



School of Human Sciences
Child Development – HMS 236.503
Spring 2020

Instructor: Dr. Rachel Jumper
Office: EDAN 129
Office Phone: 936-468-2209
Email: jumperr@sfasu.edu
Prerequisites: None

Class Time: Weeks run Monday at 12:01 AM-Sunday 11:59PM
Class Location: Online
Office Hours: Monday 9-11am; Tuesday 10-12pm; Friday 8-9am
Credits: 3

I. Course Description:

Developmental study of the child from conception through age six. Content includes an overview of the grand theories of development, parenting styles and discipline methods, and sequences of physical, intellectual, social and emotional development. Environmental and social factors that influence development in all domains including conception and prenatal development, birth, and physical growth and development through age six are addressed. Prerequisites: None

Course Justification:

Child Development (3 credits). Students in this course receive an understanding of child development, which prepares them for careers advocating for and helping children and their family members. Students in this course typically seek employment in settings where they work with children, along with their family members. To gain an understanding of children by using a bio-psycho-social framework to examine the historical, cultural, biological, physiological, psychological, and social aspects of child development. Emphasis is given to the changes that are associated with children and the resulting dynamic interactions between parents and their environment. Students in the course will engage in a variety of assignments which can include, but are not limited to, course content exams, in-class or online discussions, academic papers, and quizzes.

Course Fee: \$5/student

Diversity Statement: James I. Perkins College of Education Diversity Statement is found at the following link: <http://coe.sfasu.edu/about-us/>

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.

In the College of Education at Stephen F. Austin State University, we value and are committed to:

- Academic excellence through critical, reflective and creative thinking
- Life-long learning
- Collaboration and shared decision making
- Openness to new ideas, culturally diverse people and innovation and change
- Integrity, responsibility, diligence, and ethical behavior, and
- Service that enriches the community

This course related to the College of Education's Conceptual Framework (CF) and/or Vision, Mission, Goals, and Core Values (VMGV). It also aligns with the standards of the National Council on Family Relations and the National Association for the Education of Young Children in order to promote learning and understanding of child development and family relationships and the National Council for Family Relations (NCFR) standards in the area of child development.

Program Learning Outcomes:

- Learners will identify social and cultural influences affecting family life.
- Learners will recognize healthy and unhealthy characteristics pertaining to family relationships.
- Learners will apply appropriate practices based on theories of human growth and development to individuals and families.
- Learners will apply strategies based on the child's age/stage of development to promote effective developmental outcomes.
- Learners will demonstrate professional behaviors that are reflective of ethical standards and practice.
- Learners will develop culturally competent educational materials and learning experiences.

Student Learning Outcomes:

Upon successful completion of this course, the student will:

- Be able to describe the sequence of development in infants, toddlers, and pre-schoolers in the major domains of development: physical, cognitive, emotional, and social.
- Be able to identify the major genetic and environmental factors that influence the course of development from conception through age six
- Be able to describe the attitudes and behaviors of parents that directly influence the development of the young child.
- Be able to identify the diversity of family forms in contemporary society and stages of the family life cycle.
- Be able to identify parenting strategies that modify children's behaviors so they can adapt to family and social standards.
- Be able to identify and evaluate theories of human development.
- Be able to describe attitudes and behaviors of parents and individuals that directly influence the course of development.

The course prepares students seeking certification in Family & Consumer Sciences to meet TeXeS Standard III: The family and consumer sciences teacher understands human growth and development, parent/guardian/educator roles and responsibilities, and career opportunities in human development, education, and service.

TEA Educator Standards for Human Development and Family Studies 6-12:

Standard I. The family and consumer sciences teacher integrates the foundation knowledge and skills of family and consumer sciences to prepare students for personal, family, community, and career roles. (sub-standards: 1.1-1.3k)

Standard II. The family and consumer sciences teacher understands the areas of personal development, relationships, management of work and family to enhance quality of life across the life span, and understands career opportunities in family studies and human services. (substandards: 2.1k, 2.2k, 2.6k, 2.3s, 2.4s-2.9)

Standard III. The family and consumer sciences teacher understands human growth and development, parent/guardian/educator roles and responsibilities, and career opportunities in human development, education, and services. (sub-standards: 3.1k-3.10s)

III. Course Assignments, Activities, Instructional Strategies, Use of Technology (rubrics on D2L):

1. **Course Content Quizzes (50%).** There will be 3 Course Content Quizzes on information relevant to our textbook and lecture. These course content quizzes are like traditional course exams. Each exam is worth 20% of your grade.

Important notes on quizzes:

- a. All Quizzes will be taken online via D2L. The D2L Quiz will open for the full week in which it is assigned. Once you start you have 120 minutes to complete the Quiz.
 - b. Students must have computer access and need to log in promptly in order to take the given Quiz. Please call Student Help Line at 468-1919 for technical assistance. Assistance is available M-F, 8:00-5:00 p.m. ****NOTE:** if you wait until after 5pm and have technical problems, you may not be able to finish the assignment. Technical difficulties will not be valid excuses for missing/not finishing Quizzes.
 - c. Students must contact the professor prior to the Quiz date if rescheduling is necessary for a compelling reason. Specifically, students should notify the professor as soon as possible, and preferably more than a week prior to the regularly scheduled Quiz date. Missing the scheduled Quiz date without prior permission from the professor means that a student will earn a zero for the given Quiz.
2. **Course Activities (20%):** There will be five general course activities throughout the semester for which you will receive a grade. Each activity is worth 20 points for a total of 100 points. All Assignments should be typed in APA Style and uploaded on D2L Drop Box. All assignments and discussion must be typed in 12 font, double spaced, Times New Roman font, and have page numbers in the upper right corner if there are 2 or more pages (if it is not typed in 12 pnt font, double spaced, Times New Roman, you will earn zero points). Having problems with the computer and/ or failing to view the assignment are unacceptable reasons for failing to complete an assignment on the due date. Activities open on Monday at 12:01am the week they are assigned and close Sunday at 11:59pm. See the course calendar for activity names and due dates.
 3. **Preschool Observation:** Students will be observing in a preschool environment for a total of six (6) hours. You are required to find a location to observe on your own. You will submit an observation location & schedule form. Your location must be approved by the instructor before you can begin your observation hours.

Students must observe at their pre-scheduled times each week (maximum of 1 hr/week) and have their observation log signed by the supervisor at the location. The times and days you indicate on your signed observation location & schedule form are when you are expected to be in the classroom.

You are responsible for finding a location and receiving approval to observe by the supervisor at the location. You are also responsible for completing any necessary paperwork and passing any necessary background check information in order to observe.

You will be required to take notes each time you observe in your location. You need to write the time and date for each observation and have a minimum of 2 paragraphs of notes for each hour of observation. Your observation notes should be related to the content we are covering in the course (cognitive development, motor development, etc.). You need to cite pages from the textbook for each paragraph and explicitly state how your observation for

each day relates to the current course content. Notes need to be legible in order to get credit. You will scan and submit your observation notes by in D2L by the designated due date. Your notes will be worth 100 points and be worth 10% of your overall grade.

The observation assignment will consist of the following parts:

Observation Location & Schedule Form (5%): 100 points

Time-log (5%): 100 points

Observation notes (20%): 100 points

General Note on Late Assignments:

Late assignments will not be accepted. Examples of these late assignments would be submitting assignments as an attachment via email to the professor, requesting to submit the assignment after the due date has passed, requesting to redo the assignment after points have already been assigned, and if the assignment was submitted with improper formatting. You should always review the documents that you upload in Dropbox to ensure that they are readable and the appropriate document for the given assignment. Lastly, if you submit an assignment and did not follow all directions correctly, then you automatically receive a zero for the assignment since it is incomplete and you cannot resubmit.

Use of Technology:

Please make sure that you have access to a working computer that has an internet connection. You will use D2L to submit your assignments, take your quizzes, check your grades, and communicate with both your classmates and myself. Internet access is an essential part of the course.

Important notes about D2L:

1. Course notices will be posted on the course homepage and it is the responsibility of each student to review D2L daily as you will be responsible for any information disseminated through D2L. You should check D2L on a daily basis. Neglecting to check D2L is NOT a valid excuse for not knowing course information.
2. Students should check their grades **at least once a week**. Any discrepancies in grades must be resolved within one week after assignment grades have been posted. Otherwise, the posted grade is considered final and will not be changed at a later date. I am always happy to discuss ways you can improve your work, even if the one-week limit for a grade change has passed.
3. Most assignments that you will upload to D2L should be done using a Word document or PowerPoint. If you do not currently have, or anticipate having, access to Microsoft Office, then please make the appropriate arrangements to secure the appropriate software for use in this course. Microsoft Office is the sole means of acceptable software to be used for uploading relevant documents.
4. The most appropriate browsers to use with D2L are either Google Chrome or Firefox.

IV. Evaluation & Assessments (Grading):

The course is graded on a letter grade basis (A-F). Final grade will be determined by a percentage of total grades. All assignments will be graded on a 100-point scale, but will be weighted according to the percentages below.

A = 89.5% -100%

B = 79.5% - 89.4%

C = 69.5% - 79.4%

D = 59.5% - 69.4%

F = 0% - 59.4%

Assignments & Quizzes Weights:

Category	Assignment Name	Points	Weight	SLOs Addressed
Course Content Quizzes				1, 2, 3, 4, 5
	Course Content Quiz 1	100	10%	
	Course Content Quiz 2	100	20%	
	Course Content Quiz 3	100	20%	
Course Activities				1, 2, 3, 4, 5
	Activity #1:	20		
	Activity #2:	20		
	Activity #3:	20		
	Activity #4:	20		
	Activity #5:	20		
	DISCUSSION TOTAL	100	20%	
Observation Hours				
	Observation Location & Schedule Form	100	5%	
	Time-Log	100	5%	
	Observation Notes	100	20%	
TOTAL			100%	

Note: All assignments are graded on a 0-100 scale (points) but are weighted differently (weight). An explanation of how to determine your grade will be given in class and an excel spreadsheet will be provided in D2L for you to use to keep track of your standing. D2L also auto-calculates your weighted grade for you throughout the semester.

V. Tentative Course Outline

NOTE: Weeks run from Mondays at 12:01am - Sundays at 11:59pm. All submissions are to be uploaded to D2L Dropbox by 11:59 PM on the last day of the week as shown below, unless otherwise noted!!

Week	Date	Topics/Content	Readings from book	Activities & Assignments
1	Jan 15-19	Welcome to the Course		Introductory Discussion & For the Professor Quiz
2	Jan 20-26	History, Theory & Research	Chapter 1	
3	Jan 27- Feb 2	Genetics & Environment	Chapter 2	Observation Location & Schedule Form Due
4	Feb 3-9	Prenatal Development	Chapter 3	Activity #1
5	Feb 10-16	Birth & Newborns	Chapter 4	
6	Feb 17-23	Exam #1		Exam #1 Due by 11:59 PM CST February 23
7	Feb 24- Mar 1	Physical Development in Infants & Toddlers	Chapter 5	Activity #2
8	Mar 2-8	Cognitive Development in Infants & Toddlers	Chapter 6	
Spring Break March 9-15				
9	Mar 16- 22	Emotional & Social Development in Infants & Toddlers	Chapter 7	
10	Mar 23- 29	Infant & Toddler Development Overview		Activity #3
11	Mar 30- April 5	Exam #2		Exam #2 due by 11:59 PM CST April 5th
12	April 6-8	Physical Development in Early Childhood	Chapter 8	*Apr 9-12 is a student holiday*
13	Apr 13-19	Cognitive Development in Early Childhood	Chapter 9	Activity #4
14	Apr 20-26	Emotional & Social Development in Early Childhood	Chapter 10	Activity #5
15	Apr 27- May 3	Early Childhood Overview		
16	May 4-6	Final Exam #3		Comprehensive Exam DUE BY 11:59 PM May 6th 2020

VI. Course Readings (Required): You may purchase digital copies if available.

1. Berk, L. (2010). *Infants and Children (8th ed.)*. New York, NY
2. Some lectures may require additional online readings. Online links to articles are provided to you in D2L in these cases.

VII. Course Evaluations:

"Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!"

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

Course evaluations may be used for extra credit at the discretion of the instructor. If the opportunity for extra credit is offered, it will always be offered to the entire class and never on an individual basis.

VIII. Student Ethics and Other Policy Information: Found at <http://www.sfasu.edu/policies/>

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a

timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one's own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty

Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

Other Relevant Course Information:

Background Check Statement:

For careers working with children and families, you are almost always required to pass a criminal background check in order to be employed. In our degree, you are required to participate in service learning and a practicum that will likely require you to pass a criminal background check. It is the student's responsibility to pass any required background checks. If you cannot pass a background check for a school related activity that is required for the course, you will not receive any credit for that assignment. In the case of a practicum, you will not be able to pass the course without securing a practicum related to the field of human development and family studies. If you cannot pass a criminal background check (and don't anticipate your record to be cleared/expunged in the foreseeable future), you should seriously consider if enrollment in this degree program will lead to your career goals.