

Murray State University
COURSE SYLLABUS

Revised Fall 2015

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: FCS COURSE NUMBER: 210 CREDIT HOURS: 3

I. TITLE: Child Development I

II. COURSE DESCRIPTION AND PREREQUISITE(S):

In-depth study of infancy to include concepts, principles, and development theories. Students will observe, record and analyze the social, emotional, physical, and cognitive development of the typical and atypical infant and toddler in the social and cultural context. Lecture two hours; laboratory two hours.

Prerequisite(s): none

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Teacher Standards for Preparation and Certification (KTS), the Interstate Teacher Assessment and Support Continuum (InTASC) standards, Kentucky IECE Standards, and the National Association of State Administrators of Family and Consumer Science (NASAFACS) standards addressed by that objective. Upon successful completion of this class, students will be able to

- A. demonstrate an understanding of the theories of infant and toddler development (KTS #1; InTASC # 4, 5; IECE # 1, 7; NASAFACS # 4);
- B. demonstrate that infants and toddlers learn holistically and therefore there is an inextricable link between communication skills and the quality of early concrete experiences (KTS #1; InTASC # 4,5; IECE # 1, 7; NASAFACS # 4);
- C. demonstrate an understanding of infant and toddler sensorimotor, cognitive, adaptive, language/communication, social aesthetic, emotional, and physical development (KTS #1; InTASC #4, 5; IECE # 1, 7; NASAFACS # 4);
- D. demonstrate knowledge of potential impacts of general and specific disabilities, delays, or risk factors on the different domains of development (KTS #1; InTASC # 4, 5; IECE # 1, 7; NASAFACS # 4);
- E. recognize in-depth knowledge about the major cultural and sociological differences in infant and toddler development and demonstrate an understanding of the young child's interaction in a social and cultural context (i.e., home and group settings, with parents, alternative caregivers, peers, etc.) (KTS #1; InTASC #4, 5; IECE # 1, 7; NASAFACS # 4);
- F. review current research in area of Early Childhood development (KTS #1, 7, 9; InTASC #4, 5; IECE # 5, 7; NASAFACS # 4); and
- G. write professionally for the field of education (KTS #1).

The COEHS Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on read and reflect on readings, discussions in class, and responding to student questions.

The EPSB Themes of Diversity and Literacy are explored in the course through reviewing variations in children's growth and development and factoring affecting differences in terms of social, economic, and cultural variations.

Learned societies from each discipline should be referenced by the preservice teacher. Kentucky documents, including SB1 Initiatives (e.g., Kentucky Core Academic Standards will be resources for all teacher candidates.

IV. CONTENT OUTLINE:

- A. Theories of Development
 - 1. Psychoanalytic
 - 2. Cognitive
 - 3. Learning/Environmental
 - 4. Ecological/Systems
- B. Study of Infants
 - 1. History of the Study of Infancy
 - 2. Methods of Studying Infancy
- C. Prenatal Development and Environmental Influences
 - 1. Development from Conception to Birth
 - 2. Environmental Effects on Developing Infants
- D. Birth and the Neonatal Period
- E. Physical Growth
- F. Nutrition, Feeding and Other Infant Routines
- G. Cognitive Development
- H. Language Development
- I. Socioemotional Development
- J. Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES:

- A. Readings/Discussions
- B. Special Projects and Reports
- C. Responding to Questions
- D. Internet searches
- E. Observations

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

Observation of infants in various settings.

VII. TEXT(S) AND RESOURCES:

Santrock, J. W. 2013. *Children*. 12th ed. New York: NY, McGraw-Hill Publishing.

- A. Infants in the community
- B. Instructor's course materials
- C. Internet resources

VIII. EVALUATION AND GRADING PROCEDURES:

- A. 3-4 tests will be given
- B. Research report/library assignment on topic
- C. Evaluation – final grades will be based on the following:
 - Tests 150 points

Observations	3 @ 20 each	60 points
Library Assignments		50 points
Class activities, questions, Projects and assignments up to		200 points
Final exam		75-100 points

D. Grading Scale:

90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; 59% ▼ = E

All assignments are due on assigned dates.

IX. ATTENDANCE POLICY:

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

Students are expected to attend classes. Students are responsible for all materials presented in class, including lecture, class discussion videos, etc. Students cannot participate in class when absent, therefore, excessive absences will result in a lower grade.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

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 the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray KY 42071. 270-809-2018 (voice) 270-809-5889 (TDD).

XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:

Student progress is continuously assessed throughout the teacher preparation program. 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 admissions 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.**