

PELLISSIPPI STATE COMMUNITY COLLEGE
MASTER SYLLABUS

**DEVELOPMENT IN INFANCY
CFS 2110**

Class Hours: 3.0

Credit Hours: 3.0

Laboratory Hours: 0.0

Date Revised: Spring 2011

Catalog Course Description:

A course that studies theories, knowledge and practices in infant/child development with a focus on conception to age 9. Particular emphasis is placed on development in the physical, cognitive, language and socioemotional domains.

Entry Level Standards:

Must be able to read and write at the college level.

Prerequisites:

None

Co-requisites:

None

Textbook(s) and Other Course Materials:

Required:

Berk, L. *Infants and Children: Prenatal Through Middle Childhood*. 6th ed., 2008, Allyn and Bacon: Boston, MA. ISBN: 020541615.

Supplemental:

Lending Library of Resource Books and Professional Journal Articles

Ages and Stages. Karen Miller

Developmental Profiles, Allen and Marotz

A Child is Born, Nillson

Infancy, Fogel

Child Development, Annual Editions, Dushkin

You and Your Small Wonder, Books One and Two, Karns.

I. Week/Unit/Topic Basis:

Week	Topic
1	Theories of Development
2	Biological and Environmental Influences
3	Cultural Influences
4	Atypical Development
5	Conception, Prenatal Development, and Birth

- 6 Conception, Prenatal Development, and Birth
- 7 Infancy: Physical, Cognitive, Emotional and Social Development
- 8 Infancy: Physical, Cognitive, Emotional and Social Development
- 9 Toddlerhood: Physical, Cognitive, Emotional and Social Development
- 10 Toddlerhood: Physical, Cognitive, Emotional and Social Development
- 11 Preschooler: Physical, Cognitive, Emotional and Social Development
- 12 Preschooler: Physical, Cognitive, Emotional and Social Development
- 13 Primary Child: Physical, Cognitive, Emotional and Social Development
- 14 Primary Child: Physical, Cognitive, Emotional and Social Development
- 15 Final Exam Period

II. Course Goals*:

The course will:

- A. Exhibit knowledge of development, prenatal through age 9, using a holistic approach. I, III
- B. Recognize prenatal influences on human development. I, III
- C. Gain insight into the world of the newborn. I, III
- D. Achieve a working knowledge of development during the first 9 years of life. I, III
- E. Examine and understand the major theories of human development. I, III
- F. Examine influences of environment and heredity on human development. I, III
- G. Examine the effects of cultural differences on child development. I, III
- H. Identify atypical patterns of growth and development. I, III
- I. Exhibit a knowledge (via personal behavior) of professional ethics; expect accountability of self and others for the support of optimal child development. I, III, IV
- J. Exhibit knowledge of the current research in brain development of young children. I, III

*Roman numerals after course objectives reference goals of the Child and Family Studies program. (Career Program Goals and General Education Goals are listed

http://www.pstcc.edu/departments/curriculum_and_instruction/syllabi/)

III. Expected Student Learning Outcomes*:

Students will be able to:

- 1. Submit written reflections & reviews on selected readings in child development journals. A, B, C, D, E, F, G, H, I, J
- 2. Create a documentation board on one age group. A, D, E, F, G, J

3. Observe and assess children's television. A, D, E, F, G, J
4. Attend a parenting seminar. A, C, D, E, G, J
5. Plan a parenting seminar. A, C, D, E, G, J
6. Compare types of childbirth and the advantages of breastfeeding. A, B, C, D, J
7. Compare use of corporal punishment in the home. A, C, D, E, F, G
8. Compare cultural differences in childrearing. G
9. Report knowledge gained from field trip to obstetrics department and nursery at hospital. A, B, C
10. Develop a resource file for families. A, B, C, D, E, F, G, H, I, J
11. Observe and assess a child's environment, including the home environment. A, B, C, D, E, F, G, H, I, J
12. Observe children on each topic of study resulting in a child profile or case study. A, B, C, D, E, F, G, H, I, J
13. Complete a self-evaluation/assessment. A, I
14. Complete a journal regarding observed practices. A, B, C, D, E, F, G, H, I, J

* Capital letters after Expected Student Learning Outcomes reference the course goals listed above.

IV. Evaluation:

A. Testing Procedures:

Students will complete a pre and post inventory on their knowledge of infant, toddler, and child development through an entry exam and a comprehensive final exam.

B. Laboratory Expectations:

Students will keep a journal, reflecting on each class topic. They will share in writing the knowledge they have learned and how they will use this knowledge in the classroom.

C. Field Work:

Students will observe and assess different early childhood education programs at various sites.

D. Other Evaluation Methods:

N/A

E. Grading Scale:

V. Policies:

A. Attendance Policy:

Pellissippi State expects students to attend all scheduled instructional activities. As a minimum, students in all courses (excluding distance learning courses) must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. Individual departments/programs/disciplines, with the approval of the vice president of the Learning Division, may have requirements that are more stringent. In very specific circumstances, an appeal of the policy may be addressed to the head of the department in which the course was taken. If further action is warranted, the appeal may be addressed to the vice president of the Learning Division.

B. Academic Dishonesty:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices:

- Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments.
- Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting published or unpublished work of another person, including online or computerized services, without proper documentation of the original source.
- Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic materials to be presented as one's own work.
- Taking an exam for another student.
- Providing others with information and/or answers regarding exams, quizzes, homework or other classroom assignments unless explicitly authorized by the instructor.
- Any of the above occurring within the Web or distance learning environment.

C. Accommodations for disabilities:

Students who need accommodations because of a disability, have emergency medical information to share, or need special arrangements in case the building must be evacuated should inform the instructor immediately, privately after class or in her or his office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students with Disabilities may be contacted by going to Goins 127, 132, 134, 135, 131 or by phone: 539-7153 or TTY 694-6429. More information is available at www.pstcc.edu/departments/swd/.

D. Other Policies: