism will result in a grade of zero and could result in failure of the course.

XI. NON-DISCRIMINATION POLICY STATEMENT:

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), 270-809-3361 (TDD).

XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:

Student progress throughout the program is continuously assessed. In class activities, tests, research reports, laboratory observations and other assignments will be included in the assessment. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admission committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING, OR REVERSAL OF ADMITTED STATUS.**

Note: The instructor reserves the right to change the format of this course as circumstances demand.