

SUNY ORANGE/ORANGE COUNTY COMMUNITY COLLEGE
Education Department

COURSE SYLLABUS

COURSE #:	EDU 101 A	NAME:	Child Development 1
INSTRUCTOR:	Pamela Burns	SEMESTER:	Fall 2008
PHONE:	341-4367	OFFICE:	Sarah Wells Room 101
EMAIL:	pamela.burns@sunyorange.edu	HOURS:	As posted, or by appointment

COURSE DESCRIPTION

This course provides study of human development and behavior from conception to age two. Topics include heredity, physical growth, sensory and perceptual development, early brain development and research, adult-child interactions, relevant development and learning theories. Up to four (4) hours of directed observations beyond classroom hours are required. 3 credits

RELATIONSHIP TO PROGRAMS

This course is part of the A.A.S. in Early Childhood, but may be applicable to other programs. Consult your advisor and refer to the SUNY Orange catalog for further information and advice.

STUDENT LEARNING OUTCOMES

1. To explore the development of children from conception to age two (through Chapter 7 in current text).
2. To study, compare, and apply varied developmental and learning theories.
3. To begin an understanding of early learning considering perception, reflex, memory, play, and technology.
4. To analyze the role of adults, society, diversity, and family contexts in the developmental learning process.
5. To discover the impact of biological foundations on learning and development.
6. To study physical, motor, affective, and cognitive development in neonates and infants.
7. To produce infant case studies in holistic development.

COURSE CONTENT

1. Introduction to Child Development
2. Understanding and Studying Child Development
3. Biological Foundations of Development
4. Prenatal Development and Birth
5. Physical Development and Health in Infancy and Toddlerhood
6. Cognitive and Language Development in Infancy and Toddlerhood
7. Social and Emotional Development in Infancy and Toddlerhood

MAJOR ASSIGNMENTS/ACTIVITIES

- Three (3) Open Book/Take Home Quizzes
- Analytical Comparison Report Connecting Theory to Application
- Final Oral and Written Presentation Chosen Topic from List
- The Infant and Toddler Language – Case Study I
- Sleeping Arrangements – Case Study II

GRADING SYSTEM

Quizzes.....	30%
Reports/Oral Presentations.....	30%
Case Studies.....	30%
Attendance/Participation.....	10%

REQUIRED TEXT

Discovering Child Development, Martin and Fabes, Allyn and Bacon, 2nd ed.

GENERAL COURSE INFORMATION

1. All work must be typed or computer text, preferred use of Times New Roman, Font Size 12 or 14, unless otherwise specified.
2. Proper grammar and correct spelling are **mandatory** for each written assignment. Please do not rely solely on your spell/grammar check. Points will be deducted if work is not at “college level.”
3. Due dates are serious. Grade point reductions will be given for late work according to specific course/assignment guidelines.
4. Attendance is critical. Each unexcused absence beyond ONE will reduce your final average by six (6) points per week (two per class).
5. You must be present for the entire class to be counted as attending that day. If absence is unavoidable, you **MUST** contact me prior to class. This is **CRUCIAL**. Unusual circumstances **MUST** be communicated to me.
6. Make-up work, notes, and exams are **YOUR** responsibility to obtain/schedule.
7. Make-up assessments will be given only for excused absences and must be scheduled and administered as close to the original date as possible.
8. Students may withdraw themselves and receive a “W” during the first 10 weeks of the semester. During weeks 11 through 13 they may only withdraw and receive a “W” with the permission of the instructor. All others receive a final mark which may be A, B, C, D, or F.
9. Please remember to keep a copy of **ALL** of your assignments for your own personal files.
10. Changes in topics, due dates, assignments or presentations may occur due to unforeseen circumstances with or without prior notice.

SUPPORT SERVICES

SUNY Orange is committed to assisting students to achieve their best. Resources for you include: Tutorial Center, Writing Lab, Math Lab, Student Success Center, Advising and Counseling, Library and Career Services. Computers and printers are available for your use in the Library, Shepard Student Center and Bio Tech Building.

ADA DOCUMENTED DISABILITY

If you have a documented disability, or believe you MAY have one, and you anticipate needing special accommodation, meet with me at the START of the semester. You must also request a letter from the Advocate for Students with Disabilities verifying your situation. To receive help you must contact that person at 341-4000. Office is Shepard Student Center, 3rd Floor.

CELL PHONE USAGE POLICY

The active use of any device classified as a telecommunications device, including but not limited to, pagers, cellular phones, PDAs and messaging devices, is prohibited in classrooms, as well as in other areas where a classroom atmosphere is assumed (e.g. libraries, labs, theaters, administrative offices), except by special permission of the instructor. Passive use, including silent and vibrate mode may be used, provided it does not compromise the education process or promote an unethical situation. Instructors reserve the right to regulate the monitoring of such devices as necessary.

PLAGIARISM

Any student or organization found to have committed or to have attempted to commit any of the following acts of misconduct is subject to the disciplinary sanctions *outlined in Article IV*.

Acts of dishonesty, including, but not limited to:

- a. Cheating, including cybercheating
- b. Fabrication
- c. Facilitating academic dishonesty
- d. Plagiarism, including internet plagiarism
- e. Forgery
- f. Bribery
- g. Multiple submission (submitting the same assignment to more than one instructor without the permission of the instructors). Please refer to the College Academic Policy for other means of resolution for academic dishonesty issues.

WEATHER EMERGENCIES/CANCELLATIONS

In the event that this class is cancelled, there will be a makeup class scheduled ONLY for evening classes, NOT day classes. Check the college website or local radio station for closings.

EDUCATION DEPARTMENT RESOURCES

The Education Department provides numerous resources for its students:

- ***Education Curriculum Resource Area***—Located on the second floor of the library, this area houses books and periodicals for use by students.
- ***Education Department Hallway***—The hallway in the Sarah Wells Building contains Education Department faculty and staff offices as well as Bulletin Boards with course listings, job postings, event times and dates, club meeting times and contact information.
- ***Education Resource Room***—Located in Sarah Wells Workroom, this area holds consumables for student use, as well as a TV/VCR and video tapes, CD-ROMs and DVDs, laminating machine, and binding machine (some restrictions on usage amounts may apply). Please call or email Education Department administrative assistant at 341-4054 or dianne.gersbeck@sunyorange.edu to check available times for ERR access.
- ***Education Department Website***—Log on to www.sunyorange.edu/education for the most current information.

DATES TO REMEMBER

- 9/1 Labor Day—No Classes**
9/30 Rosh Hashanah—Classes in Session*
10/9 Yom Kippur—Classes in Session*
10/13 Columbus Day—No Classes
10/14 No Tuesday Classes—Hold Monday 10/8 Classes
10/17 Mid-Term Grades Distributed to Students Online
11/3 Last Day for Students to Withdraw from Classes with Grade of “W”
11/21 Last Day for Instructor Withdrawals for Fall 2008
11/26 Thanksgiving Recess Begins—No Classes
12/1 Classes Resume
12/5 Deadline to Apply for December Graduation
12/16 Grades Distributed to Students Online
12/15 Winter Recess Begins

***See college policy regarding religious observance.**

****Changes in topics, due dates, assignments or presentations may occur due to unforeseen circumstances with or without prior notice.****

CHRONOLOGY OF STUDY
EDU 101 A Fall 2008

Week	Topic	Assignments
8/25 8/27 8/29	Chapter 1 pp. 2-27 <i>Introduction to Child Development</i> -What Is Child Development? -Historical Roots	Week 1 Read pp. 2-27
9/1 9/3 9/5	LABOR DAY—NO CLASSES -Changes in Contemporary American Family	Week 2 Read pp. 28-45
9/8 9/10 9/12	Chapter 2 pp. 28-45 <i>Understanding and Studying Child Development</i> Developmental Learning Theories -Biology-based -Psychoanalytic -Learning-based -Cognition-based -Contextual Watch <i>Early Childhood Theorist</i> Video	Week 3 Read pp. 46-59 Take Home Quiz: Chapters 1-2-3 Due 9/26
9/15 9/17 9/19	Chapter 2 pp. 45-59 <i>Understanding and Studying Child Development</i> -How Is Child Development Studied?	Week 4 Read pp. 61-87 Assessment #1: Analytical Comparison Connecting Theory to Application Due 10/10
9/22 9/24 9/26	Chapter 3 pp. 61-87 <i>Biological Foundations of Development</i> -Nurture vs. Nature -Fertilization -Conception -Genetic technology Take Home Quiz: Chapters 1-2-3	Week 5 Read pp. 89-107
9/29 10/1 10/3	Chapter 4 pp. 89-107 <i>Prenatal Development and Birth</i> -Prenatal stages -Prenatal environmental influences Watch <i>Prenatal Development</i> Video	Week 6 Read pp. 107-127 Case Study #1: Infant and Toddler Language Due 10/24

Week	Topic	Assignments
10/6	Chapter 4 pp. 107-127 <i>Prenatal Development and Birth</i>	Week 7 Read pp. 131-141
10/8	-Childbirth	
10/10	-Characteristics of Newborn -Newborns at Risk	
10/13	NO CLASS—COLUMBUS DAY	
10/14 (T)	Chapter 5 pp. 131-141	Week 8
10/15	<i>Physical Development and</i>	Read pp. 142-165
10/17	<i>Health in Infancy And Toddlerhood</i> -Physical Development -Early Brain Development -Sleep Arrangements Watch <i>Infancy and Toddler Development</i> Video	Assessment #2: Sleeping Arrangements Due 11/7
10/20	Chapter 5 pp. 142-165	Week 9
10/22	<i>Physical Development and</i>	Read pp. 167-184
10/24	<i>Health in Infancy</i> -Perceptual Development -Motor Development -Affective Development -Health and Safety	Open Book Quiz: Chapters 4-5 Due 10/31
10/27	Chapter 6 pp. 166-184	Week 10
10/29	<i>Cognitive and Language</i>	Read pp. 184-203
10/31	<i>Development in Infancy And Toddlerhood</i> -Sensorimotor Stages -Development and Play	
11/3	Chapter 6 pp. 184-203	Week 11
11/5	<i>Cognitive and Language</i>	Read pp. 205-229
11/7	<i>Development in Infancy And Toddlerhood</i> -Developing Vocabulary -Language Acquisition Watch <i>Baby Sign Language</i> Video	
11/10	Chapter 7 pp. 205-229	Week 12
11/12	<i>Social and Emotional</i>	Read pp. 229-241
11/14	<i>Development in Infancy And Toddlerhood</i> -Emotions -Temperament -Attachment-Separation Anxiety	

Week	Topic	Assignments
11/17	Chapter 7 pp. 229-241 <i>Social and Emotional Development in Infancy</i> -Daycare -Family Culture	Week 13 Open Book Quiz: Chapters 6-7 Due 12/3
11/19	Oral Presentations	Sign-up Sheet
11/21	Oral Presentations	
11/24	Oral Presentations	
11/26	NO CLASSES—THANKSGIVING BREAK	
11/28	NO CLASSES—THANKSGIVING BREAK	
Week of 12/1	Final Quiz Due Review	