

ECE 1101 Introductory Child Development

Term, 20XX

DAYS, TIME

3 credit hours

Instructor:	First Name Last Name
Department:	Child and Family Education
Division	Liberal Arts, Communication and Social Sciences
Course Email:	Firstname.lastname@sinclair.edu
Mailbox:	Building 16 Mailroom
Phone:	937-XXX-XXXX
Office Location:	X-XXX
Office Hours	
Classroom	X-XXX

Course Description

Theories and principles of child development. Promoting positive growth from prenatal through age eight. Impact of the environment including the family, educational experiences, peer relationships, community and culture on each child's development.

Course Prerequisite: Academic Reading, Foundations of Paragraph Writing

Course Co-requisite: ECE 1100 Introduction to Early Childhood Education

Course Outcomes

1. Describe sequences, stages, and milestones of each child's growth and development and recognize variations of typical and atypical developmental characteristics from prenatal through age eight.
2. Identify theories including Psychoanalytic, Behaviorist, Piagetian, Vygotskian and Information Processing Models on the characteristics and needs of each child birth through age eight, including domains of development, play, activity, learning process and motivation. Recognize domains are interrelated and provide examples of interrelationships.
3. Demonstrate understanding of multiple influences on development including diverse cultural, economic, and linguistic contexts, ecological contexts, each child's health status and disabilities, individual developmental variations, learning styles and opportunities to play and learn.
4. Demonstrate understanding of the influence of early intervention programs on each child's outcomes.

5. Describe the essentials of developmental research and the principles used as a basis for creating effective learning environments.
6. Demonstrate an understanding and value of the central role of relationships and efficacy in the promotion of learning for each child.
7. Identify elements of preliminary early childhood learning environments and opportunities to learn that are healthy, respectful, and supportive for each child.

Course Outline

1. Theories of development
2. Developmental domains
3. Influences on development
4. Early intervention
5. Essentials of research
6. Relationships
7. Learning environments

Required Reading:

1. Berk, L. E., (2015). *Infants and children: Prenatal through middle childhood*. (8th. ed.). Boston, MA: Pearson.
2. Class handouts

Assignments (edit as needed)

Assignment	Due Date	Points	My points	Related course outcome
MAP assignment	Prior to register	2		
Theory Packet	Week 7	20		2,5
Theory Narrative	Week 10	6		2,5
Project: Permission letter	Week 6	1		6
Project: Plan	Week 6	1		5
Project: Packet	Week 11	20		1,3,4,5,6,7
Project: Presentation	TBA	10		1,3,4,5,6,7
Test 1 Ch 1-4	Week 5	10		1-7
Test 2 Ch 5-7	Week 8	10		1-7
Test 3 Ch 8-10	Week 11	10		1-7
Test 4 Ch 11-13	Week 16	10		1-7
Total Points		100		

ECE Grading Scale: Note ECE students must attain a “C” or better in all courses.

Grade	Quality Points	Percentage	
A	Excellent	4	90 - 100%
B	Good	3	80 - 89%
C	Average	2	70 - 79%
D	Passing	1	60 – 69%
F	Failure		

Important Dates (copy and paste from sinclair website)

Campus Close Dates:

Fall 2015	FULL TERM Aug 24–Dec 13	A TERM Aug 24–Oct 18	12-WEEK TERM Sep 21–Dec 13	B TERM Oct 19–Dec 13
On-time registration begins April 20				
On-time registration ends	Aug 17	Aug 17	Sep 16	Oct 14
Payment due for on-time registration by 7 p.m.	Aug 17	Aug 17	Sep 16	Oct 14
Late registration	Aug 18–23	Aug 18–23	Sep 17–20	Oct 15–18
Golden Age and audit registration	Aug 18–21	Aug 18–21	Sep 17–18	Oct 15–16
Classes begin	Aug 24	Aug 24	Sep 21	Oct 19
Last day to withdraw with refund and without record	Aug 31	Aug 28	Sep 28	Oct 23
Last day to withdraw	Nov 20	Oct 6	Nov 26	Dec 1
Classes end	Dec 13	Oct 18	Dec 13	Dec 13

Campus Close Dates:

Sep 7: Labor Day holiday—all campuses closed

Nov 11: Veterans' Day holiday—all campuses closed

Nov 25: Thanksgiving holiday—all campuses close at 5 p.m.; classes beginning at 5 p.m. and later do not meet

Nov 26–27: Thanksgiving holiday—all campuses closed

Dec 21–25: Holiday Break—all campuses closed

Note: Eligibility for Disability Services

(937) 512-5113 (voice) | (937) 512-3096 (TTY) | (937) 512-4521 (fax) | disabilities@sinclair.edu Room 10421

Qualified individuals with disabilities who produce required documentation of their disability and self-identify their need for accommodations are eligible for disability services. Contact your Disability Services Counselor so they can fill out a Self-Identification (Self-ID) form which is evidence of your eligibility for accommodations. When requesting classroom and/or testing accommodations from your instructors, a Self-ID form must be presented to each instructor for each class you are enrolled. It is best to make an appointment with your instructor to inform them of the accommodations you need. Request classroom and testing accommodations in a timely manner from faculty (at least one week in advance).

ECE 1101
Tentative Weekly Schedule
(edit to include dates if desired)
(Add holidays)

DATE	TOPIC	Assigned Reading And Due Dates
Week 1	Course Introduction History Theory and Research Strategies	Syllabus Ch 1 pages 2-32
Week 2	Studying the Child <i>Start theory packets in class</i>	Ch 1 pages 32-49
Week 3	Environmental Contexts for Development <i>Child Development Project introduced</i>	Ch 2 pages 67-89
Week 4	Prenatal Environmental Influence	Ch 3 pages 101-121 <i>Theory packet: Draft due</i>
Week 5	Birth Complications Precious Moments after Birth The Newborn Baby's Capacities TEST 1	Ch 4 pages 132-157 <i>Test 1 Ch 1-4</i>
Week 6	Physical Development in Infancy and Toddlerhood including health, safety and nutrition.	Ch 5 <i>Project plan and letter due</i>
Week 7	Cognitive Development in Infancy and Toddlerhood <i>Introduce Theory Narrative</i>	Ch 6 <i>Complete Theory Packet Due</i>
Week 8	Emotional and Social Development in Infancy and Toddlerhood TEST 2	Ch 7 <i>Test 2 Ch 5-7</i>
Week 9	Physical Development in Early Childhood including health, safety and nutrition.	Ch 8
Week 10	Cognitive Development in Early Childhood	Ch 9 <i>Theory Narrative Due</i> <i>MAP assignment Due</i>
Week 11	Emotional and Social Development in Early Childhood TEST 3	Ch 10 <i>Test 3 Ch 8-10</i> <i>Child Development Project Due</i>
Week 12	Physical Development in Middle Childhood including health, safety and nutrition	Ch 11
Week 13	Cognitive Development in Middle Childhood <i>Presentations</i>	Ch 12
Week 14	Emotional and Social Development in Middle Childhood <i>Presentations</i>	Ch 13
Week 15	Course wrap up and test review <i>Presentations</i>	
Week 16	TEST 4: Finals Week	<i>Test 4 Ch 11-13</i>

Course Policies and Procedures

Written Communication Standards and Procedures

Proper written communication is a vital professional skill. All written course work must include Standard English practice. These include: spelling and punctuation, capitalization, sentence and paragraph structure, grammar, clarity of expression and organization. The assignment grade will reflect the student's use of Standard English practice.

Assignment Format and Standards

Assignments not turned in on the designated date during the class will receive a reduction of 10% of the assignment points per day beginning that day. Assignments more than one week past the due date will not be accepted. No assignments will be accepted after the last day that the class is scheduled to meet on the last week of the semester. Assignments must be typed, double-spaced, APA, 12-point font and printed as a hard copy unless otherwise noted on syllabus. Assignments must be presented in a folder or stapled with a cover sheet. 10% of the assignment points will be deducted for assignments that are not presented as required. Assignments should not be emailed to instructor unless requested by the instructor. Students are responsible for reading the text, or other assignments prior to class. Students are expected to spend an adequate amount of time preparing for class. A general "rule of thumb" is that for every one hour you spend in class, you should spend a minimum of two hours studying.

Test Policies

Tests must be taken on the scheduled day. Qualified individuals with disabilities MUST make an appointment with their instructor(s) to submit the paperwork for special accommodations. In the event of an emergency, the student must contact the instructor on the test day to discuss make up options. Make up tests are up to the instructor's discretion. If granted, makeup tests must be taken at the Testing Center within one week. Tests given the last week of class must be made up within 48 hours of the test date so that test can be graded and final grade submitted. The Testing Center is located in Room 10445. The telephone number is 512-3076.

Statement on Plagiarism

Academic integrity must be maintained at all times. Academic integrity requires that the work you submit to your instructor is your own and that you neither seek nor offer improper assistance on your assignments. This means not asking others for significant assistance, or using other's work, in part or in whole, to submit as your own. It also means declining when someone asks you to provide substantial assistance or electronic/paper copies of your work.

No form of plagiarism (the intentional or unintentional presentation of someone else's words, ideas or data as one's own work) or cheating (an act of deception in which a student represents mastery of information that he/she has not mastered) will be tolerated.

Attendance and Participation

Attendance and punctuality are important skills in the college classroom as well as the workplace. Attendance will be taken at the beginning of each class. If a student is late to class, this will be noted on the attendance form. Students are expected to remain in class the full class period. Students' early exit will be noted on the attendance. If a student is absent for more than the equivalent of two weeks (2 days for once a week classes, 4 days for twice a week classes), the final grade may be lowered one grade. Chronic tardiness or early exit will be noted and may also affect the final grade. The student should assume the responsibility of contacting the instructor if the student will not be attending class. It is also the responsibility of the student to contact the instructor for any materials missed during class. The instructor will provide these materials, but will not individually re-teach the class. Participation will be evaluated upon using the following criteria: peer interaction in group assignments, and oral and written communication in the form of questions, comments and responses. It is expected that each student will follow the student code of conduct during class. Cell phones should be turned off during class. Computer use should only be related to current in-class assignments.

Incomplete Grades

An "I" grade can only be given if the student:

1. Has been attending regularly up to the last withdrawal date.
2. Has completed all the requirements up to the withdrawal date.
3. Has a passing grade on all work.
4. Has a documented, legitimate, verifiable reason for being unable to complete the course.

The student must contact the instructor before the last class. Incomplete grades cannot be given unless the student meets all of the criteria. An incomplete grade cannot be given after the grades are turned in to the Registrar's Office. Students are recommended to contact their instructor if they are going to be absent or if there are extenuating circumstances that might affect their attendance or completion of assignments.

Attendance Verification Forms

Students may need verification of their class attendance for various reasons, such as financial aid, Sinclair athletics, academic probation, etc. A student who requires an instructor's verification of attendance for any internal or external documentation for eligibility or benefits may present the form with the instructor at the end of a class meeting. The instructor will complete the form and return the form to the student at the end of the next class meeting. It is the student's responsibility to provide the document within this frame of time. Attendance will be verified in accordance with the instructor's class attendance sheet.