

MAYLAND COMMUNITY COLLEGE



EDU 145 SECTION 10 January 2007

PO Box 547
or
200 Mayland Drive
Spruce Pine, NC 28777
828-765-7351 or 1-800-462-9526
www.mayland.edu
leo.mayland.edu

**MAYLAND COMMUNITY COLLEGE
Welcomes You To:**

**EDU 145 SECTION 10
CHILD DEVELOPMENT II
CREDIT HOURS: 3 CONTACT HOURS: 3**

Course Description

This course covers the theories of child development, the developmental sequences and factors that influence children's development, from pre-school through middle childhood for all children. Emphasis is placed on sequences in physical/motor, social, emotional, cognitive, and language development multiple influences on development and learning of the whole child. Upon completion, students should be able to identify typical and atypical developmental characteristics, plan experiences to enhance development, and describe appropriate interaction techniques and environments.

Prerequisites: none

Corequisites: none

Instructor Information

Instructor: Deborah Greenlee
Office Location: Gwaltney Hall Room 207
Telephone Number: (828) 765-7351 extension 380
Cell: (828) 467-0630 (when leaving voice mail please leave a call back number, if you need a call back)
E-mail Address: dgreenlee@mayland.edu
Office Hours: Before and after class

Course Information

Class meets on Wednesday 12:00 – 2:50 PM in Gwaltney Hall, room 207
OPTION B: 1:00 – 3:00

Required Text(s): Berk, Laura E. **Infants and Children.** Fifth Edition. Boston: Allyn and Bacon. 2005.

Allen, K. Eileen and Lynn R. Marotz. **Developmental Profiles Pre-birth through Twelve.** New York: Delmar Learning. 2003.

Copple, Carol and Sue Bredekamp. **Basics of Developmentally Appropriate Practice.** Washington DC: National Association for the Association of Young Children. 2006

LRC Resources: books, magazines, journals

Required supplies: Basic supplies (pens, paper, etc.), internet access

Course Objectives/Competencies:

1. Discuss ways in which biological and environmental factors influence all children's development and learning from preschool to middle childhood.
2. Identify theories, research, principles of child development, growth, and learning in all domains.
3. Describe stages of development, developmental milestones, and characteristic behaviors in all domains from conception to middle childhood.
4. Identify appropriate observation techniques for assessing developmental levels and skills of all children.
5. Plan developmentally appropriate experiences, interaction techniques and environments that are sensitive to and meet the individual needs of all children and families with differing backgrounds, i. e. linguistic, culture, geographic, ethnic and socioeconomic.

Attendance Policy, Tardiness, and Make-Up Work:

Regular class attendance is regarded as essential to the academic progress of the student. Each student will begin the semester with 100 attendance points. Each absence will result in a 5 point deduction. You must be present the entire class period to be considered present. You are expected to attend class and are therefore responsible for contacting the instructor when you must be absent from class. If you do not contact the instructor **BEFORE** class begins you will not be allowed to do the make-up work, which will give back the 5 points lost because of absence.

Two tardies will equal **1** absence. You are considered tardy if not in the classroom at appointed time for class to begin.

I expect that all assignments will be turned in on time. Late assignments will not be accepted.

To make up an absence you must do **ALL** of one of the following:

ALL of the following

- 1 critique (in MLA form) concerning development of the young child.
- 1 activity concerning the development of children ages 6 – 11.
- A 2 page summary of the current chapter(s) in **Infants and Children** we are addressing in class. Summary must be typed, double spaced, using a professional 12 font.

OR

- A 2 page summary of the current chapter(s) in **Infants and Children** with an attached doctor's excuse. Summary must be typed, double spaced, using a professional 12 font.

This work **must** be turned in to the instructor within **one week** after your return to class or make-up work will **not be accepted**. **No partial make-up work will be accepted!!!!**

Grading Criteria/Tests/Projects:

Participation:

Participation in class discussions and activities is required and expected.

Reading:

Reading of texts and instructor assigned material is expected and required. Students are expected to be prepared for class, this requires staying current with course materials.

Critiques:

Review of **2** journal, magazine, or newspaper articles relating to development during Middle Childhood (ages 6-11). Students will read the article, summarize the information, and critique (or give your impression of) this information in a one to one and one-half pages. Reviews must be typed, using 12 size font with professional font (no color or cursive) and be double spaced. Citation of article must be in MLA format. Correct MLA citation information is posted on LEO.

Due: January 24 & April 11

- Students will share a brief summary of critiques on specified dates.

Observations:

Each student will observe **one** child in Middle Childhood (ages 6-11) using the following agenda:

- Observe and talk with the child for a minimum of 30 minutes (preferably at least 60 minutes).
- Record activities in which the child participates, his/her behavior, interactions with other children and adults, and anything else you observe. Considering the Psychosocial Developmental Stages of Erik Erikson and the Cognitive Development Stages of Jean Piaget which stage do you believe the child you have observed is in, explain why you believe this? Do not be fooled into the thought that a child is of a certain age and the charts say....remember these are approximates, not definites. These are 2 distinctive stages meaning that you will need to address both stages of development, cognitive and social.
- Your observation will be presented in class and then turned into instructor.

Students will not need to use observation form provided in other classes in the Early Childhood Education Department. Observations are to be typed, double spaced, using size 12 font, and a professional font (no color or cursive).

Students who have difficulty observing children may choose to develop **3** activities, **including an explanation of why these activities are age appropriate.** Contact the instructor if you choose to do this.

Due: March 28

Theories of Development:

Each student will select a child development theorist (Piaget, Erickson, Vygotsky, Freud, etc.) to study. Students will not be allowed to report on the same theorist.

- The student will research the individual's ideas concerning the development of children during childhood and write a report which includes these findings plus the student's opinions concerning the information.
- The written report is to be no less than **4** pages in length and include a bibliography of at least 2 books and 2 magazine, internet or journal articles in MLA format.
- The written report will be 12 font size and in an acceptable professional font (no color or cursive), double spaced, and presented with a coversheet.

On the due date, you will turn in your written report and present an oral summary of your findings. The oral report should be at least 3 minutes but no longer than 6 minutes. **You will not be allowed to read your report; however, you may use notes for the presentation.** You may use posters, handouts, overheads, role playing, power point, etc. to present your report to the class. A list of the theorists will be available during class.

Due: May 2

Activities:

Students will write **3** activities for the Middle Childhood age group.

Activities will be recorded on Activity Plan Sheet, provided by the instructor.

These activities are due at the conclusion of chapter 13. A copy of the Activity Plan Sheet is posted on LEO.

Tests, Pop Quizzes & Homework:

Tests will be on materials covered in class and assigned readings. Tests will be given at the conclusion of each chapter of Infants and Children. Students are expected to take tests on assigned date. If this is not possible, you are responsible for making prior arrangements with the instructor. **If student does not contact the instructor prior to test making arrangements for make-up a grade of "0" will be recorded.** Students will have **1 week** to make-up any missed test. Any bonus question on the original test will not be available on the make-up.

Unannounced pop quizzes may be given at the instructor's discretion and **may not be made up if missed.** .

If you are experiencing difficulty in this course, please contact the instructor for assistance. If the instructor deems it necessary, he/she may request an individual conference with you.

Grading Criteria:

Attendance	10%
Activities	10%
Critiques	10%
Tests & Pop Quizzes	20%
Observations	20%
Evaluation of Development	30%

Grading Scale:

A = 94 - 100
B = 86 - 93
C = 78 - 85
D = 70 - 77
F = Below 70

Inclement Weather Procedures:

In all periods of inclement weather you are reminded to use good judgment when making travel decisions. Life and safety are the primary considerations. While individuals are expected to give due consideration to their responsibilities for attendance, the College recognizes and expects that adults must ultimately make their own decisions about attendance and accept responsibility for them. When announcements pertaining to schedule changes due to inclement weather are made, it will be posted on the front page of Mayland's Website (www.mayland.edu), on the homepage for LEO at leo.mayland.edu and aired on local radio and television outlets. For complete listing of these radio and television outlets refer to the Student Handbook. Make-up work will be assigned according to procedures already cited in this syllabus.

Academic Standards/Student Expectations/Ethics:

Please turn off all electronic equipment; cell phones, beepers, or etc. during class, unless you have prior instructor approval to leave turned on. Students are expected to conduct themselves as mature and responsible individuals at all times, showing high regard and respect for the rights, privileges and property of others, including college facilities and property. Students who are disrespectful, exhibit rude or disrespectful behavior to the instructor or other students will be asked to leave class. For grading purposes this will be considered an absence. All students are expected to follow MCC's Conduct Policy & Student Code of Conduct. Violation of any regulations or applicable federal, state, or local

statutes may result in administrative action up to and including suspension or expulsion.

In addition to academic performance, students should exhibit the qualities of honesty and integrity. Any form of dishonesty (cheating, fabrication, facilitation of academic dishonesty, plagiarism, etc.) will make the student subject to disciplinary action. In other words **Be honest!**

The incomplete "I" grade indicates that the student has failed to finish a portion of the required work for the class due to unusual circumstances. Should you request and receive an "I" for this course; it must be removed before the end of the next semester to avoid the grade automatically changing to an "F".

Please retain a copy of this syllabus and refer to it often, this is your guide to course expectations and requirements. If this syllabus is lost a new one may be downloaded from LEO.

Administrative Withdrawal Policy:

If a student has not been in contact with the instructor and has not attended class for a two-week period, an administrative withdrawal will be submitted by the instructor.

Withdrawal Dates:

Fall 2007

End of Unconditional Withdrawal	Tuesday, February 13, 2007
End of Conditional Withdrawal	Tuesday, March 27, 2007

Any student requesting special accommodations for this course due to a disability should apply for services through the SOAR Office or the Counseling Center, which will document the disability. A counselor will then help determine which accommodations, if any, the student needs for success in this course.

While I have attempted to be as thorough as possible with this syllabus, course procedures may vary from this outline to meet the needs of this particular group of students. If you have concerns about my information printed in this syllabus, please share your concerns with the instructor.

Course Outline/Weekly Topics

Weeks 1 & 2

Syllabus
Chapter 11 – Infants and Children
Physical Development in Middle Childhood

Weeks 3 & 4

Chapter 12 – Infants and Children

Cognitive Development in Middle Childhood

Weeks 5 & 6

Chapter 13 – Child Development
Emotional and Social Development in Middle Childhood

Weeks 7 & 8

Review of chapters 11, 12, & 13
&
Introduction to Basics of Developmentally Appropriate Practice

Weeks 9 & 10

Basics of Developmentally Appropriate Practice

Weeks 11 & 12

Basics of Developmentally Appropriate Practice

Weeks 13 & 14

Basics of Developmentally Appropriate Practice

Weeks 15 & 16

Basics of Developmentally Appropriate Practice