

Infant and Child Development in the Family

HDF 302: Section 04

Spring 2006: Tuesdays, 6 – 8:50 pm

Room 204 Stone Bldg

Instructor:

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Required Reading:

Textbook: Feldman, Robert S. (2004). *Child Development* (3rd ed.-Reprint). Upper Saddle River, NJ: Prentice Hall. (available at the university bookstore)

Additional readings: available on blackboard under the *Assignments* section

Class Format:

Most classes will be in lecture/discussion format, although each week there may be an in-class activity. Students are expected to complete the reading assignments prior to each class period so that they are prepared to listen and contribute to class discussion and/or in-class activities.

Course Policies:

Course Conflicts: Students **may not get credit** for both PSY 250 and HDF 302. They are essentially the same course. If you have questions about this rule please see the undergraduate bulletin: <http://www.uncg.edu/reg/Catalog>

Attendance/Lateness: Attendance is mandatory. In order to learn the material and participate in class activities, students must attend class regularly. Attendance will be tracked and graded through in-class activities. **One (1) unexcused absence is allowed.** If an emergency happens, please contact the professor as soon as possible. In addition, students who miss class due to a university-sanctioned activity must identify themselves prior to missing class and make arrangements to complete missed work within 1 week or it will be considered an unexcused absence and all missed assignments will be given a zero.

Behavior: Students are expected to arrive to class on time and leave at the scheduled time. In addition, **turn beepers, cell phones, and any other electronic devices off during class time.** Please refrain from chit chat outside of scheduled class discussion, remain alert during class, and actively participate in discussions and in-class activities. For more information regarding disruptive classroom behavior see http://saf.dept.uncg.edu/studiscp/Disrupt_Class.html

Missed exams/assignments: If an exam is missed, then a score of 0 will be recorded for your grade. Since you are permitted to drop your lowest exam grade, **make-up exams are not an option.** Therefore, use your free exam wisely. (You do not want to be stuck with an emergency

at the end of the semester with no free exam to use). Since one unexcused absence is allowed, one missed in-class assignment may be made up. **If the university is closed or closes early due to inclement weather on an exam day, the exam will be given during the next class period.**

Written assignments: All written work is expected to be thoroughly checked for grammatical and spelling errors. In addition, you are responsible for any lost/misplaced assignments. Always back up your work in case it needs to be reprinted or is lost somehow. **Late assignments will not be accepted.**

Academic Honesty: Your knowledge and adherence to the UNCG Academic Integrity Policy is required on all assignments and at all times. Academic dishonesty includes, but is not limited to, cheating on exams, fabricating information or citations, facilitating the academic dishonesty of others, and submitting the work of another person as your own (plagiarism). For more information see <http://www.saf.dept.uncg.edu/studiscp/manual.html>

Disability Services: If you think you have a disability that may interfere with your ability to complete the work required for this course, please contact the Office of Disability Services. (<http://www.uncg.edu/ods>)

Course Objectives:

This course is designed for students to acquire understanding and recognition of theories and research findings in the study of infant and child development. We will focus on physical, cognitive, and social/emotional development from conception through middle childhood while we explore the role of outside factors, such as family, culture, peers, and school, in shaping these developments.

Students will demonstrate:

1. Knowledge and recognition of the theories and principles of young children's development, growth, and learning in the areas of sensorimotor, cognitive, adaptive, language/communication, social, aesthetic, emotional, and physical development.
2. Knowledge of the various stages and substages of growth and development in infants and children, the unique patterns with which children progress through these stages, and the factors that distinguish the wide range of typical from atypical development.
3. Knowledge of the conditions that affect children's development and learning and potential impacts of general and specific disabilities, delays, and risk factors on different domains of development.
4. Knowledge of the interaction between biological and environmental factors that have a direct influence on and that place the child at risk for developmental delay or disability.
5. Knowledge of the developmental consequences of stress and trauma, protective factors and resilience, the development of mental health, and the importance of social relationships.
6. Knowledge of the inter-relationships among culture, language, and thought and of the function of home language in the development of young children.
7. Respect for and appreciation of differences in family structures, culturally and linguistically diverse children, and the need to support home-language preservation and to promote anti-bias approaches.

8. Awareness that children learn in holistic, rather than fragmented, ways and of the inextricable link between communication skills and the quality of concrete experience provided through early, concept forming activities.
9. Knowledge of the inter-relatedness of all domains of human development for both typical and atypical children.
10. Knowledge of the foundations for professional development, positive attitudes toward children and families, awareness of the values of strong commitment toward continuous, life-long study of the learning of infants and children.
11. Knowledge of children's varied learning environments and strategies that facilitate learning, development, and independence in infants and toddlers.
12. Knowledge that parents are the first and constant teachers for their children.
13. Knowledge of the impact that parents have on young children's learning and development.
14. Knowledge of signs of emotional distress, child abuse, and neglect in young children and know one's responsibility and the procedures for reporting known or suspected abuse or neglect to appropriate authorities.
15. Knowledge of the impact that children developing typically or atypically have on family dynamics and parent-child interaction.
16. Knowledge of the history of the field of child development and the education of infants and children.
17. Knowledge of the trends, issues, and research in early intervention efficacy and early childhood education.
18. Appreciation of professional attitudes in seeking new knowledge and experience by staying abreast of current professional literature, participating in research seminars, staff development, lectures, professional organizations that foster learning, and by communicating with knowledgeable individuals.
19. Appreciation of personal values and an adherence to a professional code of ethics related to educational, social service and medical interventions with young children and their families.
20. Knowledge of the role of teacher as a researcher, decision-maker, advocate, and consultant.
21. Knowledge of federal and state legislation affecting young children and their families.
22. Appreciation of attitudes that indicate respect for diverse cultural values and family structures.
23. Appreciation of attitudes that focus and build on strengths of the children and families rather than emphasize weaknesses.
24. Skills in observing, recording, analyzing, and using data gathered from and about children engaged in real, concrete, play-oriented activities in their own daily learning environments.

Teachers Academy Conceptual Framework Mission Statement:

The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service;

(b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.

Grading Procedures:

Four exams will be given, including the final. At the end of the course *your lowest exam grade will be dropped*. In addition, 11 in-class assignments will be given and *the lowest one will be dropped* (1 absence). Therefore, your overall course grade will be based on three exams, 10 in-class assignments (2 points each), and a paper (20 points).

Exam 1:	20 pts
Exam 2:	20 pts
Exam 3:	20 pts
In-class assignments:	20 pts
Paper:	20 pts

<i>The grading scale:</i>		
95-100: A	90-95: A-	87-89: B+
84-86: B	80-83: B-	77-79: C+
74-76: C	70-73: C-	67-69: B+
74-76: C	70-73: C-	67-69: D
64-66: D	60-69: D-	< 60: F

TOTAL: 100 pts

Exams:

Each exam will consist of a combination of multiple-choice and short answer questions. Exams are not cumulative. If class is cancelled on the day of the exam, the exam will be given on the next day class resumes. There are four scheduled exams, one of which is the final. You are permitted to drop your lowest exam grade. Therefore, if you miss an exam, you are not allowed to make it up. If you have taken the first three exams and are happy with your grade you do not have to take the final, (it will count as your lowest exam grade).

In-Class Assignments:

Each week there will be an in-class assignment. Some will involve group discussion and some will be individual assignments. Students will earn a 0 per assignment if absent, a 1 if present, and all 2 points for doing the work.

Child Observation Paper:

You will be expected to observe an infant or pre-school aged child and write a brief paper integrating your observations with course material. This paper must be 3-5 pages in length, double spaced, with 1-inch margins on all sides. You must attach your detailed observation notes. This paper will be graded based on content, your ability to integrate your observations with the course material, organization, grammar, and style. The paper is Due **March 14th**. More detailed instructions are posted on Blackboard under “*Assignments*.”

Tentative Lecture Schedule

<u>Date</u>	<u>Topic</u>	<u>Reading Assignment</u>
Jan 10	Introduction to Child Development	
Jan 17	Theoretical Perspectives and Research	Ch.1 & 2
Jan 24	The Start of Life & Birth and the Newborn Infant	Ch. 3 & 4
Jan 31	Exam 1 & Physical Development in Infancy	Ch. 5
Feb 7	Cognitive Development in Infancy	Ch. 6
Feb 14	Social and Personality Development in Infancy	Ch. 7
Feb 21	Children in Context: “Normal” Early Experience, Infant & Toddler Child Care	Readings A
Feb 28	Exam 2 & Physical Development in Preschool	Ch. 8
Mar 7	Spring Break	
Mar 14	Cognitive Development in Preschool **Child Observation Paper Due**	Ch. 9
Mar 21	Social and Personality Development in Preschool	Ch. 10
Mar 28	Children in Context: Culture/Gender and Aggression, Discipline Strategies	Readings B
Apr 4	Exam 3 & Physical Development in Middle Childhood	Ch. 11
Apr 11	Cognitive Development in Middle Childhood	Ch. 12
Apr 18	Social and Personality Development in Middle Childhood	Ch. 13
Apr 25	Children in Context: Sociocultural Context, Implications of Research	Readings C
May 4-11	Exam 4	