

SYLLABUS
for
Early Childhood Growth & Development
ECS 301
Ohlone College – Fall 2008

Instructor: J. Michele McDowell, M.S., M.B.A. **Telephone:** (510) 979-7453
Email: mmcdowell@ohlone.edu www2.ohlone.edu/people/mmcdowell

REQUIRED TEXTS:

Berk, Laura. *Infants, Children, & Adolescents*, Pearson, New York, New York, 2008.

The textbook is required and will be used in class. Please bring your textbook to each class meeting; it will be used during each class to discuss concepts, terms, and questions.

Also there may be some supplemental reading. The supplemental reading can be in the form of handouts, supplemental books, journal articles, and on-line websites.

Course Description:

This course is the study of the developing human being from conception through school age. It clearly focuses on developmental characteristics, influences on development, individual differences, physical, social, emotional, and cognitive development, and application in the field of early childhood education. Research methods and observation and assessment are covered.

Course Objectives:

The student will:

1. Compare and contrast the methods of scientific research and trends in theories and research.
2. Identify and describe: normal development. Basic needs, major theories, problem areas, and the impact of familial, community, and social influences on development.
3. Illustrate the understanding of the biological processes and physical development of children from prenatal through age nine.
4. Recognize and explain the physically, cognitive, social, emotional, and language development in children from prenatal through age nine.
5. Define the role of adults in early childhood settings including the application of theory and practice and discuss how it impacts children's development.
6. Relate how social and cultural interactions affect children's development.

COURSE REQUIREMENTS

Attendance: Attendance at all classes is required. Failure to attend will negatively impact the final grade. If you miss more than 20% of the classes (3 class sessions) you may be dropped from the class. Three late arrivals or early departure will count as one absence.

Class Participation: Students will arrive on time, have the required text and participate appropriately in class and group activities. **Not participating** in class discussions, small group activities or **dominating** class activities will negatively impact your course grade. Cell phones and pagers must be turned off or to vibrate; if it rings you will be asked to leave for the remainder of the class.

In Class Assignments: In class assignments and reflections must be completed and turned in the day of the class. These assignments will not be accepted late. If you miss a class you will not be allowed to make up the missed in class assignments. These assignments will be based on in class lecture, videos, discussions, and the text.

In-Class Activities: Students will be prepared to discuss the topic of the week after reading the corresponding chapter(s). (See Weekly Schedule.) Other activities include, but are not limited to, analyzing the content of various videos, participating in group discussions, presentations, small group activities, review of key chapter terms and concepts, and reading from the text.

Written Correspondence: Written communication will be done in a professional manner, using proper college level writing skills: salutations, grammar, spelling, sentence structure, and paragraphing. Also include all relevant information: name, course number, specific question, etc.

Exams, Papers & Projects: All assignments must be completed on the scheduled dates at the start of class. I will NOT accept late assignments. When applicable, work completed outside of class will be typed. (Handwritten papers will be returned to the student without a grade and will be considered late.) ALL individual work turned in must be your own. Students are required to do their own reading of materials, you may work together to synthesize and understand the information, however the **written work, exams, and oral presentations MUST BE YOUR OWN WORK IN YOUR OWN WORDS!** Be sure to cite any quote(s) you use. Any plagiarism will result in an "F".

Weekly Online Study Plans & Quizzes: Through the www.CourseCompass.com you are required to complete and submit the study plans and quizzes for each chapter 30 minutes prior to the start of class each week. See handout for more details. Be sure to keep a copy with the correct date and time stamp for all work.

NOTE: all assignments are due on the date listed on the syllabus or class assignment schedules at the start of class, otherwise they are considered late and will NOT be accepted. Papers should be organized, typed, neat, and orderly. Presentation counts. While this is not a writing class, it is a college level course. Correct spelling, proper grammar using complete sentences and paragraphs are assumed. If your writing skills are not at college level you will be required to work with a tutor on all written assignments and must be signed off by the tutor. (English 101A is advisory for this course.) All assignments must be your own work in your own words. (Students may want to consider taking one of the recommended English courses prior or concurrent with this course.)

ACADEMIC ETHICS

In this course, students are expected to share ideas, suggestions, resources and information, and are often required to work together cooperatively to complete a task. However, copying, cheating and plagiarism will result in an F grade. This will apply to all persons involved.

Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of dishonest, deceptive or fraudulent means. Plagiarism is representing the work of someone else as your own and submitting it to fulfill academic requirements.

Point System for Grades:

| | | |
|----|------------------------------------|------|
| 1. | Participation/In Class Assignments | 10 % |
| 2. | Homework/Observations | 10 % |
| 3. | On-line Quizzes | 10 % |
| 4. | Study Plans | 5 % |
| 5. | Journal | 5 % |
| 5. | 4 Exams | 60 % |

GRADES:

| | |
|---|------------|
| A | 100% – 90% |
| B | 89% - 80% |
| C | 79% - 70% |
| D | 69% - 60% |
| F | 59% - 0% |

YOU ARE RESPONSIBLE for giving Admissions and Records a drop form if you drop this course.
I MAY DROP YOU after three absences if your commitment is unclear to me.

WEEKLY CLASS SCHEDULE

Changes announced in class take precedence over this published schedule and requirements.

| <u>Week</u> | <u>Date</u> | <u>Topic</u> | <u>Reading</u> |
|-------------|-----------------------|--|----------------|
| 1 | Sept 8 th | Syllabus, General Information, Assessment, PDC | |
| 2 | Sept 15 ^h | <i>History Theory, & Research Strategies</i> | Ch 1 |
| | | Online Exam on Chapter 1 | |
| 3 | Sept 22 nd | <i>Biological & Environmental Foundations</i> | Ch 2 |
| 4 | Sept 29 th | <i>Prenatal Development</i> | Ch 3 |
| 5 | Oct 6 th | <i>Birth and the Newborn Baby</i> | Ch 4 |
| | | Online Exam on Chapters 2-4 | |
| 6 | Oct 13 th | <i>Physical Development in Infancy & Toddlerhood</i> | Ch 5 |
| 7 | Oct 20 th | <i>Cognitive Development in Infancy & Toddlerhood</i> | Ch 6 |
| 8 | Oct 27 th | <i>Emotion & Social Development in Infancy & Toddlerhood</i> | Ch 7 |
| | | Online Exam on Chapters 5-7 | |
| 9 | Nov 3 rd | <i>Physical Development in Early Childhood</i> | Ch 8 |
| 10 | Nov 10 th | <i>Cognitive Development in Early Childhood</i> | Ch 9 |
| 11 | Nov 17 th | <i>Social & Emotional Development in Early Childhood</i> | Ch 10 |
| | | Online Exam on Chapters 7 - 9 | |
| 12 | Nov 24 th | <i>Physical Development in Middle Childhood</i> | Ch 11 |
| 13 | Dec 1 st | <i>Cognitive Development in Middle Childhood</i> | Ch 12 |
| 14 | Dec 8 th | <i>Social & Emotional Development in Middle Childhood</i> | Ch 13 |
| 15 | Dec 15 th | FINAL EXAM (In Class on Chapters 11 - 13) | |

**On-line Practice Tests are due
before the start of classes the first day we are covering the chapter(s).
No exceptions!!**