

**Central Washington University**  
**FCSF/EDEC 331 Child Development**  
**Winter 2007**

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1. **Course Title:** FCSF/EDEC 331 Child Development (3 credits)
  
2. **Faculty Information:**

<b>Instructor:</b> Peggy Roberts	<b>Office Hours:</b> Tuesday 9:00 – 9:50
<b>Office:</b> Michaelsen 328	Thursday 9:00 – 9:50
<b>e-mail:</b> robertspe@cwu.edu	Other times by appointment.
<b>Phone:</b> 963-2785 (Office)	

**Class Schedules:**

MWF 9:00 – 9:50 (MI 221) Child Development

3. **Current Catalog Description:** Developmental characteristics of children from conception to eight years. Includes observation techniques. Formerly EDEC 331, students may not receive credit for both. Same as FCSF 331. Students may not receive credit for both.
  
4. **Course Description:** “Child Development” is a course in the Early Childhood Education sequence that introduces students to the study of young children. A topical study of the chronology from conception to early elementary school. Children’s growth in the areas of 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 during the course.

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 Council of Teachers of Mathematics mission of "a quality mathematics education for every child.”
- Consistent with these all-encompassing purposes and consistent with #4 of WAC 180-79-348, this course will provide an opportunity to acquire knowledge derived from theoretical bases pertinent to instructional methods in mathematics.

### 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

### Course Topics:

- Themes and theories of child development
- Physical development
- Cognitive development
- Intelligence
- Language development
- Intrapersonal and interpersonal development
- Moral development
- Learning & motivation
- Families
- Self-esteem and self-efficacy in early childhood
- Development of self-control
- Gender identity and development
- Parenting styles and practices
- Influences on development that is beyond the family

## **5. Instructional Methods and Activities:**

The class will be organized so students' questions from the assigned reading are addressed at the beginning of each class period. Following the clarification and discussion each class period will address application of the material/theory, often with follow-up activities/discussion. The text will not be repeated verbatim in the lecture, so students must keep current with the reading and be ready to discuss the material. Instructional strategies will include: lecture, class discussions; cooperative learning, individual reflection, case studies, and exploration groups, as well as, video tapes, and other multimedia presentations to clarify the content.

## **6. Evaluation Methods and Grading Criteria:**

### **Course Requirements:**

Class Attendance: Since a majority of the class content is an elaboration of the material presented in the textbook it is essential that students attend class. The application of the

theories and strategies covered by this class cannot be gleaned from reading the textbook alone. Individuals traveling in university related activities please notify me ASAP.

Participation in class discussion: You are expected to participate in class discussion and activities, as this is a higher form of learning than is offered by the textbook alone. Students who wish to optimize their learning will read the text and/or handouts before each class period in order to facilitate active class discussions. Students who read before each class meeting, participate in the class lectures and discussions will be able to successfully master the course objectives. What students get from this class is directly proportional to the effort they put into the class. Do not allow yourself to get behind in your reading!

Examinations: There will be five examinations in this course covering the assigned class content. Each exam will contain from 25 to 30 items that focus primarily on application of the course content. If you realize that you must miss a scheduled exam you can make arrangements to take the exam early. All other situations will require the student show competency through an individual learning contract based on the objectives covered by the missed exam. In case of bad weather and/or university closing, exams scheduled at that time will be held during the next class session. No provisions have been made for make up exams after the scheduled administration class period.

Assignments: There will be a variety of assignments made during the term. These assignments may include in-class activities, case studies, data collection and analysis, article/application reviews, and/or observational journals. The purpose of the assignments is to provide a variety of meaningful experiences interacting with the concept(s) being covered in the class presentations and textbook readings.

Field Observation Assignment: You are required to make an observation of a child who is between 18 months and eight years of age. You may observe the child in a home, daycare, or preschool center. Please secure permission before you do your observations. The observation should be at least 3-5 hours in length. For the assignment, choose one of the observation techniques discussed in class: running record, vignettes, or narrative. 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? As a part of your observation note the general environment that the children are in (teacher rations, books, play equipment). How did the environment stimulate or hinder the child 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? Also, note the **philosophy** of the center or parent. After you have completed your observation, complete a **5-7 page paper (APA style, 5<sup>th</sup> ed)** on what you learned from this observation.

You will be graded on integrating theory, course concepts, and research into your analysis. **This paper is worth 100 points.**

**Criteria for Grading:**

- Theories (20 pts)
- Environment (6 pts)
- Integration of observations (20 pts)
- Child's experience (8 pts)
- Prediction of future development (6 pts)
- Philosophy of the Center or Parent (10 pts)
- Convention: APA, grammar, spelling, etc. (30 pts)

**Final Project/Creating a Brain Development Kit:** You will self-select a group of 3-4 people. In your group you are required to make a kit of toys that is made from materials strictly found in the house (**No food item can be used--example rice, beans, etc.**). All items should be child proof. The **kit** should focus on one specific age development, but focus upon the following areas: Fine motor skill, gross motor skill development, cognitive skills, language acquisition, social skill, and self help skills. You will **type a 5-6 page paper (APA, 5<sup>th</sup> ed style)** to go along with your kit. The paper should explain the specific age of the child being focused upon. What the toys are focusing upon and how the toys within the kit are to be used. What theories helped to create the kit? How did you make this toy? **This activity is worth 50 points.** You will present your Kit to the class.

**Presentation is worth 50 pts.**

**Criteria for Grading:**

- Materials found in the home (5 pts)
- Child Safety (5 pts)
- Age of Development/ Creativity (10 pts)
- Area of development and use (15 pts)
- Theories being used (10 pts)
- Convention: APA, grammar, spelling, etc. (5pts)

**Extra Credit:** There is no provision for extra credit work.

**Grading Procedures:** Grades in this course are based on points accumulated through examinations and assignments. Course grades are based on the following scale:

**Assessment:**

<b>Assessment:</b>		<b>Evaluation Scale:</b>
Class Activities	100	95% - 100% = A
Observation	100	90% - 94% = A-
Exams	100	86% - 89% = B+
Participation	200	83% - 85% = B
Final Project (Brain Kit)	100	80% - 82% = B-
<b>Total</b>	<b>600</b>	76% - 79% = C+
		73% - 75% = C
		70% - 72% = C-

**7. Textbook and other materials for the course:**

Puckett, M., & Black, J. (2005). *The young child development from prebirth through age eight (4<sup>th</sup> ed.)*. Upper Saddle River, NJ: Pearson Education, Inc.

**8. Statement of Accommodation:**

Students with disabilities who believe that they may need accommodations to access information and/or material presented in this class are encouraged to contact CWU's Compliance Officer, Robert Harden at extension 2171. You will also need to let me know of your needs as soon as possible to ensure that such accommodations are implemented in a timely fashion.

**9. Drop Policy:**

See University Regulation, *CWU Catalog*.

**10. 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.

**Course Schedule & Procedures: The schedule is subject to change. Please attend class so you are aware of the updated schedule.**

<b>Date</b>	<b>Topic</b>	<b>Assignment/Activity</b>
1/3/07	Introduction & Handout Syllabus	
1/5/07	Course overview; Get to know your classmate	Read Ch. 1
<b>1/8/07</b>	<b>Prenatal Development; Teratogens</b>	<b>Read Ch. 2</b>
<b>1/10/07</b>	<b>Movie: The Womb</b>	
<b>1/12/07</b>	<b>Movie: The Womb</b>	<b>Read Ch. 3</b>
1/15/07	<b>No Class- Martin Luther Kings Jr's Birthday</b>	
1/17/07	Labor and Delivery; Transition to parenthood	Read Ch. 4
1/19/07	Observational methods and theoretical interpretations of child development	Read Ch. 5 <b>Quiz #1</b>
<b>1/22/07</b>	<b>Continue theories</b>	Read Ch. 6
<b>1/24/07</b>	<b>Create groups for Kit—Begin work on Observation</b>	Read Ch. 7 <b>Quiz #2</b>
<b>1/26/07</b>	<b>No Class-Flex Day- Work on Project with your Group</b>	
1/29/07	From Birth to 1 year old: Characteristic of physical, psychosocial, and cognitive development	Read Ch. 8
1/31/07	Continue from Birth to 1 year old	Read Ch. 9
2/2/07	Continue from Birth to 1 year old	

<b>2/5/07</b>	<b>Movie: Sign to Your Baby</b>	Read Ch. 10 <b>Quiz #3</b>
<b>2/7/07</b>	<b>One-to-three year olds: Characteristics of physical, psychosocial, and cognitive development</b>	Read Ch. 11
<b>2/9/07</b>	<b>Continue One-to-Three year old</b>	
2/12/07	<b>Continue One-to -Three year old</b>	Read Ch. 12
2/14/07	Movie: Twins	Read Ch. 13 <b>Quiz #4</b>
2/16/07	No Class- Flex Day- Work on Kit/Observation Time	
<b>2/19/07</b>	<b>No Class- Presidents Day</b>	
<b>2/21/07</b>	<b>Introduction to four through eight year olds: Characteristics of physical, psychosocial, and cognitive development.</b>	<b>Read Ch. 14</b>

<b>2/23/07</b>	<b>Continue Four through Eight year olds</b>	<b>Read Ch. 15</b>
2/26/07	Continue Four through Eight year olds	Read Ch. 16
2/28/07	Wrap-Up	<b>Quiz #5</b>
3/2/07	Presentation	Kits Due
<b>3/5/07</b>	Presentation	Kits Due
<b>3/7/07</b>	Presentation	
<b>3/9/07</b>	Presentation	
3/13/07	Final Time: 12:00- 2:00 <b>Field Observation Assignment Due</b>	

