Course: FCS 2500: Child Development Birth Through Eight
CRN: 42459
Semester: Fall 2010
Instructor: Tim Eicher, M.Ed., Education and Family Studies Department

Contact Information: office: Room 128 in FCS/Health Building
phone: 652-7845
e-mail: eicher@dixie.edu

Office Hours: By appointment, use the white board on my office door to lock in a time. I will be available most afternoons.

Class Hours: Tuesday/Thursdays, 1:00-2:15
Classroom: Room 111 in the Education and Family Studies Bldg.
Class Start/End: August 23-December 17

Text: CHILDREN AND THEIR DEVELOPMENT, by Robert Kail, Prentice-Hall 2009, 5th Edition. This text is required. There will be a 4th edition copy in the library on Eicher’s reserve shelf, which will be adequate for study. You may also be able to find a used edition cheaply…good luck!

Course Description: A study of the development of children prenatal through early childhood, including factors which influence optimal growth and development. This course provides an overview of theoretical ideas concerning child development. It is also an introduction to applications of theoretical ideas through the development of basic curricular approaches to programming for children in infancy and early childhood.

FCS Department Objectives:
Students taking courses in FCS will:
1. Study currently accepted theory within the discipline.
2. Expand understanding of theory using applications and exercises that personalize the depth of knowledge and understanding.
3. Complete assignments demonstrating professional practices specific to the discipline.
4. Analyze course concepts against previously held schema prior to experience in the course.
5. Show, in writing, the ability to think critically.
6. Achieve a passing grad on the comprehensive final exam for the course.

Course Objectives:
1. Students will identify and elaborate on theoretical explanations for child development.
2. Students will develop curricular approaches for children in different age groups from infancy through early childhood utilizing theory and developmentally appropriate practices.
3. Students will complete observations and assessments of children to determine curricular needs based upon individual needs identified and observational information gathered.
4. Students will identify developmental delays and describe early intervention services for individuals and families (IFSP).
5. Students will propose curricular activities for children of different ages sensitive to multidimensional developmental needs of children; physical, cognitive, language needs, social, emotional, and creative.

Course Guidelines:
1. FCS 2500 is an introductory course for childcare providers and early childhood educators. You will be responsible for the reading, assignments, and quizzes as scheduled in the outline unless a
change is designated. As a teacher I believe that you learn best when you read, write, and talk about what you are studying. For this reason, we have a lot of assignments.

2. It is assumed you will be in class. It is recommended that you exchange phone numbers with other students in the class so information can be shared.

3. Written assignments must be typed unless specified otherwise. They will be graded basically upon content related to child development, but will include feedback to you on grammar and spelling. If you need assistance with writing your assignments, you may use the writing lab in the Macdonald Building.

4. There will be many smaller assignments in this class designed to give you practical experiences with the concepts. The key to success in this course is to spend a short amount of time daily keeping up with reading and assignments and to hand them in as scheduled. There also will be outside observations; these should be done in a timely fashion in accordance with the outline.

5. Major assignments will be posted on Blackboard Vista, along with the syllabus and course outline.

Class Activities:
1. We will have 5 presenters during the semester. You will use a note-taking form provided in class to learn from these presenters. All of these forms will be turned in for grading. You will do typewritten papers for 3 of the presenters. The papers will include a short summary and critique of the presenter and information presented. Supplement your typewritten abstract with a reference to one outside source relevant to the topic of the presenter.
   a. Careers in early childhood
   b. Midwife/Childbirth Educator
   c. Developmental Specialist
   d. The Learning Center for Families
   e. Mental Health Specialist for children

2. Child Assessments: To give you some practical experience with child assessment, you will use assessment forms provided by the instructor to implement with young children of different ages. One must be under two years of age, the other will be in your preschool practicum. After completing the assessment, you will do a written summary of what you have learned using one outside reference relevant to assessment and children in the body of your summary.

3. Quizzes: these will be scheduled nearly each class period corresponding with one or more of the modules in the chapters of your textbook. These will be given in lieu of tests; they will have a written component and will sometimes include some cooperative strategies to test your learning. Your lowest two quizzes over the semester will be dropped from your overall grade.

4. Handwritten notes from videos shown in class. An observation form will be provided in class as a note-taking guide. I’m interested in how these videos help students. These will be graded generously. There will be quite a few video sections utilized to support lecture and text material. Two video scores will be dropped. Follow the directions on the form, and write something in each section!

5. Observations and Case Study:
A. You will spend 10 hours over the semester in the Dixie State College Preschool. You may structure the observation any way you would like; several hours at a time
B. You will choose a child from the preschool for whom you will write a case study.
There will be an assessment guide provided to help you structure your case study which will include specific areas essential developmental areas. You will also include recommendations for advancing that child’s abilities in each area assessed, as needed.

6. There will be one section of grading where your grade will depend on cooperation in a group. It will not account for much of your grade, but it will be a factor. Understand that no penalties or bad grades will be given as a result of incompletion of an assignment by a group member; this assignment is merely to give you an opportunity to work together and support one another. These will be called in your outline See For Yourself Assignments. They come from your textbook. Each student will do one of these during the course of the semester. Your individual work will give points to three other students, who will very appreciative of your effort.

7. Final Exam. You will have some input in development of the final, if you wish. Remind me as we get close to our study day for preparation of the final.

**Grading:** Grades are earned based on completion of assignments. Below is the basic grading scale we will use in this class. The key is to get everything in and keep up.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95%-100%</td>
</tr>
<tr>
<td>A-</td>
<td>91%-94%</td>
</tr>
<tr>
<td>B+</td>
<td>88%-90%</td>
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<tr>
<td>B</td>
<td>84-87%</td>
</tr>
<tr>
<td>C+</td>
<td>78-90%</td>
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<tr>
<td>C</td>
<td>74-77%</td>
</tr>
<tr>
<td>D+</td>
<td>68-70%</td>
</tr>
<tr>
<td>D</td>
<td>64-67%</td>
</tr>
<tr>
<td>B</td>
<td>81-83%</td>
</tr>
<tr>
<td>C-</td>
<td>71-73%</td>
</tr>
<tr>
<td>D-</td>
<td>60-63%</td>
</tr>
</tbody>
</table>

The diligent student will get an excellent grade in this class. There are enough assignments that will add up to enough points that each student should be able to score well in class as well as learn a great deal about providing care for children. So you’ve got about 750 points or so to mess with, no assignment or text accounting for more than 15% or so besides the quizzes, which will be very workable. So none of these will absolutely ruin you…but if you happen to skip several, you certainly will have some problems. The point distribution will look something like this:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Case Study</td>
<td>100</td>
</tr>
<tr>
<td>Completion of lab</td>
<td>50</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10-20</td>
</tr>
<tr>
<td>Video Notes</td>
<td>12</td>
</tr>
<tr>
<td>Class Presenters</td>
<td>25</td>
</tr>
<tr>
<td>Child Assessment</td>
<td>35</td>
</tr>
<tr>
<td>See For Yourself</td>
<td>10</td>
</tr>
</tbody>
</table>

**Academic Integrity:** This is just a short note to remind you that honesty academic integrity is expected of students at all times. Basically, this means don’t copy another’s tests, don’t plagiarize another’s papers, don’t undermine the learning of another. You can learn a lot in this class, and you will do this by completing the work. Part of the responsibility for this is mine; I need to give you reasonable and helpful assignments and assist you in fulfilling these. Obviously, the majority of the responsibility for your own learning is yours! Dive in! School is a wonderful opportunity for you, and you can make this both fun and stimulating. Please let me know when you need help. I’m always willing, if not always available. Schedule appointments by putting your name on my white board in an open appointment slot.
**Withdrawal:** If you decide to drop the class, it is up to you to turn in a drop card to the registrar to make sure you are off the enrollment list for the class. Final day to withdraw is

**Disabilities. Americans with Disabilities Act (ADA) Statement:**
Students with medical, psychological, learning or other disabilities desiring reasonable academic adjustment, accommodations, or auxiliary aids to be successful in this class will need to contact the DISABILITY RESOURCE CENTER Coordinator (Baako Wahabu) for eligibility determination. Proper documentation of impairment is required in order to receive services or accommodations. DRC is located at the ground floor of the Financial Aid Office. Visit or call 652-7516 to schedule appointment to discuss the process. DRC Coordinator determines eligibility for and authorizes the provision of services.

**Writing.** If you need help with writing papers, you can physically go to the writing lab in the Browning Learning Center. You can also reach the Online Writing Center by going to the DSC home page (www.dixie.edu), pointing to ‘Academics’, and on the pop-up menu, clicking on Online Writing Lab. The direct URL to this site is http://dsc.dixie.edu/owl/

**Tutoring.** Drop in tutoring is available to all registered Dixie State College students. Inquire at http://dsc.dixie.edu/tutoring/index.htm

**Library.** If you need help from a librarian, access this site: http://library.dixie.edu/

**DMAIL:** Important class and college information will be sent to your dmail email account. This information includes your DSC bill, financial aid/scholarship notices, notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSC. All DSC students are automatically assigned a dmail email account. If you don't know your user name and password, go to www.dixie.edu and select “dmail,” for complete instructions. You will be held responsible for information sent to your dmail email, so please check it often.

**Policy for Absences Related to College Functions:** For students, such as student athletes, who travel as official representatives of the college, absences due to college functions will not negatively affect the student’s grade. The student is required to provide the instructor with a schedule of days that will be missed, will be required to negotiate any scheduled work ahead of time with the instructor.