Family and Consumer Science Department
Dixie State University
Child Development Birth to Eight Syllabus

Course Name: Child Development Birth to Eight  
CRN: 40365  
Meeting Days and Times: MWF 10:00 – 10:50 a.m.  
Semester/Year: Fall 2015  
Instructor: Linda M. Wright  
Email Address: lwright@dixie.edu  
Office Hours: MWF: 8:00-8:50 a.m.; MW: 11:00 – 11:50  
Office Location: NIB #110

Course Number: FCS 2500 Sec 01  
Location: NIB 106  
Credits: 3

Prerequisites: None  
Lab and other fees: None

Course Description from Catalog:

Designed for early childhood educators, but open to all students. Focuses on the physical, cognitive, and psychosocial development of young children through infancy, toddlerhood, and early childhood, using a combination of lecture, interactive learning processes, and lab experiences to promote student mastery of normal developmental processes through the first eight years of life.

Required Textbook(s)/Recommended Books/other materials:


Family and Consumer Sciences Department Learning Outcomes:

1. Define currently accepted theory within the discipline.
2. Evaluate theory using applications and exercises to personalize the depth of knowledge and understanding.
3. Demonstrate professional practices specific to the discipline by completing assignments.
4. Show, in writing, the ability to think critically by:
   a. Gathering information
   b. Comparing and contrasting sources and quality of information
   c. Evaluating information for reliability and validity
d. Creating resolutions/proposals to solve questions or problems within the discipline

**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.
<table>
<thead>
<tr>
<th>Objective</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>Students will identify and elaborate on theoretical explanations for child development. FCS 1, 2</td>
<td>Class Discussions</td>
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<tr>
<td></td>
<td>Child Assessment</td>
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<td></td>
<td>Case Study</td>
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<td></td>
<td>Chapter Tests</td>
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<td></td>
<td>Final Exam</td>
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<tr>
<td>Students will develop curricular approaches for children in different age groups from infancy through early childhood utilizing theory and developmentally appropriate practices. FCS 2</td>
<td>See for Yourself Assignments</td>
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<td></td>
<td>Chapter Tests</td>
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<td></td>
<td>Final Exam</td>
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<tr>
<td>Students will complete observations and assessments of children to determine curricular needs based upon individual needs identified and observational information gathered. FCS 2, 3, 4</td>
<td>Child Assessment</td>
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<tr>
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<td>Child Assessment</td>
</tr>
<tr>
<td></td>
<td>Case Study</td>
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</tbody>
</table>
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 on campus.

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 Canvas, along with the syllabus and course outline.

Course Assignments and Assessments:

Child Assessment:
To give you some practical experience with child assessment, you will use assessment forms provided by the instructor to implement with young children under two years of age. After completing the assessments, you will do a written summary of what you have learned using outside references relevant to assessment and children in the body of your summary.

Case Study:
You will observe and assess a preschool aged child and write a case study. Please use the forms and instructions on Canvas.

Course Outline: Please see course outline for assignment and test dates (separate document)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Case Study</td>
<td>100</td>
</tr>
<tr>
<td>Tests &amp; inclass</td>
<td>Variable</td>
</tr>
<tr>
<td>Child Assessment</td>
<td>35</td>
</tr>
</tbody>
</table>
See For Yourself 5 at 10 points each
SRL Assignments 40 points

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100 %</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>74-76</td>
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<tr>
<td>C-</td>
<td>70-73</td>
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<tr>
<td>D+</td>
<td>67-69%</td>
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<tr>
<td>D</td>
<td>64-66</td>
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<td>D-</td>
<td>60-63</td>
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<td>below</td>
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CLASS POLICIES

Attendance
Be in CLASS!!! Attendance is not graded, but daily activities such as in class assignments and quizzes are graded and cannot be made up!

Disruptive behavior in class may lead to an administrative withdrawal. Disruptive behavior is defined as any behavior that interferes with the teacher’s ability to teach or the learning of other students.
You will be notified of your withdrawal in this way:
  1. A verbal request to comply with behavioral expectations of the class
  2. One written ‘warning’ letting you know that you have not made the required behavioral adjustment.
  3. Administrative withdrawal.

Academic Integrity
Failure to comply with academic integrity, honesty, and behavior standards may result in course failure or administrative withdrawal from the class. DON’T CHEAT!

ASSIGNMENTS

1. Assignments are due in class the day the assignment is noted on the outline. After class, assignments should be turned into the instructor’s office (NIB #110)
2. Spelling and grammar are graded in all assignments. Assignments are to be done on standard size paper, typed, and double spaced.
3. No assignments will be accepted more than a week late
4. Twenty percent of the grade will be deducted for the first day late and ten percent each day after that.
TESTS

Chapter tests will be given throughout the semester. You will be held accountable for content covered in the reading, class discussions, and lectures. Tests may include multiple choice, true and false, short answer and essay type questions. You will need a pencil and scantron for each test. The final exam will be comprehensive.

Students must take tests at the scheduled time in class. The only exceptions are true emergencies and college related absences. You must contact the instructor BEFORE the exam time. Late tests are only given at the discretion of the instructor and a ten percent deduction may apply.

As a student at Dixie State University, you have access to several helpful resources:

- Library
- Computer Lab (located at the Smith Computer Center and the Library)
- Disability Resource Center - Provides services and accommodations to students with disabilities.
- IT Student Help Desk - We provide support for the following: Blackboard Vista, Dmail, wireless, software resources for students, and student laptop lease program.
- Online Writing Lab - Many writing classes utilize this site. Among other things, students can use the Online Writing Lab to submit papers electronically to the Writing Center.
- Testing Center
- Tutoring Center - Free and open to all students. Improve your study skills and clarify concepts and class material.
- Writing Center - "Our mission is to help you become a better writer by approaching your assignments as a process of invention, writing, and revision."

See our Campus Map for the location of these and other resources.

Policies and Statements

- Disability Statement:

  If you suspect or are aware that you have a disability that may affect your success in the course you are strongly encouraged to contact the Disability Resource Center (DRC) located at the North Plaza Building. The disability will be evaluated and eligible students will receive assistance in obtaining reasonable accommodations. Phone # 435-652-7516.

- Academic dishonesty / Academic integrity policy
- Reference to "Policy for Absences Related to College Functions"
- Disruptive behavior policy / classroom expectations
Dmail:

You are required to frequently check your Dmail account. Important class and university information will be sent to your Dmail account, including DSU bills, financial aid/scholarship notices, notices of cancelled classes, reminders of important dates and deadlines, and other information critical to your success at DSU and in your courses. To access your Dmail account, visit go.dixie.edu/dmail. If you do not know your Dmail username or you have forgotten your PIN, visit go.dixie.edu/mydixie and follow the respective instructions.

Please note, if you must withdraw from this class, for any reason, it is your responsibility to do this officially by completing the paperwork at the registrar’s office. This must be done before the drop deadline for complete withdrawal. If you fail to do this, you will still receive a grade in this class, regardless of whether you attend or not.

Important Dates to Remember

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Aug 24</td>
<td>Classwork Starts</td>
</tr>
<tr>
<td>Aug 27</td>
<td>Last Day for Waitlist</td>
</tr>
<tr>
<td>Aug 28</td>
<td>Last Day to Add Without Signature</td>
</tr>
<tr>
<td>Sep 1</td>
<td>$50 Late Registration/Payment Fee</td>
</tr>
<tr>
<td>Sep 2</td>
<td>Drop/Audit Fee Begins ($10 per class)</td>
</tr>
<tr>
<td>Sep 2</td>
<td>Residency Application Deadline</td>
</tr>
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<td>Sep 4</td>
<td>End of 100% Refund Period</td>
</tr>
<tr>
<td>Sep 7</td>
<td>Labor Day</td>
</tr>
<tr>
<td>Sep 8</td>
<td>Start 50% Refund Period</td>
</tr>
<tr>
<td>Sep 14</td>
<td>Pell Grant Census</td>
</tr>
<tr>
<td>Sep 14</td>
<td>Last Day for Refund</td>
</tr>
<tr>
<td>Sep 14</td>
<td>Last Day to drop without receiving a &quot;W&quot; grade</td>
</tr>
<tr>
<td>Sep 18</td>
<td>Last Day to Add/Audit</td>
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<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>Oct 1</td>
<td>Associate's degree Graduation Application Deadline - Fall 2015</td>
</tr>
<tr>
<td>Oct 14</td>
<td>Mid-Term Grades Due</td>
</tr>
<tr>
<td>Oct 15-16</td>
<td>Fall Break</td>
</tr>
<tr>
<td>Oct 19</td>
<td>Last Day to Drop Individual Class</td>
</tr>
<tr>
<td>Oct 26</td>
<td>Spring and Summer 2016 class schedules available online</td>
</tr>
<tr>
<td>Nov 2</td>
<td>Bachelor's degree Graduation Application Deadline - Spring 2016</td>
</tr>
<tr>
<td>Nov 13</td>
<td>Last Day for Complete Withdrawal</td>
</tr>
<tr>
<td>Nov 16</td>
<td>Spring Registration open to Seniors (90+ credits)</td>
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<tr>
<td>Nov 17</td>
<td>Spring Registration open to Juniors (60+ credits)</td>
</tr>
<tr>
<td>Nov 18</td>
<td>Spring Registration open to Sophomores (30+ credits)</td>
</tr>
<tr>
<td>Nov 19</td>
<td>Spring Registration Open to All Students</td>
</tr>
<tr>
<td>Nov 25-27</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>Dec 11</td>
<td>Classwork Ends</td>
</tr>
<tr>
<td>Dec 14-18</td>
<td>Final Exams</td>
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</tbody>
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**Course Final Exam:** Monday, Dec 14th @ 10:30 a.m., NIB 106
Grades Posted by Dec 21st