

INFANCY AND CHILDHOOD

FCHD 3500 | FALL 2016



Utah State University

Family, Consumer, and Human Development

2905 Old Main Hill, Logan UT 84322-2905

<http://www.usu.edu/fchd>

INSTRUCTOR:

Sarah Tulane, Ph.D.

Phone – 435-797-7479

Office Hours – by appointment

Email – sarah.tulane@usu.edu

COURSE OBJECTIVES:

1. Understand and apply concepts pertinent to child development
2. Explore common resources and examine them for validity and strong information
3. Learn more about the research process and research available surrounding infancy and childhood
4. Practice application of interactive reading concepts to a children's book.

COURSE RESOURCES:

Required Text

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

ISBN: 9781452288819

**There will be additional readings you are required to complete. Those will be available online.

COURSE PROJECTS:

General Requirements

To fulfill the requirements for this course you will take four exams on module content (including videos, presentations, and assigned readings), complete written assignments, write a children's story labeled with dialogic reading notation, and participate in discussions about topics pertinent to child development.

Exams

Exam questions will come from your assigned readings, content on the module pages, videos, presentations, and other materials for each module. All required readings have potential to be included on the exam. Each exam contains 50 questions, and you will be given 60 minutes to complete the exam. There are 4 exams total, but your lowest exam score will be dropped. Each exam is worth 100 points. Exams are open book and open note. Please pay attention to the due dates. There will be no late exams accepted and no makeup exams allowed. They are due the date listed on Canvas. They will be open for you to complete for a week.

Assignments

Full assignment descriptions are available on Canvas. All assignments must be submitted through Canvas in a Microsoft Word, PDF, or rich text format. Assignments are due at 11:59 PM Mountain Standard Time on the due date. If you fail to turn in an assignment by the designated due date, you have 24 hours to get the assignment in for 90% of the points and 48 hours to receive 80% of the points possible (20% reduction for work turned in within 48 hours after the deadline). After 48 hours, no late work will be accepted. This policy only applies to the assignments, not to discussions or exams.

You are allowed to work ahead, but it is suggested you make yourself familiar with all due dates at this point in time. All assignments must be completed using APA formatting. If you do not have the most recent manual, please refer to Canvas for tips and suggestions. Please ask me if you have any questions about APA, as well. All assignments should be double-spaced, have 1 inch margins, be college quality writing, and use a font of Times New Roman (or similar) 11-12 point size. Assignments should be uploaded in .doc, .docx, .pdf, or .rtf format. Detailed instructions for the papers can be found on Canvas, including grading rubrics.

Discussions

To receive full points for your discussions you must write one post in response to the discussion prompt and include something from course materials (reading, presentations, etc.) to explain your response. You also must respond to one of your peer's discussion posts to receive full points. Please put effort into these discussions. Your original responses connecting to course materials should be about a paragraph in length (4-5 sentences). Your paragraphs should not be copied straight from the textbook. **Anything you use from the textbook in this course should be summarized in your own words.** Your responses to your peers' posts should be 3-4 sentences at a minimum. One-word responses do not reflect an appropriate response to a

peer's post. **NO LATE DISCUSSIONS WILL BE ACCEPTED.** The very first discussion is worth 5 points and does not require connection to course materials or reply posts. The following rubric will be used to grade the other discussions:

One post replying to the original discussion prompt	5 pts.
One post replying to a peer response	5 pts.
Presentation of opinion in connection with course materials	5 pts.
Total Points	15 pts.

***Feel free to work ahead, but don't forget to come back to a discussion and reply to a peer*

COURSE POLICIES:

Contacting Instructor

Please email me at sarah.tulane@usu.edu rather than through Canvas email

Campus Email

Although the majority of communication will take place over Canvas, email is an official means of communication as Utah State University. Emailed announcements and information about class, whether received or not, are considered communicated to students. To ensure that you will receive emails sent to you please take the time to double check your preferred email address with the university through Banner.

Grievance Process

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/stuserv/pdf/student.code.pdf> (Article VII Grievances, pages 25-30).

Late Work

Late assignments will only be accepted up to 48 hours after the original due date for 80% of the possible points. Assignments turned in within 24 hours of the due date have potential to receive 90% of the points. The following 24 hours, assignments have potential to receive up to 80% of the possible points. After 48 hours, no assignments will be accepted. This policy only applies to the written assignments—not to exams or discussions.

UNIVERSITY POLICIES

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-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.**

Special Needs

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, (435)797-2444 VP, 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.

GRADING:

Your grade will be based on the following:

Course Requirements	Points
Exams (<i>4 exams total, lowest dropped</i>)	300
Discussions	50
Research in Child Development	25
<i>Babies</i> Movie Paper	25
Dialogic Reading	25
Preschool Review	50
Extending Knowledge <i>or</i> Book Report	100
Total Points	575

Your grade will be calculated using the following scale:

Grade	Percentage Range	Points
A	94 - 100%	541 – 575
A-	90 - 93%	518 – 540
B+	87 - 89%	501 – 517
B	83 - 86%	478 – 500
B-	80 - 82%	460 – 477
C+	77 - 79%	443 – 459
C	73 - 76%	420 – 442
C-	70 - 72%	403 – 419
D+	67 - 69%	386 – 402
D	60 - 66%	345 – 385
F	59% and below	344 or less

***Note. Percentages in this class are not rounded up. For example, if you have a 92.67%, this is considered a 92%. No extra credit opportunities are available in this course.*

TENTATIVE SCHEDULE:

Subject to change. Notification will be given if any changes are made.

Date	Assignment Due	Topic	Required Reading
Unit 1 – Introduction, Theory, Prenatal Development			
Aug 29 - Sep 3	Discussion: Introductions	Introduction, Issues, History	Chapter 1
Sep 5-10		Theory	pp. 27-50
Sep 12-17	Research in Child Development Paper	Research in Child Development	pp. 50-66
Sep 19-24	Exam 1	Prenatal Development & Birth	Chapter 4
Unit 2 – Infancy and Toddlerhood			
Sep 26 – Oct 1	Discussion: Baby Brain Maps/Baby Perception	Physical Development Cognitive Development	Chapter 5 Chapter 6
Oct 3-8	<i>Babies</i> Movie Paper	Social and Emotional Development	Chapter 7
Oct 10-15	Exam 2	Abuse and Neglect in Childhood	*Canvas*
Unit 3 – Early Childhood			
Oct 17-22		Cognitive Development	Chapter 9 *Canvas*
Oct 24-29	Dialogic Reading	Physical Development	Chapter 8 (pp. 252-279)
Oct 31 – Nov 5	Discussion: Play!	Play	*Canvas*
Nov 7-12	Exam 3	Social and Emotional Development	Chapter 10
Unit 4 – Middle Childhood			
Nov 14-19	Preschool Review	Physical Development	Chapter 11
Nov 21-26		Cognitive Development	Chapter 12
Nov 28 – Dec 3	Discussion: Peers & Gender	Social and Emotional Development	Chapter 13
Dec 5-10		Children and Media	*Canvas*
Dec 12-16	Extending Knowledge Paper <i>or</i> Book Report Exam 4	<i>Finals Week</i>	