

## HES 362 - Child Development

Spring 2012: T/R 9:30 – 10:45 (Credits: 3)

**Professor Name:** Dr. A. Paulk  
**Office Locations:** Floyd Hall 107 AND Stevens Hall 560  
**Phone Numbers:** 256-765-4855  
**Email Address:** [apaulk@una.edu](mailto:apaulk@una.edu) (the best way to contact me is via email)  
**Office Hours:** Monday & Wednesday 11:15am – 1:00pm (Stevens 560)  
 Tuesday & Thursday 10:45 – 12:30 (Floyd 107)

**Required Text:** Feldman, R. S. (2010). *Child Development*. Upper Saddle River, NJ: Prentice Hall.  
**Edition:** 5th; **ISBN-10:** 0205655025; **ISBN-13:** 9780205655021

### Course Purpose (...or What am I supposed to learn in this class?):

Welcome to Child Development! Child Development is a course that introduces students to the study of children, including a topical study of the chronology from conception to adolescence. Children’s growth in the social-emotional, cognitive, linguistic, sensorimotor, genetics, physical growth, learning, and intelligence domains are covered. Course goals include: (1) Knowledge of the stages of human development in relation to the physical, social, emotional, and intellectual development needs of children and family members throughout the lifespan, (2) The ability to apply skills and practices required for careers in preschool education, (3) The ability to demonstrate occupational competency in preschool education, and (4) The ability to teach in and operate a preschool program.

### Course Tips (...or How can I be successful in this class?):

College is different from high school. In college, mastery of course content requires that students do work outside of the classroom. Outside work (e.g., reading, studying, researching, and writing) is not recommended – it is required. For example, in this course, students will be required to read supplemental material not covered in course lectures and will be tested on that material. In college there is an expectation that you will learn inside and outside of the classroom. That is, after all, what a college degree exemplifies – that you have the ability to learn and the work ethic to persevere and achieve goals.

For every one credit of university course credit students are expected to work approximately three hours per week outside of class. For a three credit class, this means you will be required to work approximately 9 hours per week. Successful students (those who earn As, Bs, and Cs) will work hard and manage their time well. I have high expectations, which are clearly defined in the syllabus, but with hard work - I know that any student can achieve them. For more tips on how to be successful in this course (and others), read the handout: *Making the Grade: Tips on How to Study More Effectively & Produce College-Level Course Work*.

### Student Learning Outcomes and Assessment:

Learner Outcomes	Assessment Strategies
Use knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, and cognitive development of all young children from birth through adolescence. (NAEYC Guideline 1.1)(CTL Standard 1.1)	Exams; Discussion Board; Fieldwork; Observations
Use knowledge of how young children differ in their development and approaches to learning to support the development and learning of individual children. (NAEYC Guideline 1.2) (CTL Standard 1.1)	Exams; Discussion Board; Fieldwork; Observations
Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning, and recognize that children are best understood in the contexts of family, culture, and society.(NAEYC Guideline 1.3) (CTL Standard 1.8, 1.11)	Exams; Discussion Board; Fieldwork; Observations
Use informal and formal assessment strategies to plan and individualize curriculum and teaching practices. (NAEYC Guideline 4.1) (CTL Standard 1.2, 1.3)	Exams; Discussion Board; Fieldwork; Observations
Actively seek out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practices. (NAEYC Guideline 5.5) (CTL Standard 1.3)	Exams; Discussion Board; Fieldwork; Observations
Observe and participate under supervision of qualified professionals in a variety of settings in which young children, from birth through age eight, are served (such as public and private centers, schools, and community agencies). (NAEYC Guideline 6.1) (CTL Standard 1.7, 1.8, 1.11)	Fieldwork, Observations; Field Observation Assignment

## **Alabama PAT Standards & Assessment:**

<b>Alabama Standard (290-3-3-.26)</b>	<b>FCS Standard</b>	<b>Assessment</b>
<b>Knowledge of:</b>		
<b>290-3-3-.26 (1)(a)3.</b>	The stages and theories of human development in relation to the physical, social, emotional, and intellectual development needs of children, individuals, family members, and clients throughout the life span.	Exams; Discussion Board; Fieldwork; Observations
<b>The business practices associated with:</b>		
<b>290-3-3-.26 (1)(a)8.(ix)</b>	Childhood development services.	Exams; Discussion Board; Fieldwork; Observations
<b>Technology tools, technology information, and technological advancements in the areas of:</b>		
<b>290-3-3-.26 (1)(a)10.(vii)</b>	Childhood development services.	Exams; Discussion Board; Fieldwork; Observations
<b>Professional associations and credentials in the areas of:</b>		
<b>290-3-3-.26 (1)(a)11.(vii)</b>	Childhood development services.	Exams; Discussion Board; Fieldwork; Observations
<b>Ability to develop skills used in the work of the family in the areas of:</b>		
<b>290-3-3-.26 (1)(b)1.(i)</b>	Human growth and development.	Exams; Discussion Board; Fieldwork; Observations
<b>Ability to develop skills used to provide services to clients in the areas of:</b>		
<b>290-3-3-.26 (1)(b)2.(ix)</b>	Childhood development services.	Exams; Discussion Board; Fieldwork; Observations
<b>290-3-3-.26 (1)(b)5.</b>	Assist in operating all aspects of a preschool program.	Exams; Discussion Board; Fieldwork; Observations
<b>Apply skills and practices required for careers in:</b>		
<b>290-3-3-.26 (1)(b)6.(ix)</b>	Childhood development services.	Exams; Discussion Board; Fieldwork; Observations
<b>Use technology tools, technology information, and technological advancements in the areas of:</b>		
<b>290-3-3-.26 (1)(b)7.(vii)</b>	Childhood development services.	Exams; Discussion Board; Fieldwork; Observations
<b>290-3-3-.26 (1)(c)</b>	Demonstrate occupational competency in at least one of the following areas: hospitality and tourism; foods and culinary arts; nutrition, wellness, and dietetics; family studies and community services; childhood development services; interior design; fashion design; fashion merchandising; education; financial resource management; or consumer services.	Exams; Discussion Board; Fieldwork; Observations

## **Introduction to Online Learning (...or How do I get started in Angel?):**

### **General Guide to Angel:**

This course will utilize the UNA Angel website. To login to Angel, go to following website <https://una.angellearning.com> and enter your UNA username and password. Once there you will click on this course. You will see that I have posted several Angel tutorials for students. In order to help you be more successful you are encouraged to read all of the tutorials.

The tutorials cover the following information:

1. Getting Students Started with Angel
2. Using Discussion Board in Angel
3. Student Checklist for Taking Tests in Angel
4. Student Checklist for Submitting an Assignment in Angel

Also, please review the student frequently asked questions (FAQ) about online courses and Angel at: <http://distance.una.edu/faq.html>. Reading this information prior to getting started will enable you to navigate this course much more effectively.

### **Respondus Lockdown Browser:**

This course requires students to take exams using Respondus Lockdown Browser. UNA campus computers are equipped with Respondus Lockdown Browser. However, students who plan to take their exams using off-campus computers (e.g. their home computer) must download Lockdown Browser on their computers prior to taking the first exam. Students may download Lockdown Browser at: <http://www.respondus.com/lockdown/installation.pl?ID=227634868>  
More information on Respondus Lockdown Browser, including tutorials, can be found at: <http://distance.una.edu/help/#lockdown>

**Etiquette expectations (“Netiquette”)** for online discussions, email, and other forms of communication are as follows:

- **Be clear and concise.** Make sure the subject line (e-mail) or title (web page) reflects your content.
- **Use appropriate language.** If you have a question on whether or not you are too emotional, don't send the message, save it, and review it later. Remember: no one can guess your mood, see your facial expressions, etc. on the web. All they have are your words. So choose your words and emphasis in your words carefully. For example, don't use ALL CAPITAL LETTERS—it may be perceived as shouting or screaming.
- **Make a good impression.** Your words and content represent you; review/edit your words before sending.
- **Forward e-mail messages you receive *only with permission of the sender.***
- **Remember you are not anonymous.** What you write in an e-mail or on a web site can be traced back to you
- **Obey copyright laws.** Don't use others' images, content, etc. without permission. Don't forward e-mail, or use web site content without permission.
- **Do not send SPAM.** SPAM is posting or e-mailing unsolicited e-mail, often advertising messages, to a wide audience (another way of thinking of it is electronic junk mail).
- **Don't forward chain letters.** If you receive one, notify your web master.
- **Don't respond to "flames" or personal attacks.** Contact your instructor for action and referral.

**Minimum student preparation:** Students must have completed PSY 201 prior to enrolling in the course.

**Minimum technical skills expected:** Students must know how to use word processing software (e.g., Word), Microsoft PowerPoint, and they must make themselves familiar with Angel and Respondus Lockdown Browser (see tutorials) in order to be successful in this course.

### **Required Software:**

Access to Angel and Respondus Lockdown Browser

Access to Microsoft Word 2007 and PowerPoint (PPT) 2007 (or later)

- If you do not have Microsoft Office 2007, then you will need to go online and download the converter for Word 1997 - 2003 to Word 2007 and the converter for PPT 1997 – 2003 to PPT 2007. This application is free and available at the Microsoft website.

### **Methods of Instruction (...or How will course content be presented in this class?):**

There will be three primary methods of instruction through which course content will be presented to students:

(1) Course Lectures, (2) Learning Communities, and the (3) Required Textbook.

**(1) Course Lectures.** Course content will be presented through course lectures. The professor has posted all of the student copies of the PowerPoint (PPT) lectures for the term on Angel. Students will notice that the student copies of the PPTs are incomplete (i.e., there are blanks for missing information). The professor will present the complete PPTs in class and students will “fill in” missing information. In order to cover as much material as possible, we may cover more than one PPT set of notes per class period. Therefore, **students are expected to print out ALL PPTs, put them into a binder, and bring all PPTs to every class meeting.**

**(2) Learning Communities.** This course will utilize the pedagogical tool of Learning Communities. Many college students report feeling disconnected in the classroom. Particularly in courses that study and apply interpersonal skills, students report they want to discuss the material, but they don't feel comfortable doing so around “strangers.” Research shows that the best remedy for this issue is to break students into smaller groups so they can get to know one another and develop a sense of community. Students report that they enjoy this method of learning because it makes them feel less anonymous and more connected in the classroom (and to the university experience in general). Most importantly – students report that they learn more in these smaller group settings. Some other advantages of learning communities:

you have a built-in study group, you know someone to ask for notes if you miss class, and you may even make some new friends out of the deal!

In the real world we cannot choose our coworkers, neighbors, roommates, etc. Therefore, you cannot choose the members of your learning community. You will be randomly placed into your “community” on the first day of class by the professor. It is rare that two students have significant problems working together in a community. However, if problems arise – just like in the real world – you will have to address them. Please let the professor know how she can be of assistance in resolving and/or mediating conflicts. The sooner you come and see me – the more I can do to help. One of the essential characteristics you will need to develop in order to be successful in life is the ability to work with those who you do not know well (yet!) and/or do not like. You might as well learn these skills in the supportive environment of the college classroom.

### **How the Learning Communities will work:**

- **(1) Presentation of the Activity.** An activity will be assigned to the class.
- **(2) Break into Learning Communities.** Students will break into their learning communities to complete these activities. The professor is aware that some of the topics may be highly personal and/or sensitive in nature. So, only share information that you feel comfortable sharing. If you feel it's too personal - practice the skill of saying it is too personal to share or simply say "I don't have anything I want to share on this particular topic" or "I would rather hear what others want to share." This doesn't mean you can 'check out' during the activity. Rather, you will instead practice listening to others and responding appropriately.
- **(3) Facilitated Discussion.** The class as a whole will come back together to discuss the activity. A group spokesman may be chosen to summarize what you accomplished in your community or several members may share. During these discussions, the professor will use the *facilitated discussion technique*. The facilitated discussion technique employs a facilitator (in this case – me) to keep the discussion on track. The facilitator's goal is to allow time for each community to have a chance to speak, keep a flow of discussion, connect ideas between groups, and summarize important points. Please know that interruptions by the facilitator are necessary in order to achieve a facilitated discussion. They are not personal or intended to be rude. We simply do not have unlimited time to discuss a particular topic and it is unfair to not allow time for all groups. With this in mind:
  - (a) Choose the points you (and your community) would like to share with the class as a whole.
  - (b) Be prepared that you may not be able to share all of them – so start with the most important points.
  - (c) Be aware that the facilitator will need to move between groups and ideas.

**(3) Required Textbook.** Course content will also be presented through the required textbook. There is simply too much important content to cover, which means that not all information can be presented in course lectures. Therefore, students are expected to read the textbook outside of class to supplement their learning. It is important that students read each chapter thoroughly. In order to help students stay on track with their readings, a suggested completion date for reading each chapter is listed in the tentative course schedule. The professor has posted **study guides** that cover each chapter of the textbook. You may use these to guide your study of book material for each exam.

### **Assessment and Measurement (...or How will I get my grade in this class?):**

**Student learning will be assessed using the following measurement techniques:**

- (1) Examinations** (60% of your final grade will come from Exams)
- (2) Discussion Board (DB) Assignments** (20% of your final grade will come from DB Assignments)
- (3) Child Development Observation Assignment** (20% of your final grade will come from this assignment)
- (4) Extra Credit Opportunities**

#### **(1) Examinations:**

##### **Exam Material:**

There will be **4 examinations**. Exams amount to 60% of your overall course grade. Please keep in mind that grades are weighted, so there's not a direct translation between number of points and letter grade. No exam will be comprehensive. Unless otherwise announced, all exams will be primarily objective (e.g., multiple choice) with the possibility of fill-in-the-blank or short essay questions. Exams will cover information presented in the PPTs and book chapters. **Each exam will test students on in-class and book material.** Note that there is overlap between lecture and book material, but there will definitely be questions from book material that is not covered in class.

There will be a total of 50 questions per exam. **There will be a time limit of 50 minutes per exam.** The time constraints are in place in order to ensure that students cannot simply find the answers in the PPTs or book while taking the exam. This means that in order to do well, **students must study the PPTs and book chapters thoroughly BEFORE each exam.** If you have a UNA accommodation for longer exam times, please contact the professor immediately.

### **Online Exams:**

Students will take their exams on Angel using Respondus Lockdown Browser. There are several advantages to online testing. Completing exams online: saves time and energy (i.e., students do not need to commute to campus to take the exam) and saves paper (i.e., the exams do not need to be printed and copied). Also, it provides students with the opportunity to take the exam at a time of the day when they are at their best and in a more private, comfortable setting. Finally, it allows students to review their exams and see the questions they missed, which, of course, increases learning.

### **Important Information about Online Testing in Angel:**

- Once you begin an exam: (1) you will only have **50 minutes** to complete it, so you should only begin your exam when you are able to finish it in the allotted amount of time; (2) you will be forced to complete the exam during that session, and therefore not allowed to return and finish it at a later time; and (3) questions will be randomly presented one at a time. This policy is in place to prevent students from taking the exam at the same time and asking each other for the answer to questions.
- If you are booted out of the system during an exam, the only way to re-enter the system is for you to email Dr. Paulk ([apaulk@una.edu](mailto:apaulk@una.edu)) and have her clear the exam attempt. Once that occurs, you may re-enter Angel and take the test again. **EACH STUDENT WILL ONLY BE ALLOWED ONE CLEARED ATTEMPT PER SEMESTER.** Therefore, it is strongly recommended that you take all exams at a local library or campus computer lab. If you choose to take your exams at home and experience internet connection problems that kick you out of the system, this is NOT grounds for more than one cleared attempt in a semester. This policy is in place to prevent students from viewing the exam questions and then finding the answers to them after they have been “kicked off.”
- A timer is provided for you while you are taking the exam. Pay close attention to how much time you have remaining before your 50 minute time limit expires. Your test will be automatically submitted once this time limit expires and your score will be determined by those questions that you completed within the 50 minutes.
- **Exam Reviews:** Exams will be available for your review one day after exams have been completed by all students in the course (so you will have to login after the test is no longer available to students in order to review your exam). The exam review will be available for five days.

### **Exam Due Dates:**

All 4 exams have specific due dates which are listed in the tentative schedule. Students will have a three day window to login and complete exams. **Exams must be completed by no later than 5:00pm CST on the final date of availability.** Late exams will not be accepted.

**Exams and assignments are due at 5pm on their due date** (as opposed to midnight), so that I and Angel Support staff will be available in case an issue arises with technology. If a problem occurs at 11pm, there is probably little that can be done, which just is not fair to you. Therefore, this policy is designed to help you, not hinder you.

### **(2) Discussion Board (DB) Assignments:**

There will be THREE Discussion Board (DB) assignments in the course. Each DB assignment will be worth 30 points each for a total of 90 points over the course of the term. Each DB assignment is explained in detail on Angel under the “Discussion Board” tab. In order to encourage originality of posts, **students will not be able to read other students’ posts until they post to the forum themselves.**

### **DB Due Dates:**

All 3 DB due dates are listed in the tentative schedule. Students can complete the DB at their own pace. That is, **students can complete the DB topic BEFORE the due date. However, DB topics must be completed by the due date - no later than 5pm CST.** Late DB assignments will not be accepted.

## DB Topics:

DB Topic 1: Newborn Babies Development: What Can a Newborn Do?

DB Topic 2: Eighteen Month Old Toddlers – Temper Tantrums

DB Topic 3: Toddler’s Behavior – Who’s In Charge?

## DB Grading:

Although it can be quite challenging to assign grades for something like Discussion Board, DB is the online equivalent of attendance and participation. Therefore, your grade for participation in DB amounts to 20% of your overall course grade, so it IS an important element in your overall course grade. Each DB forum is worth 30 points, but keep in mind that grades are weighted, so there's not a direct translation between number of points and letter grade.

## Rubric for Grading DB Assignments:

Criteria	Level 4 (Proficient)	Level 3 (Sufficient/Acceptable)	Level 2 (Mediocre/Fair)	Level 1 (Inadequate/Poor)
Understanding of the Topic (10 points)	Demonstrated a solid understanding of the topic as evidenced by thoughtful responses	Demonstrated an adequate understanding of the topic as evidenced by posts indicating superficial knowledge	Demonstrated minimal understanding of the topic as evidenced by loosely related posts	Demonstrated a lack of understanding of the topic as evidenced by irrelevant posts
Uniqueness of Ideas (10 points)	Posts reflect original ideas that were unique and individual in expression.	Posts reflect mostly original ideas that were somewhat unique and individual in expression.	Few, if any new or original ideas were posted. Rehashes or summarizes other students’ posts.	No new ideas Primary content is “I agree/disagree with...” statements
Writing Mechanics of Posts (10 points)	Complete sentences, well organized, grammatically correct and free of spelling errors	Complete sentences, well organized but some grammar/spelling errors	Complete sentences, comprehensible, organization/grammar could be improved to present a more coherent argument or statement	Poor sentence structure inadequate organization, several grammar/spelling errors

## (3) Child Development Observation Assignment (100 points):

The purpose of this assignment is for you to conduct an in-depth observation of one child and then connect that observation with some of the theories, principles, and strategies discussed throughout the course. You must choose a child from one of these developmental age groups: Infant/Toddler (0-2 years) or Young Child (3-5 years); or Middle Age Child (6-10 years).

### Steps in the Process:

#### 1. The Set-Up

- Decide who you will observe, and make the necessary arrangements (i.e., get permission from the family and/or the childcare center). Make note of the age, gender, and other pertinent factual information before beginning the observation.
- Consider observing a child that you do not know well. It is so easy to “prejudge” behavior if you have a close relationship with the child. See Dr. Paulk if you want to observe someone you know or a relative/sibling.
- Choose the setting: You may choose to observe the child in a child development program, a family child care home, school, or in the child’s own family home.

#### 2. The Observations

- Observe the child for a total of at least 4 hours in order to get an in-depth view of the child’s development and behavior.
- Observe at least 1 hour at a time over the course of several weeks. Make note of the time of day, the setting including what is happening in the environment and who else is present.
- Observe the child at different times of day. You may observe the child in different settings or keep the setting consistent.
- Alter your note taking between 5 minute intensive running record observation (recording everything as it happens) and 10 minute intervals of “pure” observation (note taking follows observation period.)
- Don’t confuse description with interpretation. Make sure you have sufficient descriptive data to support your interpretations. Remember: you can’t observe feelings, intelligence, reasons, or self-concept, but can document

the behavior you observe and then what you concluded from what you saw.

- Use adjectives and adverbs to describe the quality of the observation. For example: a *loud* noise made the *sleeping* infant startle. He rose *quietly* from the chair, straightening his knees *slowly* as he rose. Also many words are too general for a focused observation: for example, “*he played with the blocks*” is not descriptive enough, neither is “*and then she ate snack.*”
- Beware of observer bias. Avoid words like “cute,” “sweet,” “shy,” “bad,” etc. The observer may have a subjective feeling towards the child being observed and consequently records, as fact, something that might be an interpretation.
- Remember to take notes on all areas of development (i.e., physical, cognitive, and social) so that you will have material available when preparing your observation paper.
- In order to preserve confidentiality, when referring to the child you are observing please use his/her initials. For example, if the child’s name is John Smith, refer to the child as “J.S.”

### 3. Write the Child Development Observation Paper.

**Paper requirements:** double-spaced; 12 point font; Times New Roman font; 1 inch margins; and Word Document (no other formats will be accepted). **The paper must be completed in APA format.** The completed paper must be **10 pages in length.** Page length expectations for each section of the paper are listed below.

- **Title Page (pg. 1)**
- **Abstract (pg. 2)**
- **Introduction (p. 3):** Describe the child (i.e., age, gender, etc). Describe the environment(s) in which you observed the child. Describe the philosophy of the parent (e.g., authoritarian, authoritative, permissive) and/or philosophy of the childcare center (e.g., do they use a primarily Vygotskyian or Piagetian approach to learning?).
- **Body (p. 4 - 8):** This assignment also has an important research component. Students will be asked to integrate information from **a minimum of five-peer reviewed journal articles** and analyze how their chosen behavior is associated with all developmental domains - physical, cognitive, and social. Reference the text and/or other written material regarding theories of development. Your interpretations should be detailed, insightful, and accurately based on child development theory and your own objective observations.
  - a. First, address the **physical abilities or motor development** of the child. You may want to observe their activity for an identified amount of time—maybe three intervals of 2 minutes, and precisely record EVERYTHING the child does. You might ask the child to perform a few “tricks” like standing on one foot, jumping on one foot, holding a crayon or cutting paper—perhaps compare these across ages or between boys and girls. **Connect your observations to relevant theories of physical development in a child of this age group.**
  - b. Second, explore the **cognitive abilities** of the child. You might use Piaget’s model or information processing theory. You could test the child’s “conservation” skills, by asking them some “why” questions to see if their answers are egocentric or if they use animism. You might test their memory by asking them to repeat a list of words and/or ask them how they remember, or maybe teach them to use rehearsal and see if there’s a difference. **Connect your observations to relevant theories of cognitive development in children of this age group.**
  - c. Third, examine an area of **social development**. Here you may observe a group of children playing and note, describe and/or time the types of play they engage in. You might ask a child to describe themselves and interpret their response in terms of the literature on self development. Try to observe “boy/girl” play, toys or socialization in terms of gender role development, or interview a child about various roles and what their “job” is, why, and what if “Dads did this and Moms did this?” **Connect your observation to relevant theories of social development in a child of this age group.**
- **Conclusion (p. 9): Provide an analysis and reflection of the the project, what you learned, and how it relates to class.** Some questions to consider: What did you learn about the child? What questions do you still have? What follow up would be appropriate? What did you learn about yourself? What happened for you as you watched and listened to this child? How has this practice supported/improved your caregiving/teaching/parenting practice?
- **Reference Page (p. 10)**
- **Attach your observation notes.** These do not need to be legible to anyone but you.

## Rubric for Grading the Child Development Observation Paper:

Criteria	Level 4 (Proficient)	Level 3 (Sufficient/Acceptable)	Level 2 (Mediocre/Fair)	Level 1 (Inadequate/Poor)
<b>Introduction</b> (20 points)	Student's description of the child, environment, and philosophy of the parent and/or center was exemplary and thoroughly detailed.	Student's description of the child, environment, and philosophy of the parent and/or center was sufficient. Details were acceptable but not thorough.	Student's description of the child, environment, and philosophy of the parent and/or center was mediocre. Details are lacking.	Student's description of the child, environment, and philosophy of the parent and/or center was poor or missing entirely.
<b>Body</b> (40 points)	Student explicitly addresses all three developmental domains. Integration between their observation and relevant concepts is exemplary. A minimum of five peer-reviewed journal articles are referenced.	Student addresses all three developmental domains. Integration between their observation and relevant concepts is sufficient. Four or less peer reviewed articles are referenced.	Student somewhat addresses all three developmental domains. Integration between their observation and relevant concepts was mediocre. Three or less peer reviewed articles are referenced.	Student did not address all three developmental domains. Integration between their observation and relevant concepts is poor. Two or less peer reviewed articles are referenced.
<b>Conclusion</b> (20 points)	Student provides an exemplary analysis and reflection of the project, what they learned and how it relates to class material.	Student provides an acceptable analysis and reflection of the project, what they learned and how it relates to class material.	Student provides a mediocre analysis and reflection of the project, what they learned and how it relates to class material.	Student provides a poor (or NO) analysis and reflection of the project, what they learned and how it relates to class material.
<b>Overall use of APA style and writing mechanics.</b> (20 points)	Uses APA format with few mistakes. Excellent use of sources. Excellent grammar, spelling, and organization.	Attempts to use APA format, but makes many mistakes. Few grammatical and spelling errors. Adequate organization.	Cites some sources, but fails to use APA format. Grammatical and spelling errors throughout paper. Organization is poor.	Extremely poor grammar, spelling, and organization. Little or no citation of sources. Reference list is poor or absent.

### Artifact for Education Students ONLY:

Students majoring in Education should choose an artifact from among the course assignments that will be posted to the student's Early Childhood Education portfolio on LiveText. Students should choose an appropriate artifact that addresses at least one standard of the Alabama State Competencies for Early Childhood Education. In this course, **the artifact will be the Child Development Observation Assignment**. For questions about the artifact and portfolio, please contact your advisor in the Education Department.

### (4) Extra Credit Opportunities:

**Reflection Paper:** Five extra credit points will be awarded for all students who turn in a reflection paper. Write a 1- 2 page (double-spaced) reflection paper on what you have learned in the class. What have you learned this term? How might you apply the information to your life? Have you noticed patterns of interaction in your family that you did not see before? Did one particular topic strike a chord with you?

**Other opportunities may be announced as they become available.**

### Learner Engagement (...or What's expected of me in this class?):

#### **Instructor-Student/Student-Content/Student-Student Interaction:**

During the completion of assignments, students are encouraged to post their questions on the Discussion Board. This will not only allow the instructor to help several students at once by posting answers to student questions, but it will also allow students to help one another problem-solve throughout the process, which promotes the basic idea of any university education, "Docendo Discimus:" by teaching we learn.

#### **Instructor Responsiveness and Availability:**

I pride myself in being extremely prompt in my responses to student emails, Discussion Board posts, etc. I typically respond to students within a few hours of their communication to me, and it rarely takes me more than 24 hours to respond. I will also do my best to post exam grades within 24 hours of the examination. However, it will take several days to post grades for student papers/assignments.

### **Student Interaction Responsibilities:**

This course makes the assumption that each individual enrolled in this class has a personal agenda of information which he/she would like to acquire. Therefore, students are expected to read all class materials, participate as much as possible, and check their UNA email on a regular basis. Assignments are expected to be professional in appearance and content and to be turned in on time. You are responsible for making an appointment to speak with me or sending me an email if you have any problems or issues that are directly related to this class. Sharing this information will allow for opportunities to compromise or make a difficult situation less stressful and positive. Failure to communicate in a timely manner may result in less positive outcomes.

### **Learner Support and Technical Difficulties:**

In addition to the tutorials posted on Angel, students can also get more information about navigating Angel by contacting the UNA Office of Distance Learning at (256) 765-4987 or emailing [angelsupport@una.edu](mailto:angelsupport@una.edu). If you are having trouble accessing the course, email Dr. Paulk immediately. It is your responsibility to let the instructor know well in advance of assignment due dates if you are having any technical difficulties. **Failure to access course content in a timely manner (and we can track this online) is not a valid excuse for missing assignments or asking for extensions.**

### **Course Policies (...or What are the rules in this class?):**

#### **Late Assignments:**

Students in the class are given the opportunity to complete exams and other course assignments at their own pace. That is, students can complete exams and assignments BEFORE the due date. However, all exams and assignments must be completed by their due date - no later than 5:00pm CST. Due dates are clearly stated in the syllabus and students are given the flexibility of choosing when to complete their assignments. Therefore, **no late exams or assignments will be accepted unless students have a university approved excuse – NO EXCEPTIONS.**

#### **University Approved Make-Up Policy:**

If a student misses an exam or assignment due date, s/he must present the instructor with a University approved excuse **within three days of the missed exam/assignment in order to be allowed the opportunity to make-up an exam or turn in an assignment late. Failure to make-up work will result in a zero.** It is the student's responsibility to contact the instructor about make-up work.

#### **Plagiarism:**

Assignments that contain plagiarism (**i.e., more than 5 consecutive words** that the instructor finds were taken from another source without proper attribution) will receive a failing grade. Students who plagiarize will be referred to the appropriate administrative authorities who address issues of Academic Dishonesty.

#### **Academic Honesty:**

The University of North Alabama academic honesty code applies to this class. According to the UNA Undergraduate Catalog: "All members of the university community are expected to be honorable and observe standards of conduct appropriate to a community of scholars. Students are expected to behave in an ethical manner. Individuals who disregard the core values of truth and honesty bring disrespect to themselves and the University. A university community that allows academic dishonesty will suffer harm to the reputation of students, faculty, and graduates. It is in the best interest of the entire university community to sanction any individual who chooses not to accept the principles of academic honesty by committing acts such as cheating, plagiarism, or misrepresentation. Offenses are reported to the Vice President for Academic Affairs and Provost for referral to the University Student Conduct System for disposition." Please do not even give the appearance of academic dishonesty. I expect students to do their own work and be good stewards of their education. All violations will be reported, and if academic dishonesty is confirmed students will receive a failing grade in the course.

#### **Accommodation Statement:**

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average

person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop to an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

**Incompletes:**

The instructor is under no obligation to grant an incomplete. It is the responsibility of the student to request an incomplete and one may be given if:

- The student at the time of his/her request has a passing grade.
- The student can demonstrate extreme hardship (e.g., long hospitalization, etc.)
- The request for the incomplete is made at least two weeks prior to the beginning of finals week.

It is the responsibility of any student receiving an incomplete to plan a timetable with the instructor for the completion of the work no later than the first week of the semester in which the work is being completed.

**Quiz on Syllabus & Making the Grade Handout:**

Students are required to read over the syllabus in-depth so that they fully understand all of the policies, procedures, and assignments herein. Students are also required to read the handout *Making the Grade: Tips on How to Study More Effectively & Produce College-Level Course Work*, which discusses tips on how to: (1) Manage Your Time, (2) Take Good Notes AND Work with Those Notes at Home; (3) Study Hard Subjects First & Study in a Quiet Place; (4) Read Texts Actively & Slowly; and (5) Study for Exams; and (6) Complete Papers and Assignments. **Before the second day of class, students are required to login to Angel and complete a quiz over the material presented in the syllabus and handout.** The quiz is worth 15 points and will be included in the Examinations portion of your total percentage in the course. **There will be a time limit of 10 minutes to complete the quiz**, which means that in order to do well students must read the syllabus and handout BEFORE completing the quiz.

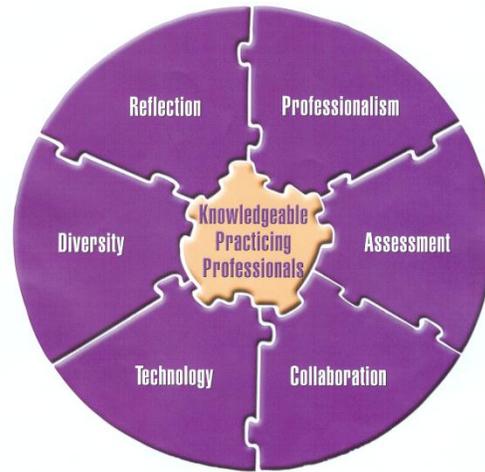
**Course Schedule (...or When are things due in this class?):**

Day	Date	Topic	Required Readings
R	1/12	Introduction to the Course/Syllabus	
T	1/17	Chapter 1 - An Introduction to Child Development <b><u>DUE BY TODAY at 5pm CST:</u></b> • Quiz – On the Syllabus and the <i>Making the Grade</i> handout	Feldman-- Ch. 1
R	1/19	Chapter 2 - Theoretical Perspectives and Research	Feldman-- Ch. 2
T	1/24	Chapter 2 – <i>continued</i>	
R	1/26	Chapter 3 - The Start of Life	Feldman-- Ch. 3
T	1/31	Chapter 3 – <i>continued</i>	
R	2/02	Chapter 4 - Birth and the Newborn Infant	Feldman-- Ch. 4
T	2/07	Chapter 4 – <i>continued</i>	
Exam 1 Available 2/08 - 2/10		<b><u>DUE BY TODAY at 5pm CST:</u></b> • Discussion Board Topic 1 • Exam 1– Students will be tested on material from Chapters 1 – 4 (PPTs & Book Material)	
R	2/09	Chapter 5 - Physical Development in Infancy	Feldman-- Ch. 5
T	2/14	Chapter 6 - Cognitive Development in Infancy	Feldman-- Ch. 6
R	2/16	Chapter 6 – <i>continued</i>	
T	2/21	Chapter 7 - Social & Personality Development in Infancy	Feldman-- Ch. 7
R	2/23	Chapter 7 – <i>continued</i>	
T	2/28	Chapter 8 - Physical Development in Preschool	Feldman-- Ch. 8
R	3/01	Chapter 8 – <i>continued</i>	
Exam 2 Available 3/02 – 3/04		<b><u>DUE BY TODAY at 5pm CST:</u></b> • Discussion Board Topic 2 • Exam 2– Students will be tested on material from Chapters 5 - 8 (PPTs & Book Material)	
T	3/06	Chapter 9 - Cognitive Development in Preschool	Feldman--Ch. 9
R	3/08	Chapter 9 – <i>continued</i>	
T	3/13	Chapter 10 - Social & Personality Development in Preschool	Feldman-- Ch. 10
R	3/15	Chapter 10 – <i>continued</i>	
T	3/20	Chapter 11 - Physical Development in Middle Childhood	Feldman-- Ch. 11
R	3/22	Chapter 11 – <i>continued</i>	
T	3/27	<b>NO CLASSES – SPRING BREAK</b>	
R	3/29	<b>NO CLASSES – SPRING BREAK</b>	
T	4/03	Chapter 12 - Cognitive Development in Middle Childhood	Feldman-- Ch. 12
Exam 3 Available 4/04 – 4/06		<b><u>DUE BY TODAY at 5pm CST:</u></b> • Discussion Board Topic 3 • Exam 3– Students will be tested on material from Chapters 9 - 12 (PPTs & Book Material)	
R	4/05	Chapter 13 - Social & Personality Development in Middle Childhood	Feldman-- Ch. 13
T	4/10	Chapter 13 – <i>continued</i>	
R	4/12	Chapter 14 - Physical Development in Adolescence	Feldman-- Ch. 14
T	4/17	Chapter 14 – <i>continued</i>	
R	4/19	Chapter 15 - Cognitive Development in Adolescence	Feldman-- Ch. 15
T	4/24	Chapter 15 – <i>continued</i>	
R	4/26	Chapter 16 - Social & Personality Development in Adolescence	Feldman-- Ch. 16
T	5/01	Chapter 16 – <i>continued</i> <b><u>DUE IN-CLASS TODAY:</u></b> • Child Development Observation Assignment • Optional Extra Credit Reflection Paper	
R	5/03	<b>NO CLASSES – DEAD DAY</b>	
Exam 4 Available 5/04 – 5/07		<b><u>DUE BY TODAY at 5pm CST:</u></b> • Exam 4– Students will be tested on material from Chapters 13 - 16 (PPTs & Book Material)	

**UNIVERSITY OF NORTH ALABAMA  
COLLEGE OF EDUCATION**

**CONCEPTUAL FRAMEWORK**

*“Engaging Learners,  
Inspiring Leaders,  
Transforming Lives”*



The Conceptual Framework establishes a shared vision in preparing educators to work effectively in P–12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability. The Conceptual Framework is continuously evaluated in an outcome based system, and is knowledge-based, articulated, shared and consistent with the University of North Alabama’s institutional mission –

*“Changing lives. Creating futures.”*

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education prepares

*“Knowledgeable Practicing Professionals” who:*

1. Have content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;
2. Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth;
3. Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;
4. Use technology to support assessment, planning and instruction for promoting student learning;
5. Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;
6. Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama’s College of Education are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all students

## **PROFESSIONAL DISPOSITIONS**

1. The candidate demonstrates commitment to professionalism.
2. The candidate demonstrates commitment to ethical standards
3. The candidate demonstrates a commitment to reflection/self-assessment to improve performance and enhance professional development.
4. The candidate demonstrates a commitment to using research in the field and assessment practices for the purpose of professional development and the improvement of instruction.
5. The candidate demonstrates a commitment to using current technology for instruction and learning.
6. The candidate demonstrates respect for cultural and individual differences by providing equitable learning opportunities for all, and has high expectations for all learners.
7. The candidate demonstrates commitment to collaboration with parents, community members, and other professionals to improve the overall learning of students.