**OHIO UNIVERSITY LANCASTER**

**Department of Early Childhood Education 1600**

**Introduction to Child Development**

**Course Syllabus**

**SPRING, 2024**

**Contact Information:**

**Instructor:** Laura Wentworth, M.Ed.

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**Course Number**: EDEC 1600 (3 hours)

**Course Title**: Introduction to Child Development

**Course Description**:

This course studies fundamental patterns of children's physical, cognitive and social emotional development and behavior beginning prenatally and continuing through adolescence. Examines how these issues and themes of child development have effected and been effected by societal changes in a progressively more connected, diverse and globalized world.

**Required Textbook:**

Santrock, John, Lansford, Jennifer and Deater-Deckard, Kirby. (2022), **CHILDREN**. 15th Edition. McGraw-Hill. New York. NY.

**COURSE OUTLINE OF OBJECTIVES:**

Students completing this course will be able to:

1. To identify and apply information about development processes in the physical, cognitive, language, and social emotional domains of human growth and development.
2. To understand the nature and path of development of Social-Emotional, Physical, Cognitive, and Language Development in children Prenatal through adolescence.
3. To gain a knowledge base to become better parents and/or teachers.
4. To use the information about child development to think critically about issues that affect children.
5. To develop a knowledge base of information about child development that will facilitate the students (as future parents and/or teachers) to make research and theoretically sound decisions about critical issues in a child’s life.
6. To develop a practical knowledge about children this will aid students (as future parents and/or teachers) in raising and/or teaching children.
7. To develop an understanding of the social and biological influences on children and their development.

Students completing this course will demonstrate knowledge, skills, and dispositions necessary for effective assessment by:

* Knowing and understanding young children’s characteristics and needs (1a)
* Knowing and understanding the multiple influences on development and learning (1b)

**USE OF TECHNOLOGY IN EDEC 1600:**

The modality for this course is online. The course is designed with weekly learning modules to be completed online each week by Wednesday at midnight. **Late work is not accepted**. Students have an entire week to submit the assignment**. Do not EMAIL assignments but submit them on Blackboard. Assignments will receive a ZERO if not submitted on time or correctly. Students should make sure the assignment states “submitted” before logging off Blackboard. The modules are designed to have a power point, video to watch or article to read and an activity to complete. They are designed so that students should spend no more than 2 hours on each completed activity. It is essential that students read the chapter and study the power point FIRST, then the video and/or article and THEN complete the activity. The activity is BASED on previous work. These are completion grades—which means a student has to complete the assignment according to the criteria.**

**Weekly Quizzes: This course has a weekly 5 point quiz that is multiple choice. Students may use the book and/or powerpoints to complete. Students have 2 attempts and the best attempt is graded. These quizzes have weekly due dates. If a students wants two attempts—they need to take them within the week. Make-up quizzes will only be allowed if the reasoning complies with the four types of excused absences. Documentation must be provided.**

There are four situations, which constitute an “excused absence” from the class meeting time.  They are: 1) students who participate in a documented University sanctioned event, 2) students who have a documented death in the family, 3) students who are observing a religious holiday, and 4) medical excuses from a doctor.

Students who will be participating in University sanctioned events must provide the instructor with a copy of the scheduled events and those classes which will be missed. This documentation must be on University letterhead, signed by the coach/supervisor, and given to the instructor within the first two weeks of the quarter.

Students who will be observing a religious holiday must provide date/event written notification to the instructor within the first two weeks of the quarter. Any such missed classes must be made up within two weeks of the absence.  Failure to complete the necessary activity within two weeks will result in the absence becoming unexcused.

Blackboard is a technology platform that will be used throughout this course. Students are expected to use and understand how Blackboard works. Please use the Blackboard resources to ask questions or to help with problems/concerns. It is the student’s responsibility for their own technology. Please contact Student Services if technology if it is an issue. Students may use the OUL/OU computer labs if they do not have a computer to use for the course. **Do not attempt to use your phone for the course. Do not attempt to submit assignments on a phone or iPad. Use a computer lap or desktop. If you have trouble submitting assignments, check your browser first. Then contact IT.**

Students will be asked to attach work via a word document. It is imperative to use **WORD** (free through the university) and not another format (i.e. goggle documents) as they will not work as the course instructor would need to open up another window and leave Blackboard. It is the student’s responsibility to make sure those files can be opened. NO LATE WORK will be accepted—there are NO exceptions unless it is an approved university excuse that is accepted PRIOR to the test or assignment. These are on a limited basis so make sure you approach the instructor PRIOR to the missing assignment and/or test. As assignments are given on the first day with the syllabus; time management is an important student skill.

Any correspondence should be conducted through OU email. This means the student sends email from their OU account to the instructor’s email account. Do not use other email accounts for university purposes. If the student does not receive any feedback within 48 hours, please send an additional email (make sure a subject line is used) and be sure to include the following information: subject line title, correct greeting and closing line, topic addressed and the course and student name. Emails that do not have a subject line WILL NOT be opened as many viruses start this way and the IT department has asked us not to open them.

**INSTRUCTIONAL APPROACHES**: Power points will be attached to Blackboard. Assignments will be attached on Blackboard. Videos, video links and links to articles may be used. Discussion threads online and in-class may be used.

**DIVERSITY:** This course examines children of various ages, races, culture and ethnicity. Students in the classroom will learn developmental processes that occur within childhood and how culture/society may impact these developmental processes. In addition, all students will respect each other’s opinions and feel free to discuss relevant issues in regards to child development.

**ATTENDANCE POLICY**: Absences must be documented or will be counted as “unexcused”. A documented excused absence is defined by the university and does not include general doctor visits, vacations or other reasons which are personal in nature. Please do not assume your reason is documented or excused especially on test days. Always check ahead of time and make sure to receive a written response.

**EXAMS:** Please see course assignments for information about evaluation points.

**COURSE GUIDELINES**:

1. Statement on plagiarism: Academic integrity must be maintained at all times. Academic integrity requires that you submit work for academic evaluation that is your own and that you neither seek nor offer improper assistance. No form of plagiarism, fabrication or cheating will be tolerated. “Academic misconduct is an A1 violation of the Ohio University Student Code of Conduct and is defined by the student code of conduct as dishonesty or deception in fulfilling academic requirements. It includes, but is not limited to, cheating, plagiarism, unpermitted collaboration, forged attendance (when attendance is required), fabrication (e.g., use of invented information or falsification of research or other findings), using advantages not approved by the instructor (e.g., unauthorized review of a copy of an exam ahead of time), knowingly permitting another student to plagiarize or cheat from one’s work, or submitting the same assignment in different courses without consent of the instructor.” (http://www.ohio.edu/judiciaries/academic-misconduct.cfm#stduents)
2. Students with disabilities statement: Students with documented disabilities who require academic adjustments for this class are requested to contact me to discuss reasonable accommodations. While not required, it is in the best interest of the student to have this conversation early in the semester. In order to receive academic adjustments, paperwork from Disability Services must be provided to document this need.
3. Academic Dishonesty: includes but is not limited to the following: plagiarism, fabrication and cheating. This includes cheating on computer exams. Exams are monitored and will close out if a student attempts to open a browser other than the test site. If open-ended questions are worded too closely to book material—plagiarism will be assumed. All turned in assignments may be subject to sites such as “Turnitin.com”.
4. APA Format: All papers are required to follow APA format. Please follow 6th edition guidelines. Students are expected to understand the difference between MLA and APA formats in a college format. If a student needs additional help; the OUL library, the Tutoring Center and the website: Purdue Owl has the necessary information on citations. Not using this format will incur a deduction of points. Citations must be used in college papers.
5. Professional Behavior: Professional behavior is an expectation; please conduct any interaction between class members and the instructor professionally; this includes emails and conversations. All members of the class are free to express their opinions and ideas however; rudeness/coarse language will not be tolerated.
6. Assignments must be typed, as well as written and presented in a professional manner in accordance to APA format and style. Academic writing takes practice and effort. The online Writing Center, Tutoring Center and Library are wonderful resources. Students should be prepared to use them as needed. Please proofread your work carefully; writing mechanics will be considered in assigning grades. Assignments will ONLY be accepted via BB. Students are responsible for knowing how to use BB. NO LATE ASSIGNMENTS WILL BE ACCEPTED.

**EVALUATION POINTS and COURSE SCHEDULE:**

Week 1: The Nature of Children’s Development (1/18/24)

Students are expected to do the following:

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| Read the syllabus and take a **5-point** quiz by midnight on 1/23 |
| Buy or Rent the textbook |
| Read Chapter 1 of the textbook |
| Homework: Read syllabus; answer quiz, attend class/read for online, textbook options, chapter 1 textbook |

Week 2: Biological Beginnings; Heredity and Environment (1/25)

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| Read Chapter 2 |
| Take the quiz on Chapter 2 (may take it twice for best score) by 2/1 at midnight  Assignment: **Research** a genetic anomaly. Write up the following information: name of genetic anomaly; description of gene mutation; description of disorder; picture if possible; source in APA format. See details on assignment. Due: 2/2 Worth 10 points  20 point Learning Module (power point, videos, and assignment |

Week 3: Prenatal Development, Birth, and the Newborn (2/1)

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| Read Chapter 3 and Chapter 4 |
| Take the quiz on Chapter 3 and 4 (may take it twice for best score) by 2/8 at midnight  Assignment: **Summarize** how alcohol affects the developing fetus. Create a bullet point summary from the textbook and if needed other credible sources. See details on assignment. Due: 2/9 Worth 10 points Cite resources in APA format.  20 point Learning Module (power point, videos, and assignment) |

Week 4: Physical Development and Health in Infants and Toddlers (2/8)

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| Read Chapter 5 |
| Take the quiz on Chapter 5 (may take it twice for best score) by 2/15 at midnight  Assignment: **Pro/Con Table**: Fed is Best is a saying about newborns and feeding. Make a pro/con table with 5 pro points for bottle feeding and 5 con points for bottle feeding. And then 5 pro points for breast feeding and 5 con points for breast feeding. This will be a table created on Word and attached via Blackboard. The points may be bullet points. Make sure to include citations on resources either under the table or under the pro/con point. Do not just state opinion points. Due: 2/16 Worth 10 points  20 point Learning Module (power point, video and assignment) |

Week 6: Cognitive Development in Infants and Toddlers (2/15)

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| Read Chapter 6 |
| Take the quiz on Chapter 6 (may take it twice for best score) by 2/22  Assignment: Language is a critical skill developed for Infants/Toddlers. Watch the video on “Genie, The Wild Child” story. **Thinking**—with what you have read and watched, write up why you think language is also a SOCIAL skill. See assignment for details. Due: 2/23  20 point Learning Module (power point, video and assignment) |

Week 7: Social and Emotional Development in Infants and Toddlers (2/22)

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| Read Chapter 7 |
| Take the quiz on Chapter 7 (may take it twice for best score) by 2/29  Assignment: Take the Temperament Test and conclude which temperament you may be. Then write up a **reflection** on how your temperament may influence how you react to situations. Due: 2/30  20 point Learning Module (power point, temperament assessment and video and assignment) |

Week 8: Physical Development and Health in Early Childhood Education (2/29)

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| Read Chapter 8 |
| Take the quiz on Chapter 8 (may take it twice for best score) by 3/7  Assignment: Eating Habits and Food Options. Students will **create** a creative new healthy version **menu** for their own restaurant. This menu will be a one page creative menu with choices or either breakfast, lunch or dinner. See assignment for details. Due: 3/8  20 point Learning Module (power point, video and assignment) |

Week 9: Cognitive Language Development in Early Childhood (3/7)

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| Read Chapter 9 |
| Take the quiz on Chapter 9 (may take it twice for best score) by 3/8  NOTE: Due to spring break—the quiz is due early for this module  There is no Learning Module assignment except the power point, videos and quiz (20 points) |

**Week 10: SPRING BREAK NO CLASSES 3/11-17**

Week 11: Social and Emotional Development in Early Childhood (3/21)

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| Read Chapter 10 |
| Take the quiz on Chapter 10 (may take it twice for best score) by 3/28  Assignment: **Parenting Styles** Write a reflection of the type of parents you were raised with and the type of parent that you want to be according to Baumrind’s Theory and the videos provided in the Learning Module. Due: 3/29  20 point Learning Module (power point, videos and assignment) |

Week 12: Physical Development and Health in Middle and Late Childhood (3/28)

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| Read Chapter 11 |
| Take the quiz on Chapter 11 (may take it twice for best score) by 4/4  Assignment: Sports and Middle Childhood. Students will create a parent/child **sports contract** on behavioral expectations. See assignment for details. Due: 4/5  20 point Learning Module (power point, videos and assignment) |

Week 13: Cognitive Development in Middle and Late Childhood (4/4)

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| Read Chapter 12 |
| No Weekly Quiz due to paper  Assignment: Research Gardner’s Multiple Forms of Intelligence. Write an **opinion piece** on how schools and society could focus on multiple forms of intelligence instead of one and how this might help middle school children form better opinions of themselves among peers. Due: 4/12  20 point Learning Module (power points, videos, article and assignment) |

Week 14: Social and Emotional Development in Middle and Late Childhood (4/11)

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| Read Chapter 13 |
| No Weekly Quiz due to paper  Assignment: Impact of Covid-19 on Social and Emotional Development for Middle School Children. Research and find **news articles** that address SE learning and the impact of Covid-19. Present your **summary findings** in a 2-3 page document. Students will list article and then summarize findings. 5-6 articles should be the minimum standard. Due: 4/19  20 point Learning Module (power point, paper) |

Week 15: Physical Development and Health in Adolescence (4/18)

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| Read Chapter 14 |
| Weekly quiz on Chapter 14 (may take it twice for best score) Due: 4/25  Assignment: **Social Media Contract**. Students will create a Social Media contract between adolescents and parents. This will be a one-page contract. Due: 4/26  20 point Learning Module (power point, videos, assignment) |

Week 15: Socioemotional Development in Adolescence (4/25)

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| Read Chapter 15 |
| Weekly quiz on Chapter 15 (may take it twice for best score) Due: 5/2  Final Assignment: Write a summary of what you have learned this semester and how you could apply it to your future career or your personal life. Due: Finals Week TBA |

EVALUATION POINTS: I have tried to vary the assignments to help students address various forms of intelligence/abilities and skill sets. These are shown in the Learning Modules.

A 94% to 100%

A- 93% to 90%

B+ 89% to 87%

B 86% to 84%

B- 83% to 80%

C+ 79% to 77%

C 76% to 74%

C- 73% to 70%

D+ 69% to 67%

D 66% to 64%

D- 63% to 60%

F 59% and below

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| **A** | outstanding performance and maximum effort |
| **B** | quality performance above minimum level of effort |
| **C** | completion of course requirements at minimum effort |
| **D and F** | unsatisfactory or no completion of requirements |
| **I** | incomplete due to illness, accident or other emergencies as documented |

*Academic Writing*:

Students at this level are expected to write at an academic level consistent with college students. This course follows APA style writing which can be found at Purdue Owl website. Additional help is found at the Tutoring Center or OUL Library. Do not rely on spell check, grammar check and other systems. Students should re-read all their work before handing it in.

Assignments will be attached via Word documents on Blackboard. All assignments are to be completed in Times Roman #12 font and double-spaced. A header should include: Name, Date, Assignment Title and Instructor Name. Remember to use one tense throughout the papers. No contractions are allowed. The word “one” should be used instead of “you”. Books, movies should be italicized. Citations must be used IF not common knowledge. Blue hyperlinks should be removed. This is a small list of common mistakes made by students at this level.