

MAYLAND COMMUNITY COLLEGE



EDU 145 SECTION 20 August 2006

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 20
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:
Telephone Number: 765-7351, extension 380 or cell (828) 467-0630
E-mail Address: greenleedeborah@yahoo.com or
dgreenlee@.mayland.edu
Office Hours: Before or after class

Course Information

Class meets on Tuesday 6:00-8:50 PM in Gwaltney Hall, room 207

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.

Cople, 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/Make-Up Work:

Regular class attendance is regarded as essential to the academic progress of the student. You are expected to attend class and are responsible for contacting the instructor when you must be absent. In order to reward attendance these will count as 1 test grade.

Students are tardy if they are not in the classroom at the appointed time for class to begin. **Two** tardies equal **one** absence.

Make-up work will be as follows:

ALL of the following

- 1 critique (in MLA form) concerning working with young children.
- 1 activity
- A 4 page summary of the current chapter(s) in Infants and Children or Basics of Developmentally Appropriate Practice we are addressing in class. Summary must be double spaced, using a professional 12 font.

OR

- A 2 page summary of the current chapter(s) in Infants and Children or Basics of Developmentally Appropriate Practice with an attached doctor's excuse. Summary must be 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**.

Students must contact instructor, prior to class, if they will be absent from class.

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: August 29

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.
- 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, for each of the **2** areas, a total of **6**. Contact the instructor if you choose to do this.

Due: September 5

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. Student cannot choose a theorist they have chosen previously.

- 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, etc. to present your report to the class. A theorists list is posted on LEO. Please choose one by September 26. and put your name beside your choice.

Due: December 5

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 material covered in class and assigned readings. Students are expected to take tests on assigned date. If this is not possible, you are responsible for making prior arrangements with the instructor. All make-up tests must be taken within **one week** of assigned date. After one week, the grade for the test will be zero. Any bonus questions given on the original test will not be given on make-up tests. It is the student's responsibility to initiate the make-up arrangement. It is imperative that you are in class on testing days.

Unannounced pop quizzes may be given at the instructor's discretion and may not be made up if missed. Homework assignments may be given at the instructor's discretion and will be due the following class meeting. All assignments not covered in this syllabus, such as homework, will be posted on LEO the morning following the class.

Assignments are due according to dates printed on the syllabus or at times specifically assigned by the instructor, whether the student is present or not. If you know that you must be absent on the due date of an assignment, turn it in to the instructor early to avoid a late penalty. Failure to turn in an assignment on the due date will result in a **10 point deduction for each day it is late**. If problems arise, you are encouraged to contact the instructor **prior** to the due date.

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:

Activities	10%
Critiques	10%
Observations	20%
Tests, Pop Quizzes, Attendance & Homework (when assigned)	30%
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. We expect you to give due consideration to your responsibility for attendance, however, we expect you to make the decision of whether to travel on unsafe highways and to accept the responsibility for your decisions. Make-up work will be assigned according to procedures already cited in this syllabus. Additionally, evening classes will either take place or class will be canceled.

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 2006

End of Unconditional Withdrawal	Friday, September 22, 2006
End of Conditional Withdrawal	Tuesday, October 30, 2006

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