

**SUNY ORANGE/ORANGE COUNTY COMMUNITY COLLEGE**  
**Education Department**

## COURSE SYLLABUS

<b>COURSE #:</b>	EDU102	<b>COURSE Title</b>	Child Development 2
<b>SECTION:</b>	G	<b>SEMESTER:</b>	Spring '08
<b>INSTRUCTOR:</b>	Paula Chapman	<b>DEPARTMENT:</b>	Education
<b>PHONE:</b>	341-0978	<b>OFFICE:</b>	Sarah Wells Room 101
<b>EMAIL:</b>	paula.chapman@sunyorange.edu	<b>HM:</b>	pchapp@earthlink.net
<b>HOURS:</b>	As posted, or by appointment	<b>OFFICE/DEPT PH:</b>	341-4354

**Catalog Description:** This course continues Child Development I to age 11 years. Additional emphases of study include language, emotional, social, and moral development, typical and exceptional cognitive development, measurement and assessment, self-concept, cultural, family, and secular issues and influences. Up to four (4) hours of direct observations beyond classroom hour are required. Prerequisite - EDU101 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. Apply developmental and learning theories in early childhood, from age three through age eleven, by identifying the major characteristics of each age group in relation to cognitive development.
2. Analyze the roles and responsibilities of the adult/educator/caregiver in learning.
3. Recognize physical growth in the preschool and primary ages, and its effect on major development
4. Assess and value autonomous independence in young children and learn appropriate guidance methods.
5. Identify and explain major growth components in early childhood development: cognition, constructivism, emergent literacy, emotion, personality, social behaviors, play.
6. Identify and explain major growth components in the primary age child: cognition, affective development; educational methodology; atypical and exceptional development.
7. Recognize and support development and learning with a holistic approach.
8. Review and analyze the changing societal, family, evaluative tools, and trends relative to early learning and development.
9. Research and prepare early childhood case studies.
10. Identify important factors that support the quest to address concerns regarding American elementary schools.

### **Course Content:**

1. Physical Development and Health in Early Childhood
2. Cognitive and Language Development in Early Childhood
3. Social and Emotional Development in Early Childhood
4. Physical Development and Health in Late Childhood
5. Cognitive and Language Development in Late Childhood
6. Social and Emotional Development in Late Childhood

### **Major Assignments/Activities:**

1. Topics for Discussion Report (see green handout)
2. Disease, Disorder & Conditions Report (see pink handout)
3. Observation (see yellow handout)
4. Children & Passive Recreation Report (see blue handout)
5. In-depth, in class discussions, on six topics (or case studies) [see Chronology of Study] (see goldenrod handout)
6. P3 Project ~ Summary & posting (see lime handout)
7. Two (2) open book/notes quizzes - **THERE ARE NO MAKE UP TIMES FOR QUIZZES**

Grading System		
Evaluation	Percent	Points
Attendance (2 pts per day)	9%	90
Class participation ~ see handout	5%	50
Quiz 1 (Chapters 8 – 10) ~ 2/29/08	5%	50
Quiz 2 (Chapters 11 – 13) ~ <b>To Be Announced</b>	5%	50
Curricula Activity		
Topics for Discussion Report (See sign up sheet)	7.5%	75
Disease, Disorder & Conditions Report (See sign up sheet)	23.5%	235
Observation (Due: 3/21/08)	20%	200
Children & Passive Recreation Report (See sign up sheet)	10%	100
In-depth, in class discussions [see Chronology of Study]	12%	120
P3 Project ~ Summary (Due: 4/18/08)	2%	20
P3 Project postings (Due: 4/11/08)	1%	10
	100%	1000

Grades	
<b>A</b>	900 to 1,000 points
<b>B</b>	800 to 899 points
<b>C</b>	700 to 799 points
<b>D</b>	600 to 699 points
<b>F</b>	1 to 599 points

**Required Text:** *Discovering Child Development*, Martin, C, and Fabes, R., ('06); Allyn & Bacon Pubs. ISBN: 0-205-45462-3.

### General Course Information:

- All work must be typed or computer text, preferred use of Times New Roman, Font Size 12 or 14, unless otherwise specified. Put your name on ALL pages, with pages stapled or clipped together. If a folder is specified, use one.
- 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."
- Due dates are serious. Your grade will drop when you miss a due date – ONE point per day late.
- Attendance is critical. Each unexcused absence beyond ONE will reduce your grade by six (6) points per week, two per day/class.
- 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.
- Make-up work, notes, etc., are **YOUR** responsibility to obtain/schedule. NO work will be accepted after two weeks, **UNLESS** **ADVANCE** arrangements have been made. **NO EXCEPTIONS**.
- 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.
- Please remember to keep a copy of **ALL** of your assignments for your own personal files.
- 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, 3<sup>rd</sup> Floor.

**Cell Phones:** 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.

**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.

**\*\* Ask Orange:** This web based support answers dozens of FAQ's (frequently asked questions) about SUNY Orange. Designed for both current and prospective students, ASK Orange is user-friendly, is student-focused, has extensive information in one place and addresses many aspects of the college experience in words you can understand. Log on and help yourself.

**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 cyber cheating
- 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.

### **Resources for Education Department Student:**

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 videotapes, CD-ROMs and DVDs.
- **Education Department Website**—Log on to [www.sunyorange.edu/education](http://www.sunyorange.edu/education) for the most current information.

**Religious Observance:** Students may be absent due to religious observance without penalty. You should inform me prior to when you anticipate an absence for religious observance.

### **Dates To Remember:**

1/14	Classes begin Spring 2008
1/21	Martin Luther King Jr. Day—College Closed
2/4	First day to apply for May graduation
2/14	Last day for student withdrawal from first half semester classes with “W”
2/29	Last day to apply for May graduation
3/12	Mid-semester “U” grades distributed to students online
3/21	Good Friday—Classes in session
3/22	Saturday before Easter—Classes in session
3/24-3/30	Spring Recess—No Classes
3/31	Early registration for Summer 2008
4/4	Last day for student withdrawal for Spring 2008 with “W”
4/15	Early registration for Fall 2008
4/18	Last day for instructor withdrawal for Spring 2008
5/14	Grades distributed to students online
5/17	Commencement
5/26	Memorial Day—College Closed

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

## Chronology of Study:

Week 1	Monday 1/14	Wednesday 1/16	Friday 1/18
	<ul style="list-style-type: none"> <li>- Introductions</li> <li>- Go over Syllabus</li> <li>- Course overview</li> <li>- Go over projects and assignments</li> <li>- Course Expectations questionnaire</li> </ul>	<b>Chapter 8:</b> Physical Development & Health in Early Childhood	<ul style="list-style-type: none"> <li>- Finish Chapter 8</li> <li>- Group work</li> </ul>
	<b>Assignment for Wednesday</b> Read Chapter 8	<b>Assignment for Friday</b>	<b>Assignment for Wednesday</b>
Week 2	Monday 1/21	Wednesday 1/23	Friday 1/25
	<b>No Class</b>	<b>Class discussion</b> → Helping Children Develop Life-Long Healthy Eating Habits	<ul style="list-style-type: none"> <li>- <b>Class discussion</b> → Helping Children Develop Life-Long Healthy Eating Habits</li> <li>- Group Work</li> </ul>
		<b>Assignment for Friday</b>	<b>Assignment for Monday</b> Read Chapter 9
Week 3	Monday 1/28	Wednesday 1/30	Friday 2/1
	<b>Chapter 9:</b> Cognitive and Language Development in Early Childhood	Finish Chapter 9	<ul style="list-style-type: none"> <li>- <b>Class discussion</b> → Head Start vs. non Head Start – School Readiness</li> <li>- Group Work</li> </ul>
Week 4	Monday 2/4	Wednesday 2/6	Friday 2/8
	<b>Class discussion</b> → Head Start vs. non Head Start – School Readiness	<b>Chapter 10:</b> Social and Emotional Development in Early Childhood	<ul style="list-style-type: none"> <li>- Finish Chapter 10</li> <li>- Group Work</li> </ul>
	<b>Assignment for Wednesday</b> Read Chapter 10	<b>Assignment for Friday</b>	<b>Assignment for Monday</b>
Week 5	Monday 2/11	Wednesday 2/13	Friday 2/15
	<b>Class discussion</b> → Emotional Intelligence	<b>Class discussion</b> → Emotional Intelligence	<ul style="list-style-type: none"> <li>- <b>Class discussion</b> → Emotional Intelligence</li> <li>- Group Work</li> </ul>
Week 6	Monday 2/18	Wednesday 2/20	Friday 2/22
	<ul style="list-style-type: none"> <li>- <b>Topics for Discussion</b></li> <li>- Group Work</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Topics for Discussion</b></li> <li>- Group Work</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Topics for Discussion</b></li> <li>- Group Work</li> </ul>
Week 7	Monday 2/25	Wednesday 2/27	Friday 2/29
	<ul style="list-style-type: none"> <li>- <b>Topics for Discussion</b></li> <li>- Group Work</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Topics for Discussion</b></li> <li>- Review for Quiz 1</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Quiz 1</b></li> <li>- <b>Pick P3 Project Research to follow</b></li> </ul>
Week 8	Monday 3/3	Wednesday 3/5	Friday 3/7
	<ul style="list-style-type: none"> <li>- Go over Quiz 1</li> <li>- <b>Diseases, Disorders &amp; Conditions Reports</b></li> </ul>	<b>Diseases, Disorders &amp; Conditions Reports</b>	<b>Diseases, Disorders &amp; Conditions Reports</b>
	<b>Assignment for Wednesday</b> Read Chapter 11	<b>Assignment for Friday</b>	<b>Assignment for Monday</b>
Week 9	Monday 3/10	Wednesday 3/12	Friday 3/14
	<b>Diseases, Disorders &amp; Conditions Reports</b>	<b>Diseases, Disorders &amp; Conditions Reports</b>	<b>Diseases, Disorders &amp; Conditions Reports</b>
Week 10	Monday 3/17	Wednesday 3/19	Friday 3/21
	<b>Diseases, Disorders &amp; Conditions Reports</b>	<b>Chapter 11:</b> Physical Development and Health in Late Childhood	<ul style="list-style-type: none"> <li>- Finish Chapter 11</li> <li>- Group work</li> <li>- <b>DUE:</b> Observation</li> </ul>
	<b>Assignment for Wednesday</b> Read Chapter 11	<b>Assignment for Friday</b>	<b>Assignment for Monday</b>



# Spring Break



Week 11	<b>Monday 3/31</b>	<b>Wednesday 4/2</b>	<b>Friday 4/4</b>
	<b>Class discussion</b> → The Importance of Physical Movement & Exercise	- <b>Class discussion</b> → The Importance of Physical Movement & Exercise - Group Work	<b>Chapter 12:</b> Cognitive and Language Development in Late Childhood
	<b>Assignment for Wednesday</b>	<b>Assignment for Friday</b> Read Chapter 12	<b>Assignment for Monday</b>
Week 12	<b>Monday 4/7</b>	<b>Wednesday 4/9</b>	<b>Friday 4/11</b>
	- Finish Chapter 12 - Group Work	<b>Class discussion</b> → Bilingual Education	- <b>Class discussion</b> → Bilingual Education - Group Work - <b>DUE:</b> P3 Postings completed
	<b>Assignment for Wednesday</b>	<b>Assignment for Friday</b>	<b>Assignment for Monday</b> Read Chapter 13
Week 13	<b>Monday 4/14</b>	<b>Wednesday 4/16</b>	<b>Friday 4/18</b>
	<b>Chapter 13:</b> Social and Emotional Development in Late Childhood	- Chapter 13 - Group work	- Finish Chapter 13 - Group work - <b>DUE:</b> P3 Summary
Week 14	<b>Monday 4/21</b>	<b>Wednesday 4/23</b>	<b>Friday 4/25</b>
	<b>Class discussion</b> → ADD/ADHD	<b>Class discussion</b> → ADD/ADHD	<b>Class discussion</b> → ADD/ADHD
Week 15	<b>Monday 4/28</b>	<b>Wednesday 4/30</b>	<b>Friday 5/2</b>
	- Review for Quiz 2 - Group Work	Children & Passive Recreation	Children & Passive Recreation
Week 16	<b>Monday / Tuesday / Wednesday / Thursday</b>		
	<b>To Be Announced Quiz 2:</b> (Chapters 11 – 13)		

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