Murray State University
COURSE SYLLABUS

DEPARTMENT: ACS          COURSE NUMBER: FCS 210   CREDIT HOURS: 3

I. TITLE: Child Development I

II. COURSE DESCRIPTION: 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.

III. PURPOSE: To increase the understanding of the concepts in all areas of infant development.

IV. 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 advocated by the Kentucky Education Reform Act (KERA) guidelines. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Teacher Standards for Preparation and Certification (KTS). 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)
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)
C. demonstrate an understanding of infant and toddler sensorimotor, cognitive, adaptive, language/communication, social aesthetic, emotional, and physical development. (KTS #1)
D. demonstrate knowledge of potential impacts of general and specific disabilities, delays, or risk factors on the different domains of development. (KTS #1)
E. recognize in 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)
F. review current research in area of Early Childhood development. (KTS #1, 7, 9)

The COE 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.

V. 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
   3. Issues of Concern

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

VI. INSTRUCTIONAL ACTIVITIES:
A. Readings
B. Discussion
C. Special Projects and Reports
D. Responding to Questions
E. Internet searches
F. Observations

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
Observation of infants in various settings.

VIII. RESOURCES:
A. Infants in the community
B. Instructor’s course materials
C. Internet resources

IX. GRADING PROCEDURES:
A. Two tests will be given
B. Research report/library assignment on topic
C. Evaluation – final grades will be based on the following:
   Grading:
   Test 50 points
   Observations 3 @ 20 each 60 points
   Library Assignments 50 points
   Class activities, questions, 240 points
   Projects and assignments up to
   Final exam 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. No credit will be given for late assignments after one week.

X. ATTENDANCE POLICY:
This course adheres to the attendance policy published in the current MSU Undergraduate 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 and trading will result in a lower grade.

XI. ACADEMIC HONESTY POLICY:
This course adheres to the academic honesty policy stated in the current MSU Undergraduate Bulletin. 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.

XII. TEXT AND REFERENCES:

XIII. PREREQUISITES: None

XIV. 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).

XV. 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.

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