

Central Washington University
Center for Teaching and Learning
Early Childhood Education
Child Development

Course Title: EDEC/FCFS 331: Child Development

Credit Hours: 3

Faculty Information:

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Office Hours: 10:00 – 11:00 Monday, Wednesday & Friday, or by appointment

Current Catalog Description:

Child Development (3). Developmental characteristics of children from conception to eight years. Includes observation techniques. FCFS 331 are equivalent courses.

Students may not receive credit for both. Formerly ECE 331. Students may not receive credit for both.

Course Description/ Objectives:

“Child Development” is a course in the Early Childhood Education sequence that introduces students to the study of young children, including a topical study of the chronology from conception to early elementary school. Children’s growth in the social emotional, cognitive, linguistic, sensory motor, genetics, physical growth, learning, and intelligence domains are covered. Topics related to developmental periods are examined in a variety of methods. Observational methods are introduced which students use to gather data on infants through elementary school children during the course.

ECE Program Course Philosophy:

All Early Childhood Education courses at Central Washington University are based on a constructivist model in which students, in interactions with their physical and social environments, participate in the continual process of construction and reconstruction of knowledge. The course is consistent with the following institutional missions and themes:

- Central Washington University's mission, "Docendo Discimus" (by teaching we learn);
- College of Education & Professional Studies' mission, "to prepare enlightened leaders;"
- The Center for Teaching and Learning’s theme, "facilitators of learning in a diverse world;"
- Department of Teacher Education Programs' mission, "ensuring...outstanding educational leaders and facilitators of learning within a diverse school population;"
- National Association for the Education of Young Children’s mission, “leading and consolidating efforts...to achieve healthy development and constructive education for all young children...assuring...high quality early childhood education programs.”

Specific Learner Outcomes and Assessment Strategies:

Learner Outcomes	Assessment Strategies
Use knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of all young children from birth through age eight. (NAEYC Guideline 1.1)(CTL Standard 1.1)	Exams In-class discussions Case studies Fieldwork, observations
Use knowledge of how young children differ in their development and approaches to learning to support the development and learning of individual children. (NAEYC Guideline 1.2) (CTL Standard 1.1)	Exams In-class activities Fieldwork, observations Posters
Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning, and recognize that children are best understood in the contexts of family, culture, and society. (NAEYC Guideline 1.3) (CTL Standard 1.8, 1.11)	Observations Exams Videos Literature Assignments Posters
Use informal and formal assessment strategies to plan and individualize curriculum and teaching practices. (NAEYC Guideline 4.1) (CTL Standard 1.2, 1.3)	Exams Video In-class assignments
Actively seek out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practices. (NAEYC Guideline 5.5) (CTL Standard 1.3)	Exams Literature assignments In-class assignments
Observe and participate under supervision of qualified professionals in a variety of settings in which young children, from birth through age eight, are served (such as public and private centers, schools, and community agencies). (NAEYC Guideline 6.1) (CTL Standard 1.7, 1.8, 1.11)	In-class assignments Fieldwork Observations

Course Goals:

- Identify methods of child study, developmental theories, and underlying theoretical issues related to infant and child development.
- Describe developmental principles of growth, development, and maturation in infancy through early childhood.
- Explore culture, ethnicity, and gender roles as related to social development of the developing child.
- Identify physical, cognitive, language, and social development and their implications for the teaching/learning situation as related to early childhood methodologies.
- Describe the influences of congenital and acquired abnormal development as related to physical, cognitive, social, and emotional development in childhood.

Textbook:

McDevitt, T. & Ormrod, J. (2007). Child development and Education (3rd ed). Upper Saddle River, NJ: Pearson/Prentice Hall.

Student Assessment, Assignments, and Grading:

Assessment will be based on a variety of strategies, including performance assessments in the form of assignments turned in over the course of the quarter, in-class examinations, and participation in class activities and discussions.

- There will be **three exams** covering assigned class content and required reading.
- There will be **chapter quizzes** over the eight chapters of assigned reading.
- Students will submit written descriptions of **three** separate 45-60 minute **observations** of different children. Guidelines for these field observations and the subsequent written reports will be provided well in advance of the due dates.
- Three pieces of **literature** relating to child development, one from professional resources, one from the popular press, and one internet resource will be read, summarized, and reflected upon.
- Each student will produce & present a **poster** at scheduled poster sessions to share their knowledge of a topic chosen from the provided list with the rest of the class. The topics will be based on parts of the text, and will be supplemented with at least two other resources.
- There will be a variety of **in-class assignments and activities**, including but not limited to case studies, class discussions, cooperative learning, individual reflection, and video presentations. Participation in these activities is crucial to student's potential for successfully mastering the course objectives.

Exams:	150 points
Chapter Quizzes:	16 points
Observations:	90 points
Literature:	45 points
Posters:	25 points
Participation/ Class Activities:	<u>30</u> points
Total:	356 points

Grading Scale:

A	95%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
F	0-59%

Expectations/ Policies:

Attendance: This course emphasizes learning through group participation, in-class activities, and large and small group discussion. Attendance is essential for students to be able to apply theories and strategies covered in the textbook through these activities. Attendance is also a professional commitment, as is promptness at the beginning of class periods and staying for the entire class period. Unavoidable illness or family crisis should be followed up with the instructor as soon as possible.

Late Assignments: All assignments are due when stated in the syllabus, or as announced by the instructor in class. Exceptions will be made on individual basis based on *unavoidable* attendance or other issues. Missed exams or other special cases may call for the student to show competency through an individual learning contract or alternate examination.

Writing Assignments: All assigned writing activities are expected to be neat, accurate, and well prepared. Use spell-check tools and proofread before submitting work. All papers must be typed/word-processed, double-spaced, 12-point standard black font (not italic or gothic, etc.), with one inch margins. Writing quality appropriate for a college level course will be expected. *It is recommended that if a student has concerns about their writing style or ability, they make an appointment with the University Writing Center for assistance.*

Academic Honesty:

Students are expected to do all their own work. Plagiarism/cheating will not be tolerated. Minimum penalties for acts of academic dishonesty will be a grade of zero on the written assignment or examination. Penalties may be much more severe and could include an “F” for the entire course and a recommendation that CWU take additional disciplinary action. Academic dishonesty includes both the “giving” and “taking” of improper assistance on assignments or examinations as well as any other form of attempting to gain credit for work that is not your own. In the event doubt remains in the mind of the instructor regarding cases of suspected academic dishonesty, a substitute assignment/examination may be required.

ADA Statement:

Students who have special needs or disabilities that may affect their ability to access information and/or materials in this course are encouraged to contact the instructor as soon as possible. You may also wish to contact the Disabled Student Services Office (DSS) on the CWU campus at 963-2171 for additional disability related educational accommodations.

