

FCHD 3500 Infancy and Early Childhood Fall 2016

Instructor: Kelli Barker, MFHD
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CSM Hours: M,W,F 8:30am-9:30am or by appointment.
Class Time: M,W,F 9:30am-10:20am
Building: Family Life 115

Texts: Levine, L. E., & Munsch J. (2016). Child development from infancy to adolescence: An active learning approach. Thousand Oaks, CA: Sage. ISBN: 9781452288819

Learning Objectives

After successful completion of the course, students will be able to:

1. Define the interrelatedness of the physical, cognitive, and social aspects of development in early childhood (IDEA Objective 1--Gaining factual knowledge (terminology, classifications, methods, trends)).
2. Demonstrate an understanding of theories related to the study of children birth to eight (IDEA Objective 2--Learning fundamental principles, generalizations, or theories).
3. Display a working knowledge of the foundations of growth and development (IDEA Objective 1--Gaining factual knowledge (terminology, classifications, methods, trends)).
4. Demonstrate knowledge of resources available for individuals and families on issues that affect development in infancy and early childhood (IDEA Objective 4--Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course).
5. Understand the value of play, family, and friends, as a context for developing skills, knowledge, and strengthening relationships in infancy and early childhood (IDEA Objective 8--Developing skill in expressing myself orally or in writing).

Assignments

Assignments are designed to enhance learning. It is expected that assignments will be typed, double-spaced, 1-inch margins, 11-12 size font, Times New Roman or similar font. Assignments may be handed in as hard copy or uploaded to canvas. Please DO NOT email assignments. I do not mark assignments late for this reason, NO assignments will be accepted after April 28 2016. It is my policy to return graded papers and exams one week after the date they are due. If your paper is late, you can expect it to be graded and returned to you as soon as I can work it into my grading schedule.

Exams

50 points

Exams in this course will be short answer and essay questions. All that is required to take the exams is a piece of paper and pencil/pen. *EXAMS will be administered only on the date and time scheduled. No exceptions!

Participation

50 points

A total of 10 times throughout the semester there will be opportunities to earn participation points. These points cannot be made up if missed. You must be present on the day they are given (hence the name -- participation points). Your first assignment will be to read the syllabus and sign a small piece of paper with your name and A number on it and fold it in half and bring it up to me after class. This needs to be turned in by Wednesday of the first week of class.

Brain Development Paper

50 points

Your goal with this paper is to find current research on the topic of brain development in connection with child development. There is a lot of research available, and this is a growing and important area of study.

Required elements:

Introduction

Provide one paragraph introducing the paper.

Summary of Research

You will need to search out two peer reviewed journal articles on the topic of brain developing in childhood. Please be sure that both articles are about the same topic in regards to brain development in childhood. For example, find and summarize the results of two articles on brain development and social skills in childhood. You will be summarizing information from the **Results** and **Discussion** sections of these research articles. At minimum, your summary should be one paragraph in length (4-5 sentences). These articles need to be relevant—between the years of 2004 and 2014. If you are unfamiliar with peer reviewed journal articles and how to find them, please refer to the module page about peer review and library resources. You will need to use appropriate APA in-text citations.

Connection with Class Material

This section requires two paragraphs connecting what you have learned in this class with the results from the study. You may connect the results to course material in any way you choose. Also, weigh in on the study of the brain in childhood. Why does it matter? The materials you use to connect to the course should have in-text citations.

Summary

One paragraph summarizing the content of your paper

Birth Stories Paper

50 points

The purpose of this paper is to recognize the influence of birthing stories as a key component of informal communication of knowledge about childbirth for expectant mothers. It is important to include a review of literature and research. In this paper, you will connect what we have been discussing in class and your own personal experience. You will need to explain the reasons behind why we tell birthing stories and the impact they have on expectant mothers. Describe the key components of your own birthing story and the impact they had on you. Please discuss how it is related to childbirth education. What are the implications for childbirth educators? This story could be your own personal story, your wife's, or the story of your own birth. It should be 3-5 pages in length and include empirical research and theory.

Classroom Observation

50 points

During the course of the semester you will be required to do an observation of a preschool or childcare classroom. You will complete a formal observation tool and write a one-page paper describing your experience. The observation tool will address the social and emotional environment in the classroom. You will be required to observe for at least one hour. This observation can be done at The Adele and Dale Young Child Development Laboratory or at the Dolores Doré Eccles Center for Early Care & Education across campus. You will need to plan to spend one hour at the location of your choosing. Some programs require you to schedule a time for observation please check with the program prior to the day you plan to observe.

Individual Reading Response (IRR)

75 points

You will be required to complete 3 IRR's worth 25 points each during the course of the semester. You will be expected to read the article on canvas and then write a one-page reflection paper. The paper will be worth 10 points. Your paper will be submitted on canvas before class or in class on the day it is due. IRR papers will NOT be accepted LATE. The second part of this assignment is your participation in classroom discussion. You will be participating in small group discussion and you will be graded on your ability to contribute to small group discussion.

See course schedule for due dates

Final Paper

100 points

For this paper you will need to include all three areas of development that we have covered in this course. You will pick a topic, for example, **play** and then address why play is important in infancy, early childhood, and middle childhood. What impact does it have on development in all domains? This paper will be 10 pages in length and include a minimum of five-research article. It is important to include a review of literature and research. Your paper will also need to be associated with a developmental theory and theorist. Other topics to choose from; family, friends, community, SES, marital status/family structure. You are not limited to these topics but I do require that you get my approval on your topic if is not included in the list above.

	Date	Topic	Readings	Assignments
Week 1	8/29	Intro and Lab Sign-ups		
	8/31	Studying a Child's World	Chapter 1	
	9/2	Child Development Basic Concepts		
Week 2	9/5	NO CLASS/Holiday		
	9/7	Research Methods	Chapter 2	
	9/9	Theories and Theoretical Perspectives		
Week 3	9/12	Pregnancy and Prenatal Development	Chapter 4	
	9/14	Pregnancy and Prenatal Development		Brain Development paper Due
	9/16	Pregnancy and Prenatal Development		
Week 4	9/19	Exam 1	Exam 1	Exam 1
Physical	9/21	Birth and the New Born Baby	Chapter 5	
	9/23	The First Three Months		Birthing Story Due
Week 5	9/26	The First Year	Chapter 6	
Cognitive	9/28	Perception and movement		
	9/30	Cognitive changes in the first year		
Week 6	10/3	Social Relationships	Chapter 7	IRR DUE
Social	10/5	Attachment		
	10/7	Early Care	Articles	
Week 7	10/10	Social and Emotional Development		
	10/12	Play		
	10/14	Language Acquisition		
Week 8	10/17	Abuse and Neglect in infancy		
	10/19	Exam 2		Exam 2
	10/21	Fall Break NO SCHOOL		
Week 9	10/24	Early Childhood Physical and Cognitive	Chapter 8	
Physical	10/26	Play		IRR DUE
	10/28	Preschool		
Week 10	10/31	Preschool Academic vs. Play-based	Chapter 9	
Cognitive	11/2	Observation day/NO CLASS	NO Class	NO Class
	11/4	Social and Emotional		
Week 11	11/7	Emotional Intelligence	Chapter 10	Observation Due
Social	11/9	Abuse and Neglect in Early Childhood		
	11/11	Exam 3		EXAM 3
Week 12	11/14	Middle Childhood Context of Development		
Physical	11/16	Age 7 in America		
	11/18	Physical and Cognitive Development	Chapter 11	
Week 13	11/21-25	Thanksgiving Break		
Week 14	11/28	Physical /Play		IRR DUE
Cognitive	11/30	Schools Learning/ADHD/Dyslexia	Chapter 12	
	12/2	Family Structure		
Week 14	12/5	Peers/ Bullies	Chapter 13	In Class Discussion
	12/7	Social Emotional		
Social	12/9	NOVA team		Final Paper Due
Final		Final Exam		Final Exam

	Due Date	Points
Brain Development paper		50
Birth Story		50
Individual Reading Response (IRR)	See schedule	25(3) 75
Classroom Observation		50
Exams (drop your lowest)		50(4) 150
Final Research paper		100
In-class activities		10(5) 50
Total Points		525

NO LATE WORK OR ASSIGNMENTS WILL BE ACCEPTED AFTER the last day of class.

Grades will be distributed as follows:

95% - 100% A	73% - 76.9% C
90% - 94.9% A-	70% - 72.9% C-
87% - 89.9% B+	68% - 69.9% D+
83% - 86.9% B	65% - 67.9% D
80% - 82.9% B-	Less than 64.9% F
77% - 79.9% C+	

Course Policies

Disability Accommodation:

Students with ADA-documented physical, sensory, emotional, or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print, digital, or audio) are available with advance notice.

Respect for Diversity:

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact one of the following: Moises Diaz, Director of Multicultural Student Services (435)797-1733 - moises.diaz@usu.edu; James Morales, Vice President of Student Services (435)797-1712 - james.morales@usu.edu; Ann Austin, Director of the Center for Women and Gender (435)797-1527 - ann.austin@usu.edu; or the Affirmative Action and Equal Opportunity Office (435)797-1266 - www.usu.edu/aaeo. You can learn about your student rights by visiting: www.usu.edu/student-services/studentcode.

Honor Code:

As stated in the Student Code, "Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to re-inforce the higher level of conduct expected and required of all Utah State University students." Upon admission to the university, you agreed

to abide by this Honor Code by signing the Honor Pledge, which reads: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." Complete academic honesty is expected in this course. Cheating on exams or plagiarism on written assignments will result in a failing grade and may result in further action according to University policy.

Plagiarism:

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

Communication Via Email:

Email is an official form of communication at USU. Any communication to you about this course will be to the email address you have listed in ACCESS as your preferred address. You are responsible for any information conveyed to you at that email address. To make sure that the university is using the email account you prefer, do the following:

- At the USU website, click on the link "MyUSU" at the top right of the page
- Under "Access" click on the link "Login to Access (Banner)"
- Log in using your A number and Password
- Click on "Personal Information"
- Click on "Update E-mail Addresses"
- Follow the short instructions to update your preferred email address

It is your responsibility to check your email account regularly.

Classroom Civility:

See the statement at: <http://catalog.usu.edu/content.php?catoid=4&navoid=578>.

In addition, to ensure a productive learning environment for all class members, please abide by the following guidelines for classroom behavior:

*The use of cell phones and pagers is prohibited while class is in session and they must be switched to ***silent*** or ***vibrate***.

*Unsolicited conversations should not take place while class is in session. Anyone reading this section can come up to me after class and get a treat.

*The use of laptops or handheld devices is restricted to course-related activities (taking notes, etc.), and may not be used for other activities (shopping, e-mail, social media) while class is in session.

***Please be courteous to your fellow classmates.**

Student Grievances:

Students who feel they have been unfairly treated, may file a grievance through the channels and procedures described in the Student Code. See the USU Catalog at the following link: <http://catalog.usu.edu/content.php?catoid=6&navoid=1080&hl=%22grievance%22&returnto=search>.

Academic Integrity

As stated in The Student Code, "Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to re-enforce the higher level of conduct expected and required of all Utah State University students." Upon admission to the University, you agreed to abide by this Honor Code by signing the Honor Pledge, which reads: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." Complete academic honesty is expected in this

course. Cheating on exams or plagiarism on written assignments will result in a failing grade and may result in further action according to University policy.

Physical Impairments

If a student has any physical disabilities or other concerns that would require some accommodation on the part of the instructor, these must be made known to the instructor during the FIRST WEEK of the course. Any request for special concerns must be discussed with and approved by the instructor prior to the completion of the fifth day of class. Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.

Grievance Policy

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the student code: [http://studentlife.tsc.usu.edu/stusery/pdf/student code.pdf](http://studentlife.tsc.usu.edu/stusery/pdf/student%20code.pdf) (Article VII. Grievances, pp. 25-30)