

FCS 3215 – 090 BEGINNINGS: INFANCY AND CHILDHOOD

SPRING 2019 ONLINE CANVAS COURSE

Semester: University of Utah, Spring 2019

Instructor: Robyn W. Ray, MS

Email: robyn.ray@fcs.utah.edu

Office Hours: By appointment only

COURSE DESCRIPTION

This course offers an in-depth examination of development through the prenatal periods, infancy, and childhood. The course includes consideration of physical, intellectual, and social development, with an emphasis upon the child in various contexts (e.g. family, culture, school, community).

This is a 3-credit course offered by the Department of Family and Consumer Studies (FCS). There are no pre-requisites for this course. This course fulfills the Social/Behavioral Science Exploration requirement. This course is an elective towards fulfilling the requirements of the HDFS major/minor and is a requirement for students completing the Early Childhood Education Emphasis.

The instructor will use a variety of teaching methods, including chapter reviews, discussions, an observation paper, and a final project. Your grade will be calculated based on your performance in course assignments. There are no exams in the course, so it is important to stay current with the readings, videos, and assignments throughout the semester.

COURSE OBJECTIVES

By the end of this course, students will be able to

1. Describe normative emotional, cognitive, and social development.
2. Identify major developmental tasks from infancy to childhood.
3. Compare and contrast different theoretical perspectives on various aspects of child development.
4. Outline the various biological and socio-cultural factors that may influence the accomplishments of specific developmental milestones.
5. Apply developmental theory and research to real-life examples and issues.

COURSE WEBPAGE

The course webpage is accessed through Canvas. You can sign in using your UNID on the Canvas link on the University of Utah homepage or CIS. Canvas will be utilized throughout the semester for all course teachings – including discussions, announcements, syllabus link, submission of assignments, access to supplemental readings, and email.

REQUIRED COURSE MATERIALS

Textbook: Siegler, R. S., Saffran, J., Eisenberg, N., DeLoache, J.S., Gershoff, E. T., & Leaper, C. (2017). *How children develop* (5th ed.). New York: Worth.

The required textbook is available for purchase at the University Campus Bookstore. If you choose to purchase a text online, make sure it is the correct edition. Supplemental readings may, throughout the semester, be posted on Canvas for you to download and read. NOTE: it is very important to obtain a copy of the textbook **before** classes begin since the first textbook assignment is due within Week 2 of the course.

STUDENT SUPPORT & ACCOMMODATIONS

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in the course, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, (801) 581-5020 (V/TDD), CDS will work with you and the instructor to make arrangements for your accommodations. More information on the CDS can be found here:

<http://disability.utah.edu/students/accomodations-services.php>

SCHEDULING ACCOMMODATIONS

Although this is an online course, and students may complete coursework at convenient times for individual schedules each week, there are required deadlines for completing assignments. You should register only for those courses for which you have no scheduling conflicts that will interfere with your ability to complete course requirements as scheduled. I do not accept any late assignment/discussion post/paper/project submissions. If you miss an assignment due to medical illness or an emergency, you must provide documentation (e.g. a doctor's note) in order to make up missed work. Contact me as soon as possible, preferably before any due date, if there are extenuating circumstances that need to be addressed in completing assignments.

STUDENT RESPONSIBILITIES

You are expected to:

1. Spend 2-3 hours per credit hour in preparing for this course, including completing reading assignments and written assignments. Each week you will need to access the Assignments, Discussions, and Modules tabs to know what is expected of you to be completed that week. As this is a 3-credit course, you should plan to spend 6-9 hours per week in preparation for this course.
2. Complete required assignments on time. Late work will NOT be accepted and you will receive a zero (unless you have made alternate arrangements in advance with the instructor).
3. Participate in course discussions.
4. Treat one another, the instructor, and campus staff with respect.

5. Seek help from the instructor, and other resources such as the Center for Disability Services or the Writing Center, whenever necessary, and before minor problems become major barriers to learning.
6. Refer to the syllabus and the course web page for important information pertaining to assignments and course policies.
7. At least weekly check Canvas for any communication from the instructor. The instructor is not responsible for information not being read. Please note this may include issues with reading an assignment.

For the full list of student rights and responsibilities at the University of Utah:

<http://regulations.utah.edu/academics/guides/students/studentRights.php>

INSTRUCTOR RESPONSIBILITIES

The instructor will:

1. Be prepared for class.
2. May use a variety of teaching methods, such as lecture, group work, discussions, videos, etc. in an effort to create a stimulating learning environment and accommodate different learning styles.
3. Provide feedback on assignments in a timely manner.
4. Reply to email within 48 hours, not including weekends or holidays.
5. Follow all official University of Utah policies regarding conduct within an online course.
6. Consider accommodations for assigned work on an individual basis and only with the required documentation. No exceptions will be made to this policy.
7. Treat students equitably and with respect.

ACADEMIC HONESTY

All honesty and plagiarism policies established by the University of Utah will be upheld in class. Academic misconduct includes, but is not limited to, representing another's work as your own, collaborating on individual assignments, and submitting the same work for more than one course without the permission of both instructors. Any of these actions will not be tolerated.

Although you may choose to discuss course material and assignments with your classmates, your work is expected to be entirely your own. If you include information from outside the class or quotes in your written assignments, you must provide citations and a reference list. If you refer to, or change wording from an outside source, you must cite **or you will not receive credit for the paper**. Avoid the urge to over-rely on quotes; a written assignment that is substantially made up of quoted material will not be considered to be your own work, even if you have used correct citations.

If it is discovered that you have engaged in academic misconduct of any type in this course, the Family & Consumer Studies departmental policy states that you will fail the course and be reported to the Dean and VP for Academic Affairs, who will keep your name on record. Should you be reported more than once, you may face expulsion for the University.

For further information about the University of Utah's policies regarding academic misconduct, please refer to the online version of the Student Handbook: <http://registrar.utah.edu/handbook/>

COMMUNICATION WITH THE INSTRUCTOR

My aim is to provide positive support to each student enrolled in the course throughout the semester. Because this is an online course, and I cannot observe the class for possible misunderstandings, it is imperative that communication concerning questions about the course or course content is brought to my attention. Therefore, please be sure to email me as soon as possible with questions or comments.

ASSIGNMENTS

Students must complete the following:

1. 3-2-1 Chapter Readings: due on Tuesdays by 11:59 PM.

- a. 3-2-1 Chapter Readings: It is expected that students will submit fourteen Chapter 3-2-1s related to the weekly assigned chapter readings. Be aware that the post will close each Tuesday at 11:59 PM and you will not be able to submit late work. NOTE: The first assigned Chapter 3-2-1 is due Tuesday of Week 2 and starts on Chapter 2, not Chapter 1.
- b. A Chapter 3-2-1 should address the following:
 - i. **3** most important ideas from the chapter and why you have deemed them as such;
 - ii. **2** connections or insights you had as you read (this could be a connection from your own childhood, from something you have read, or information learned in another class); and
 - iii. **1** thing you would like to know more about.
- c. It is expected that you cite from the text and show page numbers to indicate where you found the information, for example, (Siegler et al., 2017, p. 78). You can also include reference to additional sources that may be posted in the weekly module.
- d. Submissions should be made during the week of the related material. There is no extra credit.
- e. 10 points each, 140 points total; 29% of final grade

2. Weekly Discussion Posts: due on Fridays by 11:59 PM.

- a. Weekly Discussion Posts: It is expected that students will participate in course discussions throughout the semester. Roughly each week, beginning Week 1, a Discussion Post will be posted on Monday morning. There are a total of 11 Discussion Posts and students are expected to respond to each weekly Discussion Post by the following Friday no later than 11:59 PM. No late post(s) will be accepted.

- b. Of the 11 Discussion Posts, the two lowest Discussion Post scores will be dropped and the final total will be determined by the remaining 9 Discussion Posts. There is no extra credit.
- c. 10 points each, 90 points total; 19% of final grade

3. Observations & Compare/Contrast Paper: due on Tuesday, March 5th by 11:59 PM.

- a. Observations & Compare/Contrast Paper: There are 3 parts to this assignment:
 - i. Student must choose a topic that has been covered in chapter readings and/or weekly course discussions to focus observation on.
 - ii. The observation (data gathering assignment) should be structured around 2 different age groups. This will entail observing two different age groups. Once the observations have been completed, a teacher/director must sign off on them. This, along with your notes will need to be uploaded when paper is submitted. Please ensure your notes are legible – rewrite/type them if necessary. If I can't read them, you will not get credit for them.
 - iii. The paper should be a comparison and contrast of development of the children from the 2 different ages, in the focus area decided upon. The paper must be 3-4 pages in length, double-spaced with one-inch margins and in a font no bigger than 12 (preferably Times New Roman or similar font). The 3-4 pages do not include the cover page and the references page at the end of the paper. Your paper should be grammatically correct and free from typos.
- b. 150 points total; 31% of final grade

4. Final Project: due on Tuesday, April 23rd by 11:59 PM.

- a. Students will create a 2-3-page brochure/pamphlet that informs a group of parents; about the importance of understanding the many aspects of infant/early childhood development and how it relates to their child's success:
 - i. Group of parents of your choosing: i.e. parents of autistic children, parents of adoptive children, parents of newborns, etc.
 - ii. Child's success: i.e. success in school, success in the next stage of development, success in peer relationships, etc.
- b. The brochure/pamphlet should address and be responsive to diversity and cultural differences within their child's development that the chosen particular group of parents may experience.
- c. Include pictures, quotes, and at least one peer reviewed journal article in order to support ideas. Please remember to list citations throughout the brochure/pamphlet. Use footnotes as necessary to cite work appropriately. Content must relate to course content. You will need to upload all sides of the brochure/pamphlet and you are responsible for the quality of the upload.
- d. 100 points total; 21% of final grade

FINAL GRADE

Your final letter grade will be calculated as follows:

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|----|-----------|--------------|-----------|-----------|-----------|--|
| | A | 93% or above | A- | 90% - 92% | | |
| B+ | 87% - 89% | B | 83% - 86% | B- | 80% - 82% | |
| C+ | 77% - 79% | C | 73% - 76% | C- | 70% - 72% | |
| D+ | 67% - 69% | D | 63% - 66% | D- | 60% - 62% | |

ACADEMIC CALENDAR

<http://registrar.utah.edu/academic-calendars/>

THIS SYLLABUS IS NOT A LEGAL OR BINDING CONTRACT AND MAY BE CHANGED AT THE DISCRETION OF THE INSTRUCTOR.