



MORAVIAN COLLEGE
A SMALL NATIONAL TREASURE

EDUC 210, Child Development I

Dr. Jean DesJardin • Fall 2011

Class meeting days: Fridays; 11:45 – 2:45 p.m.

Office: PPHAC 302; Office Phone: 610-861-1317 • Office Hours; before or after class

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“We believe that children are our future. Teach them well and let them lead the way. Show them all the beauty they possess inside. Give them the sense of pride - to make life easier. Let the children's laughter, remind us how we used to be.”- Composed by Michael Masser

EDUC 210 introduces students to the process through which a young child develops a sense of self within a socio-cultural system. Students will learn the significance of a supportive interpersonal environment for child development. They will evaluate theories of child development, various ways of assessing young children across all domains, and strategies to support child development in an early childhood care setting. Emphasis will be given to the critical role of families in nurturing child development and learning, as well as collaborating with other professionals to effectively support families and their young children. This course builds on the earlier learning from EDUC 100.2 and EDUC 160. All students taking this course must have a 2.7 GPA. EDUC 210 has a 40-hour field experience. Current clearances are required. Refer to Moravian College Field Experience Manual.

EDUCATIONAL FRAMEWORK:

To develop professionals who become educational leaders because they think and act critically in a collaborative environment. Our goal is to transform lives through pursuing the values of academic excellence, collaboration, diversity and life-long learning; to the commitment to technology and best practices; to focus on each individual child and family; and to teach so that words and actions inspire a will to learn.

PURPOSE OF COURSE:

The purpose of this course is to present foundations of knowledge about child development in the domains of social and emotional development, physical and motor development, cognition and language development, and sensory and perceptual development. The students will acquire the background and skills necessary to analyze developmental theories as they apply to child development in their field experience. The concepts will be foundational for all other courses in early childhood education.

PRINCIPLES FOR MEETING THE NEEDS OF CHILDREN BRITH TO AGE NINE:

The Early Childhood program will prepare educational professionals who are capable to serve a diverse population of young children and their families in a wide variety of educational settings. For each course there will be specific content material offered and experienced, but there are a number of principles that will be prevalent throughout the ECE certification program. These principles are:

- It is a given belief that all children can learn and it is the educational program that must be altered to support the learning of each individual child and his/her family. This would include children with cultural-linguistic diversity and children with special needs.
- Developmentally appropriate practice and research-based learning will be the bases for all course work and experiences. Whole group, small group and individual activities will be developed in a variety formats so that children can learn in varied domains. The use of national and Pennsylvania standards has been incorporated in the content of all courses to foster the growth of young children from infancy to grade four.

ESSENTIAL QUESTIONS:

1. What is *Early Childhood Education and Development*?
2. What are the current trends affecting early childhood education?
3. What are the standards for high-quality early childhood programs and why is quality important?
4. What do teachers need to know about young children (birth to five years) in order to support learning and development?
5. How do teachers assess young children and embed intentional instruction throughout the curriculum and to link PDE standards?
6. How do teachers embrace cultural, linguistic, and learning differences in their classroom incorporating and respecting various traditions, values, and parental involvement?

COURSE OBJECTIVES

Upon completion of this course, the student will:

1. Describe the relevant and current legislation, theoretical perspectives, and research related to early childhood education (IE – 1 – 4).

2. Observe and describe early communication, cognition, physical/motor, social-emotional, and sensory perceptual developmental milestones of infants (IC 3 – 11; IA 3).
3. Describe the importance of parental roles, collaboration with parents and other professionals in respect for individual family culture and decisions (IA 6-9).
4. Understand the major theories pertaining to infant development, family systems, family development and functioning, and the parental role in the development of the infant (IE 1-4; ID 1-6).
5. Identify child and family characteristics that impact parent-child interaction during various contexts (e.g., play, joint book reading, routines and activities in the home environment) (IC 12 a-g).
6. Describe the essential aspects of a family-centered, relationship-based philosophy to service provision including its effectiveness and contrast with other models (IE 1-4).
7. Demonstrate ability to interact with and engage parents using effective communication strategies and methods of active listening; identify strategies for promoting effective home-to-childcare setting communication for families (IA 6, 7, 8).
8. Demonstrate effective modeling techniques and strategies, non-verbal and verbal communication skills to promote age-appropriate, child-led play practices (IF 1-3; IA 2).
9. Evaluate selected assessment tools and determine their appropriateness for use with infants (IA 7; IB 1-2; IC 3 and 5).
10. Practice effective facilitation skills for eliciting representative behavior during an assessment with an infant; and interpret assessment results for goal setting to support development in infants (IC 3, 4, 5 a-d).
11. Utilize a family-systems perspective in assessment for early intervention service provision for infants with special needs (IA 6-9; IC 10-11; IE 1).
12. Approach working with diverse families with an open mind, and a respectful, supportive and understanding demeanor regardless of personal beliefs or biases (IC 12 a – e; IE 3-4).
13. Focus on every child and family, and their appropriate needs (IF 1-3).

LEARNING ACCOMMODATIONS:

In accordance with the Americans with Disabilities Act, any student has the right to request reasonable accommodations for a disability. Accommodations can be requested through the Academic Support Services on campus. Please note that you will need to

present documentation of your disability to the Disabilities Office. Students are encouraged to contact the appropriate individual as soon as possible to enhance the likelihood that accommodations are implemented in a timely fashion. Accommodations cannot be provided until the instructor has received appropriate authorization. Moravian College does not discriminate in any of its programs on the basis of disability.

Day students who wish to disclose a disability and request accommodations for this course must contact Mr. Joseph Kempfer, Assistant Director of Learning Services for Disability Support, (extension 1510). Comenius Center students who wish to disclose a disability and request accommodations for this course must contact the Dean of the Comenius Center, (extension 1400).

TECHNOLOGY STATEMENT:

Integrated into all coursework are identified competencies in the use of technology. Technology will be used to enhance the learning experience, to address learning modalities, to model good teaching, and to increase content knowledge. Smart Board technology will be available to faculty and students. All syllabi, agendas, assignments, and journal articles will be placed on Blackboard. Students have access to web searches and library holdings through databases both on and off campus. Computer labs, MAC and PC, are available.

REQUIRED TEXTS:

Allen, K.E., & Marotz, L.R. (2000). *By the Ages: Behavior & Development of Children Pre-Birth through Eight*. Delmar Thomson Learning.

Black, M., Puckett, B., Wittmer, D. & Petersen, S. (2009). *The Young Child: Development from Prebirth Through Age Eight, 5/E*: NJ: Merrill

FIELD COMPONENT STATEMENT:

Students registered for EDUC 210 must be simultaneously registered for the associated lab or field practicum. You must attend one of the two following meetings held by Mrs. Modjadidi:

- August 31st, 2011 at 5:00 p.m. in PPHAC 102
- September 1st, 2011 at 11:45 a.m. in PPHAC 102

The purpose of the field experience is to provide students with appropriate classroom experiences in a developmental and sequential manner. All field experiences are directly related to coursework and must be successfully completed to pass the education course. Students are required to follow all the procedures and guidelines as outlined in the field experience handbooks, and course syllabi. Failure to accurately report attendance and performance will be considered a violation of academic honesty policy and will result in

appropriate sanctions as outlined in the Student Handbook. The Director of Field Experiences is responsible for securing all field placements. Students will be placed in field experiences only when all required clearances documents are current and indicate, "no record exists". Students are also required to have a negative result on a current tuberculosis test. For more detail about field experiences, refer to the Moravian College Field Experience Manual. You are expected to spend four hours per week for a total of ten weeks in your field experiences between September 26th and December 7, 2011. During your field experiences, you will observe your cooperating teacher as she/he teaches, discuss teaching methods with your cooperating teacher, and have the opportunity to teach students yourself. Your conduct and dress must meet Moravian College standards. Assignments related to the field experience are explained below.

OTHER INFORMATION:

Academic Honesty = Follow the academic honesty policy as stated in the 2010-2011 Student Handbook on page 46. <http://www.moravian.edu/studentLife/handbook/Handbook08.pdf>. Failure to follow these guidelines may result in failing this course. All violations of academic honesty reported to the Dean are also shared with the Teacher Education Committee at the time the candidate's application for student teaching is being considered. In the past, such violations have prevented the Committee from approving some candidates for student teaching.

Attendance for Class = Attendance in class is very important. Should a personal emergency arise it is important that you let me know this as soon as possible. This will assist me in the design of small group team projects. Please call when you are going to be absent for that day. Missing more than two classes will lower your grade significantly. Arriving late or leaving early will also be noted. If you do not have an acceptable reason (with documentation), your final grade will reflect it (e.g., 3 absences = one whole grade lower; 4 absences = two full grades lower).

Attendance for Field Experiences - Regular attendance at the field experience is also essential. I am asking your cooperating teacher to provide you with a professional experience. This, in turn, requires a sense of professional responsibility from you. The cooperating teacher to whom you are assigned will maintain an attendance sheet. A minimum of 40-hours is required, but you are expected to attend at your scheduled time through the week of December even if the 40-hour minimum is achieved. **An unexcused absence in your field experience will result in termination of the experience and a failing grade in the course.** If you must miss a scheduled session at your school due to illness or emergency, you must call your school and make sure that a message gets to your cooperating teacher and call Mrs. Modjadidi, Director of Field Experiences.

Food: Water is allowed, but we will be moving around too much to be eating.

Cell Phones: Turn them off. If there is an emergency, you can make arrangements with me before class. If your cell goes off, you will be asked to bring in a snack for everyone the next day we have class.

Expected Work Load: For this course, it is expected that you will work between 5-8 hours for preparation for each class outside of class.

References and formatting: Use the Publication of the American Psychological Association (Current edition) for references and formatting of your papers.

Grading Scale: The evaluation of each assignment will be based upon the following criteria.

A 94-100% A- = 90-93%	Superior knowledge regarding details, assumptions, implications, superior thinking with information relevant to application, critique, and relationship to other information. Your work goes beyond requirements and shows perception and insightfulness.
B 84-86% B- = 80-83% B+ = 87-89%	More than adequate knowledge regarding technical terms, distinctions, and possesses an ability to use information. You go beyond the requirements enhancing your work by adding additional resources, related areas or topics.
C 74-76% C- = 70-73% C+ = 77-79%	Basic knowledge needed to function and carry on learning regarding major principles, central terms, major figures, also possesses an awareness of early childhood field. You meet all requirements adequately.

Check your student handbook for more specific grade percentages.

It is within the instructor's purview to apply qualitative judgment in determining grades for all of your assignments and your final grade for this course.

Late work:

- A written explanation handed in on due date; the "Work" will be evaluated and lowered only a half grade if handed in by the end of due week; an additional late week with written explanation means one grade lower.

Written work requirements:

- You will need a ½ "notebook with a plastic cover for insert title page for this class.
- All handed in written work (i.e., weekly outlines or graphic organizers, field experience reflections) needs to be done on a computer (12-font) and placed in your notebook. Please use your spell checker. Meaning and mechanics both are graded. All work needs to be organized and identified (name and date).
- **Please do not hand in work in the plastic page holders.**

Class Time Arrangements:

We meet one time per week for this class. Some of the time, we will review our text through large group activities, pair-share type activities, video dialogue, and the Internet. Other times, we will interact with mini lessons. Weeks may vary, but I will give you an advanced weekly schedule.

COURSE REQUIREMENTS There exists a philosophy in assessment of learning that suggests the use of multiple methods uncover the most accurate information about student understanding and progress. Multi methods of assessment address the needs of diverse learners. That is, some learners express their thoughts and ideas verbally or through more in-depth written or creative projects, while others feel most comfortable participating in a written exam. In response to these ideas about assessment, students in this course will be evaluated in the following areas:

1. Professional Participation - Weekly Critical Thinking/Discussions/Outlines (20 points)

Professional behavior and participation are vital to your role as a learner and educator. Attendance, punctuality, and coming prepared to learn, and to collaborate with others are all essential professional behaviors. Please come on time and prepared to incorporate reflections on the reading, personal experiences, opinions and questions in a positive, responsible and professional manner. Each person will need to be actively involved with class discussions, prepared to present given tasks to the whole class and remain engaged while others are presenting. Attendance and participation will be calculated weekly and averaged. It will be worth 20% of your total grade (see **Professional Participation Rubric**).

Professional Participation Rubric (20 points)

Attendance	Participation
<p>Attended class for the week; arrived and left class on time.</p> <p style="text-align: center;">1 point</p>	<p>Strong participation; Collaborates well with others (e.g., encouraged discussion in group; shared ideas with group) and comes to class having read materials and <u>very</u> prepared with entire outline/graphic organizer fully complete.</p> <p style="text-align: center;">1 point</p>
<p>Attended class for the week; arrived late or left early <u>one</u> time OR missed class.</p> <p style="text-align: center;">0 points</p>	<p>Participates when called on, supports group projects but does not seem to have read the chapter; inconsistency of information provided to group OR very disengaged in class discussions or group work – does not seem prepared for class.</p> <p style="text-align: center;">0 points</p>
TOTAL POINTS	

*Students receive one point for attendance and for each outline/organizer complete each week.

2. “Be the Expert” Paper and Oral Presentation: From Theory to Practice (10 points)

Choose one topic on child development (see topics and sign-up sheet). Be prepared to become the expert on the topic. Discuss the topic thoroughly with research-based documentation, provide real-life examples from your field experience or case studies, and apply it to practical ways that early childhood professionals support child development in at least one developmental domain (e.g., social-emotional development; language development, physical and motor development; cognitive development). All papers should be three- pages in length and utilize proper APA format. All writing assignments must be typed, double-spaced, in Times New Roman 12-point font and spell-checked; you will be expected to provide accurate documentation and proper citation of all quoted, paraphrased or inspired material. You will present a 10-minute overview to the class of your topic and supporting material (e.g., websites, current books/resources) in a Power Point Presentation (see “Be the Expert” and Oral Presentation Rubric).

3. Early Childcare Field Experience – Intentional Involvement/Reflection Papers (5 reflection activities/papers x 5 points each = 25 points). Each one has specific guidelines/activities with a three-page paper. **Field Work Evaluation -**

EDUC 210 is designed to expose students to issues concerning child development in all learning domains, working with professionals in the field, and collaborating with families. Students will

conduct five intentional activities working with a professional from the field and using assigned observational instruments. These activities connect to weekly course material and will be graded using the attached **Intentional Involvement/Reflection Rubric**.

Observation/Reflection Paper #1 (due 10/14/11): Discuss specific issues regarding early childhood programs with your FE professional and write a three-page paper related to; (1) overall program philosophy and educational goals for the families and their young children, (2) how communication is established with parents (caregivers), (3) overall learning environment objectives and mission statement, (4) daily programs and schedule for the infants/young children, (5) physical arrangement of the program and learning environment, (6) assessments that may be used with infants/young children, (7) materials/toys used to support learning for the infants/young children for the specific domains (i.e., physical/motor, social-emotional, cognition, language-literacy), and (8) support services/activities offered to families and their young children with special needs. Compare and reflect on this FE information to what you now know about Developmentally Appropriate Practice (DAP) for young children.

Observation/Reflection Paper #2 (due 10/28/11): Discuss specific issues regarding engaging young children in the learning process with your FE professional and write a paper related to; (1) How the early childhood professional interacts with the young children, (2) How the professional specifically supports the young children's development/learning in the following areas: social-emotional development, cognition, language and pre-literacy development, and physical and motor development? (2) What adult behaviors elicit and help the children develop in each domain?, and (3) What activities/lessons and materials support the young children's learning? Reflect on the knowledge gained in class regarding each developmental domain and link that knowledge to the specific activities observed at your field experience.

Observation/Reflection Paper #3 (due 11/11/11): Discuss specific issues regarding family involvement and communication with your FE professional and write a paper related to; (1) How the early childhood professional interacts with parents or caregivers at the field placement, including various ways that the professional establishes a trustful-honest relationship, utilizes open-ended questions and active listening skills, (2) Ways that family members can be involved in the early child care program – especially families who are culturally-linguistically diverse or speak a second language?, (3) How communication is achieved between family members/significant caregivers who are linguistically diverse or ELL?

Observation/Reflection Paper #4 (due 12/2/11): You will utilize a child behavior checklist (as demonstrated in class) with one identified target infant or toddler. The infant or toddler can be identified from the child care center, a friend's child, a niece or nephew, or a neighbor's baby. Reflect on' (1) ways that you interacted with the infant/toddler in order to elicit behaviors from the various domains of development, (2) analyze the child's developmental areas across all domains of learning. Choose one area of development (e.g., language, cognition, physical-motor, social-emotional development) and design a lesson plan with a specific activity (with materials or toys) to support the infant/toddler's learning in that specific developmental domain.

Reflection #5 (due 12/9/11): You will utilize a child behavior checklist (as demonstrated in class) with one identified target preschooler. The young child can be identified from the child care center, a friend/family member's child, or a neighbor's preschooler. Reflect on; (1) ways that you

interacted with the preschooler in order to elicit behaviors from the various domains of development, (2) analyze the child's developmental areas across all domains of learning. Choose one area of development (e.g., language, cognition, social-emotional development) and design a lesson plan with a specific activity (with materials or toys) to support the preschooler's learning in that specific developmental domain.

4. Parent Resource Brochure (10 points) Due 12/2/2011

Imagine that you are an early childhood educator. You have been invited to speak to families with young children (birth to 5) for a well-known early childhood center about one specific topic in early childhood (e.g., social-emotional connection during the first year, attachment, temperament, developing a sense of trust between parent and child, supporting early language development, joint book reading with toddlers, supporting motor and physical development in natural settings, ways to include fathers and other significant caregivers in infant care). Design a parent resource brochure that will inform parents (and significant caregivers) about this topic. Include visuals, websites, resources, books, and a list of specific creative and fun ways to support their child's development within this topic. You will share your brochure with the class.

5. Quizzes (2 x 5 points = 10 points) and Final Exam (25 points)

There will be two quizzes throughout the semester (see schedule) and one final exam. The final exam is cumulative, but will mainly focus on the material from the midterm to final. The final exam will consist of higher-order thinking, open-ended questions - with the use of case studies/vignettes to apply the material learned throughout the course.

Grading Policy: The following distribution indicates the points that will be awarded for the course requirements:

Required Assignments	Points Possible
Participation/Weekly Critical Thinking and Discussions	20
Be the Expert - From Theory to Practice	10
Intentional Involvement/Reflection Papers (5 x 5 points = 25)	25
Parent Resource Brochure	10
Quizzes (2 x 5 points = 10)	10
Final Exam	25
Total	100

“Be the Expert”: From Theory to Practice

CRITERIA	2 POINTS	1 POINT	0 POINTS
Synthesis of Theory, Research and Practical Applications	Well written 3-page paper with introduction and concluding paragraphs, stated ideas in logical organization, includes main points.	Paper includes the main points of the theory, but may lack introduction or conclusion and/or logical organization.	Information is presented, but main points are not clearly delineated.
Research Criteria	Research is from peer-reviewed journals or other sources and cited in APA style at the end of the paper.	Limited research from peer-reviewed journals. Length of paper is not appropriate.	Very limited research (e.g., research is from only one source of information). Length of paper is not appropriate.
APA Style and Conventions	Correct APA Style throughout entire paper, no spelling or grammatical errors.	Mostly correct APA Style and no more than 5 spelling or grammatical errors present.	Paper is not written in APA Style or more than 5 spelling and/or grammatical errors present.
Presentation Skills	Clear articulation, proper volume, steady rate, good posture & eye contact throughout entire presentation.	Clear articulation, but not as polished, some inconsistencies with volume, rate, posture, and eye contact.	Unclear speech, little or no eye contact, rate too fast or too slow, little expression, inaudible or too loud.
Discussion/Audience Response	Well-planned discussion questions, held audience’s attention.	Not well-planned questions, discussion may have gone off topic.	No discussion planned with class.

**Early Childhood Field Experience –
Intentional Involvement and Reflection Rubric (5 points)**

Criteria	1 point	½ point	0 points
Observation – Reflection Questions	Addressed all parts of the assignment.	Addressed some parts of assignment.	Minimally addressed the assignment.
Data Collection	Evidence that data was collected from observation with examples for each.	Evidence that some data was collected from observation with few examples.	Data collection was limited with only 1 example included.
Summary	Summary synthesized explicitly what was seen and heard at the setting.	Parts of the summary were unclear what exactly was seen and heard at the setting.	Summary was vague and it was unclear what was observed at the setting.
Details	Multiple examples were included throughout the summary to support the observation.	Some details were included to support the observation.	Few or no details were included to support the observation.
Conventions	Summary was free of spelling and grammatical errors.	Summary has up to three grammar and/or spelling errors.	More than three spelling and/or grammar errors were present.

Parent Brochure Oral Presentation Rubric

CRITERIA	2 POINTS	1 POINT	0 POINTS
Synthesis of Research	Well written colorful brochure with logical ideas and organization, includes main points.	Brochure includes the main points, but may lack logical organization.	Information is presented, but main points are not clearly delineated.
Intentional Practical Applications for Parents	Very creative practical ideas for parents to utilize in the home and other natural environments.	Limited practical ideas for parents.	Brochure does not include any new creative ideas for parents at all.
APA Style and Conventions	Correct APA Style throughout entire brochure, no spelling or grammatical errors.	Mostly correct APA Style and no more than 5 spelling or grammatical errors present.	Brochure is not written in APA Style; >5 spelling and/or grammatical errors present.
Presentation Skills	Clear articulation, proper volume, steady rate, good posture & eye contact throughout entire presentation.	Clear articulation, but not as polished, some inconsistencies with volume, rate, posture, and eye contact.	Unclear speech, little or no eye contact, rate too fast or too slow, little expression, inaudible or too loud.
Discussion/Audience Response	Well-planned discussion questions, held audience's attention.	Not well-planned questions, discussion may have gone off topic.	No discussion planned with class.

COURSE SCHEDULE FOR EDUC 210 – Fall, 2011 – Fridays 11:45-2:45 p.m.


Child Development I

Week/Date	Content/Activities	Classroom Activities/ Homework Assignments	PDE Competency
<p>Week 1 9/2</p>	<p>Welcome to EDUC 210! Introduction to Course/Syllabus/Text</p> <p>Topics: Overview of Child Development; NAEYC and Developmentally Appropriate Practice (DAP); Current status of EC programs in US and Professional Organizations</p>	<p>TYC Chapter 1 and 2 and BD Chapter 1 (Outline Y)</p> <p><u>Group Gathering:</u> Reflective writing of your own EC years; earliest memories; chart a life time line of your early experiences. Link ages with significant events/teachers.</p> <p><u>Video Reflection:</u> “The Science of EC Development” and “NAEYC’s DAP”</p>	<p>I. E. 1: Current issues; historical and philosophical background; current philosophy of inclusionary practices in ECE settings.</p> <p>I. D. 1-6: Developmentally appropriate practices</p>
<p>Week 2 9/9</p>	<p>Importance of Early Childhood Development</p> <p>Topics/Questions: Evolution of Child Study; Current research and theory of ECD, UPK and Head Start studies; NCLB; Current IDEA and family-centered intervention (IFSP versus IEP); Early Childhood Environment Rating Scale (ECERS-R)</p>	<p>TYC Chapter 3 and 4 and BD Chapter 2 (Outline O)</p> <p><u>Group Jigsaw Activity:</u> Venn Diagram - theories in early childhood development; how do they apply to the ECE environment (classroom, intervention, activities)? <u>Think-Pair-Share:</u> Compare/Contrast Developmentally Appropriate Practices with other practices (given appropriate/inappropriate practice examples– add some of your own).</p>	<p>Theories of constructivism, socio-cultural, attachment, bio-ecological and play.</p> <p>I. E. 2: Theory, research, analysis, and practice</p> <p>I. C. 9: Role of play in child development and learning.</p> <p>I. E. 4 and I. A. 8: General and professional ethics; Understanding legal rights/responsibilities; 1C 10: Current infant identification.</p>

<p>Week 3 9/16</p>	<p>Celebration of Families and Involvement</p> <p><u>Topics:</u> An Ecological Approach to Intervention and Programs; The family before birth and after birth (early identification of children at-risk and the IFSP process); Building positive relationships with families; Cultural-Responsive Practices/Reflective Dialogue</p>	<p>TYC Chapter 5 and BD Chapter 3 and 4 (Outline U)</p> <p>Quiz #1 (Chapters 1-5)</p> <p><u>Video Reflection:</u> "Partnerships with Parents"</p>	<p>1. E. 3: Social, economic and cultural diversity, and implications for learning.</p> <p>1. A. 9: Understanding of over-representation of minorities in special education.</p> <p>1. D. 3: Socio-cultural theory</p>
<p>Week 4 9/23</p>	<p>The Infant – Pre-Birth and Birth - Physical and Motor Development During the First Year</p> <p><u>Topics:</u> Factors that affect infant developmental growth: at-risk and low-risk infants (e.g., poverty, childcare arrangements, parental aspects; and other risk-factors, prenatal development, known disability); Earliest Brain Growth and Neurological Development; Reflexes, Psychological states and activity levels; Sensory Capabilities; Physical Development</p> <p><u>Guest speaker</u> - Pediatric nurse practitioner to discuss risk factors in families and infants prior to birth; at birth; within the first year of development.</p>	<p>TYC Chapter 6 (Outline N)</p> <p><u>Group Activity:</u> Chart summary; factors that affect child developmental growth: at-risk and low-risk infants (e.g., poverty, prenatal development, known disability, other risk-factors); Vignette analyses of child who is at-risk and IFSP development.</p> <p><u>Video Reflection:</u> Analyses of professional and infant during play; identify indicators of physical/motor growth using a developmental checklist (Vineland-2; Teacher rating scale).</p>	<p>1. A. 5: Experiences infants need to prepare for life-long learning</p> <p>1. A. 6: Identify early interactions with adults/peers; comprehensive interventions, infants from diverse backgrounds and special needs.</p> <p>1. A. 3: Developmental patterns of change, physical, cognitive, and psychosocial areas.</p> <p>1. C. 7 Analyses of motor development.</p>

<p>Week 5 9/30</p>	<p><u>The Infant –Social-Emotional Development During the First Year</u></p> <p>Topics: Theories of SE development; Neurobiology of SE development; Dimensions and factors impacting SE development in infants</p> <p>Field Experiences Begin ☺</p>	<p>TYC Chapter 7 (Outline G)</p> <p><u>Video Analysis and Group Activity:</u> Acquiring self-regulation; SE development of infants and toddlers.</p>	<p>1. C. 1: Multiple approaches to learning; 1. C. 5 a – d; 1. C. 8: Analyses of SE development for infants.</p> <p>1. B. 1: Knowledge and competence of social characteristics of infants.</p>
<p>Week 6 10/7</p>	<p><u>The Infant – Cognitive, Language/Literacy Development</u></p> <p><u>Topics and Questions:</u> Cognitive development; Neurobiology of cognition, language, and literacy; Earliest communicative behaviors; Major factors influencing cognition and language; Strategies for promoting and enhancing cognition, language/literacy development.</p>	<p>TYC Chapter 8 and BD Chapter 5 (Outline C)</p> <p>Quiz #2 (Chapters 6-8)</p> <p><u>Video Analysis and Group Activity:</u> “Cooing, crying, and cuddling: Infant brain development; Communication and learning: SE development of infants/toddlers”</p>	<p>I. A. 1: Delineate how infants acquire and process information.</p> <p>1. B. 2: Identifying the multiple interacting influences on infant development and learning.</p>
<p>Week 7 10/14</p>	<p><u>The Young Child – Toddler Physical/Motor Development</u></p> <p>Topics: Physical competencies; Relationships between physical and SE development; and cognition; Well-being of the toddler.</p>	<p>TYC Chapter 9 (Outline H) and FE #1 Paper/Reflection Due</p>	<p>1. A. 3: Developmental patterns of change, physical, cognitive, and psychosocial areas.</p> <p>1. C. 7 Analyses of motor development.</p>

<p>Week 8 10/21</p>	<p><u>The Young Child – Toddler Social-Emotional Development</u></p> <p><u>Topics:</u> Erikson’s Theory of Psychosocial Development; Freud’s Psychoanalytic Psychology, Piaget’s Constructivism, Attachment Theory; Relationship between social-emotional development and cognition.</p>	<p>TYC Chapter 10 (Outline I)</p> <p><u>Video Reflection:</u> “Laughing, learning, and loving: Toddler brain development”</p> <p><u>Video Analyses:</u> Parent-toddler during play - identification of social-emotional indicators. Demonstration of the Infant-toddler Social-Emotional Availability Scale (ITSEA; child care provider form).</p>	<p>1. C. 8: Analyses of SE development for toddlers.</p> <p>1. B. 1: Knowledge and competence of social characteristics of toddlers.</p>
<p>Week 9 10/28</p>	<p><u>The Young Child – Toddler Cognitive, Language, and Literacy Development</u></p> <p><u>Topics:</u> Cognitive development; Relationships between cognition and language; Factors influencing language/literacy development of toddlers and their families.</p>	<p>TYC Chapter 11-12 and BD Chapter 6 (Outline L)</p> <p>FE #2 Paper/Reflection Due</p> <p><u>Video Analyses:</u> Demonstration of the Communication/Symbolic Behavior Scales-Developmental Profile (CSBS-DP): Infant-Toddler Checklist; Analyses of parent-child joint book reading (Adult-child Interactive Reading Inventory (ACIRI); Brainstorm ways to support emerging language in toddlers.</p>	<p>I. A. 1: Delineate how toddlers acquire and process information.</p> <p>1. B. 2: Identifying the multiple interacting influences on toddler development and learning.</p>

<p>Week 10 11/4</p>	<p><u>The Young Child</u> – Preschool Years Motor and Social-Emotional Development</p> <p>Topics: Developing motor skills; Relationships between motor and SE development; Factors influencing motor.</p>	<p>TYC Chapter 13 and BD Chapter 7 (Outline D)</p> <p><u>Video Reflection:</u> “Making friends and getting along with peers: SE development of preschoolers”</p>	<p>1. A. 3: Developmental patterns of change, physical, cognitive, and psychosocial areas.</p> <p>1. C. 7 Analyses of motor development.</p>
<p>Week 11 11/11</p>	<p><u>The Young Child</u> – Preschool Years Cognitive, Language/Literacy Development</p> <p>Topics: Theoretical perspectives on cognitive development 4-5 years old; Factors influencing development; PDE standards</p>	<p>FE #3 Paper/Reflection Due</p> <p><u>Video Reflection:</u> “How young children learn to think”</p>	<p>I. A. 1: Delineate how preschoolers acquire and process information.</p> <p>1. B. 2: Identifying the multiple interacting influences on preschool development and learning.</p>
<p>Week 12 11/18</p>	<p>Making Connections – From Theory to Practice</p>	<p><u>Video Reflection:</u> “Ten things every child needs for the best start in life!”</p> <p><u>In chart format</u> - List the ten essential things, provide examples of real-life applications at FE or EC programs, and provide specific examples found at FE.</p>	<p>Theories of constructivism, socio-cultural, attachment, bio-ecological and play.</p> <p>I. E. 2: Theory, research, analysis, and practice</p> <p>I. C. 9: Role of play in child development and learning.</p>
<p>Week 13 11/25</p>	 <p>Happy Thanksgiving!</p>		

Week 14 12/2	Parent Brochure Presentations –	FE #4 Paper/Reflection Due and Parent Brochure/Presentation Due	I A 6-9: Describe the importance of parental roles, collaboration with parents and other professionals in respect for individual family culture and decisions. I F 1-3. Focus on every child and family, and their appropriate needs.
Week 15 12/9	Final Exam at 1:30 pm. (Chapters 9-13)	FE #5 Paper/Reflection Due	

This syllabus is compiled in good faith, with a schedule of readings, topics, activities, and assignments which will navigate us throughout the term. Still, the professor reserves the right to make any changes to this syllabus considered necessary for the overall success of the course. Any changes will be communicated as soon as possible.

Additional Resources

National Association for the Education of Young Children (NAEYC) <http://www.naeyc.org/>

Zero-to-Three <http://www.zerotothree.org>

Division for Early Childhood Education of the Council for Exceptional Children <http://www.dec-sped.org/>

Pre – K Now www.preknow.org Current press clippings related to the prekindergarten movement.

PA Early Learning Standards http://www.pakeys.org/pages/get.aspx?page=Career_Standards
<http://websites.pdesas.org/ocdel/2010/4/30/47302/page.aspx>

Children’s Defense Fund: <http://www.childrensdefense.org/>

The National Center for Development and Learning: National Center for Early Development and Learning:
<http://www.fpg.unc.edu/ncedl/>

The book *From Neurons to Neighborhoods* (National Academies Press) available online: <http://www.nap.edu/books/0309069882/html/>
Weekly e-newsletter on issues related to children at the Benton Foundation Connect for Kids Weekly: www.connectforkids.org

Erikson's Stages of Psychosocial Development <http://www.ship.edu/~cgboeree/erikson.html>

The Jean Piaget Society: www.piaget.org

Piaget's Stages of Cognitive Development
<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/piaget.htm>

Temperament
Information about behavioral individuality in infants, children and adults
<http://www.temperament.com>

Vygotsky
A history of Lev Vygotsky and many links to other sites devoted to sociocultural theory. http://en.wikipedia.org/wiki/Lev_Vygotsky

Center on the Social-Emotional Foundations for Early Learning
http://csefel.vanderbilt.edu/resources/training_infant.html