Syllabus

ECE K182 (was CDV 117)
CRN # 30065
Child Development
Mon & Wed 11:00-12:20

Instructor: Barbara Barton

Office Hours:
Wednesdays 1:30-3:30
Fridays 12:00-1:00
Or by appointment

http://vista.ctdlc.org
BBarton@trcc.commnet.edu

All emails need your first name and ECEK182 in the memo or I may not open them.

Fall 2006

Syllabus
Common Course ECE K182 (was CDV 117)
Child Development
Instructor: Barbara Barton

Course Description:
Prerequisite: ENG* K100 eligibility or permission of instructor.
This course presents the basic principles, current research, and traditional theories of child development, from the prenatal period to the onset of adolescence, with an emphasis on the earlier years of childhood. Students will be guided in the development of a scientific and objective attitude toward the interpretation of child behavior and will study various methods of conducting research in child development. They will observe children and analyze their behavior in each of the following areas: physical abilities and motor skills, cognitive abilities, as well as social and emotional development. This course is equivalent to PSY* K200 Child Psychology.

Assignments & Evaluations:

Class attendance and participation are expected at all class sessions.
Every 2 late arrivals and/or early departures will also be considered as one missed class.
Reading the text and arriving at class ready for a participation on reading which does not require memorization just evidence that you are doing the readings. (5 pts per class) 150 pts.

One Reaction Paper written on an article from a professional journal (not magazine)
1 ½ to 2 pages double spaced & typed.   50 pts.

Child Development Cards: 27 index cards 5 x 8 typed double spaced with researched information on the cognitive, social-emotional, and physical developmental characteristics for 9 developmental stages from conception through adolescence.(prenatal, neonatal, infancy, preschool, kindergarten, primary years, middle years and adolescence.   100 pts
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Assessment paper: resulting from the study of a child using two standard child development assessment forms 1 ½ to 2 pages typed and double spaced.
                                                                                                                                  100 pts.

8 quizzes: on text and lectures.   50 pts each   400 pts.

Research project and presentation.   200 pts.
        (criteria to follow)

                                                                                                            Total 1000 pts.

You are responsible for the notes and handouts from missed classes. So use the Buddy system. Take phone numbers and email addresses.

Buddy 1:_____ Buddy 2: _____

Also many of my handouts, the syllabus and other resources are on: http://vista.ctdlc.org

Please use these various options.
Syllabus

Child Development ECE K182 (was CDV 117)
Instructor: Barbara Barton
3 Credits

Method of Evaluation

Method of Evaluation
The following numerical grade system will be used:

Grade	Equivalent	Quality Points
A	96-100	4.0
A-	90-95	3.7
B+	86-89	3.3
B	83-85	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
F		0.0

Required Text:

Child and Adolescent Development, Seifert & Hoffnung

Other Texts & References:

Brazelton: Touch Points
Nova Videos, http://www.pbs.org/wgbh/nova/miracle/program.html#
Crain, Theories of Development, ISBN 0-13-913476-X
Marazon, Helping Children Grow, Develop and Learn
NAEYC, Developmentally Appropriate Practice in Early Childhood Programs
Numerous Articles and 6 Assessment tools.

Withdraw Policy:
Students may withdraw in writing through the registrars office for any reason before _____. A student may withdraw from classes with instructors or advisors signature until _____.

Disabilities Statement
If you have hidden or visible disability that may require classroom or test taking modifications, please see me as soon as possible. If you have not already done so, please be sure to register with Student Services Counselors who coordinate services for students with disabilities. (Disabled Student Counselor)

Attendance Policy: 5 points will be deducted for missed classes without exception. Other points will be lost if class work is not made up. Faculty has the right to ask student to withdraw from class or may fail student following 3 absents whether or not assignments are completed. A large amount of learning occurs during class time which is not covered by required assignments. 3 late arrivals or early exits will count as one absent.

Cell phone Policy: No cell phones on in class with or without ringer. No text messaging. In extenuating circumstances check with me.

COURSE CONTENT:

1. Introduction   (Assessment Research Project)
   a. Purpose of studying children
   b. Methods of studying children
2. Stages of physical, emotional, social, and cognitive development (Assessment, Cards and Quizzes)
   a. Pre-natal
   b. Infancy
   c. Toddler
   d. Preschool years (3-5 years old)
   e. Primary years (6-8 years old)
   f. Middle years
   g. Adolescence

3. Special Topics (Assessments, quizzes, cards and Key experiences)
   a.   Attachment Theory
   b.   Developmental Diversity and the Special Needs Child
   c.   Language Acquisition
   d.   Sex role Identity
   e.   Behavior Modification
   f.   Stages of Play
   g.   Parenting Styles
   h.   Multicultural Variations in Development
   i.   Moral Development
   j.   Personality Development
   k.   Sensory Development
   l.   Acuity & Perception
   m. Brain Research
   n.   Challenges of Adolescence
   o.   Ethics

4. Introduction to Major Theories in Child Development (Assessment Quizzes, Participation in Key experiences, Chart of Theorists).
   a.   Freud
   b.   Erikson
   c.   Behaviorism
   d.   Learning Theory
   e.   Piaget
   f.   Vygotsky
   g.   Montessori
   h.   Mary Ainsworth
   i.   Bandura
   j.   Bronfenbrenner
   k.   Kolberg & Gilligan
   l.   Gesell
   m. Bowlby

5. Culture & Community Assessment: (Quizzes, Bronfennbenner Chart, Research Project, Assessment Project)
   a. Cultural Variations and Similarities in Development
   b. Parent and Community
   c. Context and Development

Course Objectives:

1. To understand how children grow and develop through successive stages in all the cognitive, social-emotional and gross & fine motor development.

2. To identify the influences of heredity and environment and how they impact a child's development. Know and understand the multiple influences on development and learning.

3. To familiarize students with methods and challenges of gathering information about a child's growth and development in regards to research and assessment.

4. To know the major theories and theorists in human development and their relevance and applications in the classroom.

5. To understand how children differ in their in information processing and learning modalities and the application to teaching.

6. To identify methods which develop good working partnerships with parents.

Course Outcomes: Upon successful completion of this course students will:

1. Have the ability to classify and describe methods used to study child development.

2. Ability to describe and apply ethical standards in working with and studying children

3. Understand that child development can be observed from biological, biosocial, psychosocial, ecologic, maturational, developmental, and socio-cultural perspectives.

4. Identify and discuss theories of development, developmental concepts and the major theorists. Identify and discuss behaviorist and ecological theories of development.

5. Understand the roll of genetics prenatal development and birth processes.

6. Describe prenatal development
    a. Describe the hereditary/environmental factors affecting prenatal development
    b. Identify behaviors that maximize the health of both the mother and the fetus

7. Identify the sequence of social, physical, cognitive, and emotional developmental milestones for neonates/infants, toddlers, preschoolers, school age and adolenscent children.

8. Understand the cognitive changes during childhood from Piagetian and Information Processing perspectives and the factors important for healthy growth.

9. Demonstrate an understanding between theory and practice and be able to apply classroom learning to situations in life outside the classroom.

10. Demonstrate the ability to think critically and analytically, and to reason logically about issues in child development using course information and past experiences.

11. Recall important developmental concepts and be able to apply these concepts in various situations within a variety of cultural contexts.

Bibliography

Allen, K.E. & Marotz, Lynn. (3rd Ed.) Developmental Profiles Birth through Eight. Delmar Publishers. 1999

Annual Editions: Child Growth and Development, Dushkin/McGraw Hill: Guilford, Connecticut. 2003-2005

Berk, Laura. Infants and Children, 5th ed. Allyn and Bacon, Boston, Mass. 2005

Bredekamp,Sue, ed. Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8. Washington ,D.C. National Association of the Education of Young Children, 1997.

Gordon & Williams-Brown. Beginnings & Beyond, Delmar Publishers. 2004

Crain, Theories of Development, ISBN 0-13-913476-X

Dodge, Trister. Building Your Baby's Brain. Gryphon House. 1999.

Marazon, Helping Children Grow, Develop and Learn.

Gopnik, Meltzoff, & Kuhl. The Scientist in the Crib -- What Early Learning Tells Us About the Mind. Perennial, 2001.

Meece Judith L. Child and Adolescent Development for Educators. McGraw Hill. 2002

Paley, Vivian. *Molly is Three: Growing Up In School* . University of Chicago Press. 1986

Santrock, John W. (2003). Child Development, 10th edition. Boston. 2003

Sources:

Trawick-Smith, Jeffrey. Early Childhood Development: A Multicultural Perspective. Columbus, Ohio: Merrill. 1997.

Videos*: Listed Separately*

Websites*: Listed separately and on Vista web site.*

Numerous Articles, Handouts and 3 Assessment tools.