

FLHD 3200 Child Development: Infancy through Twelve

Fall 2006 MWF 2:00 – 2:50 3 credits Room MC 201	Shawn L. Christiansen MC 217 Email: christiansen@suu.edu Phone: 865-8171	Office Hours: MW 1:00 – 2:00 TR 12:00 – 1:00 or by appointment.
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Course Description: An in-depth study of biological, cognitive, and psychosocial development from conception through age twelve. Includes a 10 hour practicum with children.

Course Objectives:

1. To understand concepts and theories relating to child development and be able to apply them in order to understand and help children.
2. To learn how to observe children to understand and analyze their development and behavior.
3. To understand the basic techniques for studying child development.

Textbook

Cook, J. L., & Cook, G. (2005). *Child development: Principles and perspectives. S.O.S. Edition.* Pearson Education, Inc.

Course Requirements

1. Four exams based on class discussion, assigned readings, and assignments will be given. Each exam is worth 15% of your grade for a total of 60% of your grade. The first exam covers chapters 1-4, the second exam covers chapters 5-8, the third exam covers chapters 9-11, and the final exam covers chapters 12-14.
2. You are required to make one observation of a child. You can observe a child between birth and five or a child who is between six and twelve. If you choose a child between birth and five for this assignment you will choose an older child for your *Spend a Day* paper described below. If you choose an older child for his paper, you will choose a younger child for the *Spend a Day* assignment. You may observe the child in a home, daycare, preschool center, or school setting. Please secure permission before you do your observation. Your observation should be at least 30 minutes in length. Do a running record of what you observe. In a running record you record everything that a child does or says during a set activity or period of time. Pick one target child and observe the child and make notes of their behaviors. How do these behaviors relate to the theories of child development you have learned thus far? Pay attention to the bio-psycho-social aspects of development. As a part of your observation note the general environment that the child is in (teacher ratios, books, play equipment). How did the environment stimulate or hinder child development? Also note the philosophy of the center/home (how is learning structured)? How does this philosophy or lack thereof stimulate or hinder child development in this center/home? After you have completed your observation, complete a 3-4 page paper on what you learned from this observation. You will be graded on integrating theory, course concepts, and research into your analysis.

Your observation assignment is worth 10 points. Two points will be subtracted for late papers.

(2 points) Introduction: Describe the school/home environment and child.

(6 points) Summarize your main observations and insights. Do not include your notes in your paper, they are only for you to analyze. Relate observations to developmental theory, research, and principles.

(2 points) Summarize your analysis and pull the main concepts and conclusions together.

3. *Spend a Day with a Child* paper. Describe the child's development using course concepts and theories. Pay attention to the bio-psycho-social aspects of development. How was the child's experiences, perceptions, emotions, etc. different from your own? How would you predict their future development as compared to your own? Support your analysis with concepts, principles and theory. Summarize your paper with a statement on the effect of age or stage on differences in development. This paper should be 3-4 pages, it is worth 10 points.

(2 points) Description of child and "stage" and description of the day's major events (1-2 pages)

(6 points) Analysis in terms of child development (2-3 pages)

(2 points) Summary statement (1 page)

4. Group presentation. (10 points). Your paper should be 3-5 pages in length. You can present this information as a handout or through a Power Point presentation.

Possible group topic options:

a) Research how immunization relates to child health in a society. Research immunization requirements for the state of Utah and obtain data on the percentage of children under 6 immunized in Utah. Check with the Public Health Department.

b) Research the causes of child maltreatment and ways to intervene in abuse. Gather statistics on the incidence of child abuse and neglect for Cedar City, Iron County, and the state of Utah. How do they compare to national averages?

d) Research the impact of media on child development. Watch one hour of children's television. Determine the percent of observed advertisements that were for "sweets" (e.g., gum, candy, soft drinks, snack cakes, and pre-sweetened cereals). For the actual programs, count how many acts of aggression you observed and how many prosocial behaviors you observed? Summarize your paper by addressing the impact of television on eating behaviors and social development.

e) Research issues such as the importance of prenatal health, bullying, ADHD, sex education, nutrition and children's health, impact of divorce on child development, single parenting, quality child care, developmental problems (autism).

5. Service Learning Experience. Spend 10 hours during the semester volunteering at a school or community agency. Throughout the semester you will need to keep a journal of your experiences. You should write your journals each day after your lab so that your memories are fresh. Your journals are informal narratives and should include details of events of the day, your reactions, concerns, suggestions, and connections to early childhood theory and principles. Your journal should include your **impressions** of the facility, children, and your **feelings** about the experience. Record specific **examples** of your interactions with the children and how you felt about your interactions. You should also try to **integrate** what you have learned in this class and other classes into your journal reflections. For example, observations of child development principles and concepts as you experience them with the children. Organize your journals by week. For example, Week 1: Date of lab, Date of lab, Week 2: Date of lab, Date of Lab. In sum, be a good employee or worker, show up on time, don't have excessive absences, and communicate promptly with your supervisor. Your journals should be typed, double spaced and stapled. Your journals are due not later than your final exam date. Please type your journals and upload to webct. Your practicum is worth 10 points.

Please download the **lab evaluation** so you know what you will be graded on. The **lab evaluation** can be downloaded from the assignment section of **webct**. Please hand this to your supervisor so they know how to assess you during the semester. At the end of the semester have your supervisor complete the evaluation and review it with them. Have your supervisor mail the final evaluation to me.

Academic Integrity: All students are expected to act with civility; personal integrity; respect other students' dignity, rights and property; and help create and maintain an environment in which all can succeed through the fruits of their own efforts. An environment of academic integrity is requisite to respect for self and others and a civil community.

Academic integrity includes a commitment to not engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty include cheating or copying, plagiarizing, submitting another person's work as one's own, using Internet sources without citation, fabricating field data or citations, "ghosting" (taking or having another student take an exam), stealing examinations, tampering with the academic work of another student, facilitating other students' acts of academic dishonesty, etc.

Students charged with a breach of academic integrity will receive due process and, if the charge is found valid, academic sanctions may range, depending on the severity of the offense, from F for the assignment to F for the course. A formal University disciplinary sanction that indicates on the student's transcript that failure in the course was due to a serious act of academic dishonesty may also be given.

Students with Disabilities: Students with medical, psychological, learning, or other disabilities desiring academic adjustments, accommodations, or auxiliary aids will need to contact the Disability Support Center in the Sharwan Smith Center Building, office 206 F, Phone (435) 865-8022. The Disability Support Center determines eligibility for and authorizes the provision of these services and aids.

Information contained in this syllabus, other than grading, late assignments, makeup work, and attendance policies, may be subject to change with advance notice, as deemed appropriate by the instructor.

Schedule:

Date	Readings	Assignments/Topic
8-28	Introduction	
8-30	Ch. 1 - Exploring Child Development	
9-1	Ch. 1 - Exploring Child Development	
9-4	No class – Labor day	
9-6	Ch. 2- Genes and Heredity	
9-8	Ch. 2- Genes and Heredity	
9-11	Ch. 3 – Prenatal Development and Birth	
9-13	Ch. 3 – Prenatal Development and Birth	
9-15	Ch. 4 – Physical Development	
9-18	Nutrition group presentation	
9-20	Ch. 4 – Physical Development	
9-22	Ch. 4 – Physical Development	
9-25	Exam # 1	
9-27	Ch. 5 – Cognitive Development	
9-29	Ch. 5 – Cognitive Development	
10-2	Ch. 6 – Information Processing	
10-4	Ch. 6 – Information Processing	
10-6	Ch. 7 – Intelligence and Academic Skills	
10-9	Ch. 7 – Intelligence and Academic Skills	Observation paper due
10-11	Ch. 8 – Language Development	
10-13	Ch. 8 – Language Development	
10-16	Exam #2	
10-18	Ch. 9 – Attachment, Temperament, and Emotion	

10-20	Ch. 9 – Attachment, Temperament, and Emotion	
10-23	No class – Harvest Holiday	
10-25	Ch. 10 – Development of Self, Gender, and Morality	
10-27	Ch. 10 – Development of Self, Gender, and Morality	
10-30	Ch. 11 – Peers, Play, and Popularity	
11-1	Ch. 11 – Peers, Play, and Popularity	
11-3	Flex-day catch up	
11-6	Exam #3	
11-8	Parenting Group Presentation	
11-10	Ch. 12 - Families	
11-13	Ch. 12 - Families	Spend a day Paper due
11-15	Media Group Presentation	
11-17	Ch. 13 – Schools, Media, and Culture	
11-20	Flex-day catch up	
11-22	No class - Thanksgiving	
11-24	No class - Thanksgiving	
11-27	Ch. 13 – Schools, Media, and Culture	
11-29	Autism Group Presentation	
12-1	Child Abuse Group Presentation	
12-4	Ch. 14 – Children on Different Developmental Paths	
12-6	Ch. 14 – Children on Different Developmental Paths	
12-8	Flex-day catch up	

Final Exam – Friday, December 15th, 1:00 – 2:50, **Final journals due.**