

**Prenatal and Infant Development
Child Development 350, Sec. 1
Spring 2011**

Instructor	Dr. Gail Walton
Office	Modoc 107
Office phone	898-5578
E-mail	VISTA mail only
Office Hours	Monday and Wednesday 4 pm – 5 pm Tuesday and Thursday 11:00 am – 12:30 pm
Class Meetings	Tues/Thurs, 9:30 – 10:45 a.m., SMYS 101
Required Texts	Gross, D. (2011). <i>Infancy: Development from birth to age 3</i> (2nd ed.). Boston: Allyn and Bacon. You may obtain the first version of the text for use in this class.
Additional Required Readings	Located in the learning modules in Vista.

Prerequisites: CHLD 250 or CHLD 252 or PSYC 355.

You *must* have previously taken one of these courses or you may not enroll in this class.

Student Responsibilities

1. Students are responsible for attending class. Students are responsible for all material presented whether present or not. If a student misses a class, it is the student's responsibility to determine what needs to be done to keep up with the class and make up missed work.
2. Students are responsible for knowing the content of the syllabus and the course schedule.
3. Students are responsible for knowing university policies regarding plagiarism. Students are expected to turn in **original work that was completed independently** unless otherwise indicated in individual assignment instructions (group work).
4. Students are responsible for following the instructions set forth in the assignment and for submitting assignments by the due date. If you anticipate computer problems, make sure to submit before the student computing help desk closes, so they can help you in the event of a problem. Students are responsible for contacting student computing in the event that you experience technical difficulty. This contact information is on the VISTA course page. *Write this number down and keep it near your computer in the event that you can't access VISTA. I can not solve your computer problems.*
5. Students are responsible for being aware of announcements and emails that the instructor sends to you. You should check VISTA for announcements and emails on a daily basis, Monday through Thursday, and once on the weekend.
6. Students are responsible for submitting assignments in the format designated by the university. The university supports MS Word, and assignments will be given to you in that format. If your computer does not support this format, then you can submit in .rtf. *Do not submit documents in .wps. This format is not supported by the university and submissions in this format will not be graded. These submissions will receive a "0."*
7. Students are responsible for being able to navigate VISTA to the extent that is required in this course.

8. Students are responsible for managing the circumstances of their lives. Do not ask for special accommodations other than due to illness (with a Drs note).

Instructor Responsibilities

1. The instructor is responsible for answering your questions in a timely manner. Most emails and phone calls during the week will be answered in 48 hours. Emails and phone calls over the weekend may take up to 72 hours.
2. The instructor is responsible for being available during office hours.
3. The instructor is responsible for creating a positive learning environment. I will make every effort to create an atmosphere conducive to student engagement. This includes my interaction with you and student-to-student interaction.
4. The instructor is responsible for providing correction to student work that is conducive to student improvement, and for providing such feedback in a timely manner. I will provide feedback for your papers prior to the next writing assignment due date.
5. The instructor is responsible for giving instruction regarding scientific writing, including APA style. The instructor is *not* responsible for giving instruction regarding spelling, semantics, grammar and syntax.
6. The instructor is responsible for answering specific questions regarding the writing assignments, including the research paper; however, these assignments are representative of your writing proficiency. Therefore, the instructor will *not* proofread or edit any portion of your writing assignments for you. In other words, *do not* ask the instructor to “read over” parts of your papers.
7. It is the instructor’s responsibility to attend to enrollment issues. Students who do not attend class may be disenrolled.

Course Description

This course studies characteristic developmental changes in and environmental influences on human infants from conception to approximately two years of age. Special emphasis is on sensory-perceptual abilities, social-emotional interactions, and cognitive developmental processes. Guided observations of infants are required.

Child Development Program Mission statement

Within the context of the broader university commitment to higher education, the Child Development Program offers opportunities for students to engage in the purposeful acquisition and integration of child development theory, research, and practice. Specifically, the program centers on the Foundations of Child Development, Child Study and Assessment, Programs for Children and Families, Professional Qualities, Critical Thinking Skills, and Developmental Context.

Child Development Program Vision Statement

Students in the Child Development Program will gain an understanding of the development of children and families and how to apply this knowledge in a variety of human service and educational settings. Faculty will facilitate students’ professional development through teaching, leadership, promoting scholarly activities, and guiding relevant practical experiences. Graduates of the program will be knowledgeable and reflective professionals who recognize and value the uniqueness and diversity of children and families within and across multiple ecological contexts.

Disability Services:

Students who require accommodations for testing or for turning in assignments should see me personally at the beginning of the semester so that arrangements can be made. Additional

services may be available at the disabilities office. Contact the DSS office at <http://www.csuchico.edu/dss/>

Course Learning Objectives

The following course objectives describe competencies that students will have following the completion of this course. For CD majors, the objectives of this course correspond to the following Learning Priorities (SLOs) as outlined by the Child Development Program Committee.

Course Objectives	Learning Priority	Assignments
a. Engage in logical and empirical reasoning regarding major concepts, research methods, and research results in prenatal development and infancy.	Critical Thinking Skills (SLO V) Foundations of Child Development (SLO I) Child Assessment and Study (SLO II) Developmental Context (SLO VI)	Exams Infant observation Project Class Activities
b. Locate, report, and evaluate scientific research about prenatal and infant development.	Child Assessment and Study (SLO II) Critical Thinking Skills (SLO V) Foundations of Child Development (SLO I) Developmental Context (SLO VI)	Exams Current Events Assignment
c. Identify the major research strategies used in studying infants.	Child Assessment and Study (SLO II) Critical Thinking Skills (SLO V) Foundations of Child Development (SLO I)	Exams Class Activities
d. Apply developmental theory and research to observations of infants.	Child Assessment and Study (SLO II) Critical Thinking Skills (SLO V) Developmental Context (SLO VI) Foundations of Child Development (SLO I)	Infant observation Project
e. Interpret infant behavior within a developmental learning environment.	Child Assessment and Study (SLO II) Foundations of Child Development (SLO I) Critical Thinking Skills (SLO V) Professional Qualities (SLO IV)	Infant Observation Project Class Activities
f. Report basic descriptive and inferential statistics in infancy research.	Child Assessment and Study (SLO II) Critical Thinking Skills (SLO V)	Exams Class Activities

Class Structure

Course material will be housed within the Chico State Connection Portal- Vista section. Adobe Reader can be downloaded from www.adobe.com. There are known conflicts with the AOL access and the University's programs, students who use AOL to access their accounts need to be aware of these difficulties.

Competencies acquired in research review, observation, and communication will be measured through observation assignments, discussion, class activities, and exams. Quantitative skills in reporting research will be assessed by class activities, the current events assignment, and exams. Class activities will be introduced across the semester to practice new skills and demonstrate competencies.

HOW TO SUCCEED IN THIS CLASS:

1. Attend every class. Missing classes means missing critical course material.
2. Read the course materials before it is covered in class. Take notes while you read.
3. Keep up on the assignments.
4. Don't be afraid to ask for help from your fellow students or the professor.

5. Don't put off the required work until the last minute.
6. Study for exams in advance. Form study groups for exams.

Course Policies

PLEASE NOTE: Your enrollment in this class implies that you agree to these policies.

Do not ask for these requirements to change due to your personal circumstances; such requests are unfair to your fellow students and are contrary to University policies.

Cell Phones and Electronic Devices

Out of courtesy to your classmates and the instructor, turn off or silence cell phones in class. Do not leave class to answer your cell phone (which is just as disruptive as a ringing cell phone). Here's one reason why-- recent research found that it takes at least 15 minutes to refocus on concentrated mental activity after answering a cell phone. Studies also show that the brain can not focus on two things at once (such as texting and taking notes at the same time). So it's *not smart* to interrupt your college education to answer a cell phone or to text (and aren't you paying for this?). You may bring your laptop to class and use it to take notes. You may not surf the web, check email, or perform non-class-related activities. If this becomes a problem I will have to ban computers from the classroom. Likewise, you may not perform non-class-related activities while we are in the Butte computer lab. There's another reason—it's just rude.

These behaviors are considered disruptive and are grounds for the instructor asking you to leave the classroom: disrupting class (e.g., making loud or inappropriate noises, interrupting the professor, rudeness), using unapproved electronic devices (cell phones, MP3 players, etc.), using a computer for unapproved purposes, talking while the instructor is teaching, disturbing fellow classmates, and making aggressive, racist, or discriminatory remarks.

Professional Behavior

A university campus is a professional setting. Please follow standards for professional and ethical behavior in the classroom and when communicating with your fellow students and your professor. Students who are disruptive will be told to leave the classroom. If you have questions about what constitutes professional behavior, feel free to talk to me. You will be making observations in the Infant observation room. Please follow rules for confidentiality of the children; their parents depend on it.

Attendance and Participation

A student may have 3 unexplained absences throughout the semester. Two points per absence will be deducted from the student's total points at the end of the semester for 4 or more unexplained absences. If you are sick, get a Drs excuse to avoid point deductions. Participation beyond your small group discussions is expected and encouraged, but please stop chitchatting when class begins. Please share your questions or comments with the class; they may help others as well.

Grading Policies and Penalties

Infant Observation Assignment

Please understand that assessments of writing and content are not scored separately. Competent understanding of content is only possible if one can communicate well in writing, and competent writing is only possible if one understands the content. Implicit to writing is an appropriate introduction stating the purpose of the assignment and a concluding paragraph, so these should be a part of written reports and papers. A copy of the CD writing rubric is located on the VISTA course page and students are responsible for knowing its contents. The student is expected to cite sources using APA style and student resources for correct APA style are located on the VISTA course page.

Make-up and late submissions of student work:

- 1) No make-up of exams or in-class exercises will be allowed except when the student has a medical excuse.
- 2) Unless specifically noted by the instructor or in assignment instructions, work is to be completed

individually.

- 3) Late in-class assignments will not be accepted.
- 4) Student work received after the due date will be penalized 10% per day late, up to a maximum of 30%, weekend days are counted. These are due at the beginning of class, so submissions after 9:30 a.m. are considered late.
- 5) No assignment will be accepted for credit more than 3 days after its due date.
- 6) If you are sick the day an assignment is due, get a doctor's excuse to avoid a penalty for turning in an assignment late due to illness. Otherwise, late penalties outlined in #4 and #5 apply.

Incompletes: Students must speak with me in person regarding the possibility of an incomplete. Incompletes are given only if, 1) the student has a passing grade for all other work at the end of the semester, 2) the student is up-to- date on previous work, and 3) other University criteria are met.

Academic honesty: Have integrity. Students are expected to follow university policies for academic honesty, and are expected to report to me classmates who violate university policies. Copying another student's work of any kind, helping another student cheat, cheating on an exam or having unauthorized access to test material and assignments constitutes violations, and such students will be reported to university authorities. Plagiarism involves copying material or ideas and presenting that material as if it were your own, without appropriate citation or quotation marks. This includes internet sources and papers that other students have written. Having another student complete your work for course requirements that are to be done individually is also considered cheating. Students who cheat on exams or assignments earn a "0" for that exam or assignment, and will be referred to judicial affairs. A student caught cheating or plagiarizing twice will earn a grade of "F" for the course. Please see the following site for university policies regarding academic integrity and for definitions of cheating, plagiarism, and misuse of sources. It is your responsibility to know university definitions when you enroll and to practice academic integrity. http://www.csuchico.edu/prs/EMs/EM04/em04_36.htm

Please note this wording is taken from the judicial affairs website:

1. All written work is to be individually produced unless otherwise noted in the assignment.
2. Plagiarism is the use of the written work of others (either direct copies or close paraphrases) as one's own original work. If quotations and/or passages from other works are used in papers, they must be accorded the proper citation in order to avoid any misunderstandings about plagiarism.
3. When there is evidence that a student has committed plagiarism, copied the work of others, allowed others to copy their work, cheated on an exam, altered class material or scores, or has inappropriate possession of exams, or sensitive material, the incident will be investigated by Student Judicial Affairs. The consequences for academic dishonesty are severe.

Summary of Assignments & Evaluation

Assignments	Point Values
In-class Activities	50 points (This is a total - the value of each activity may vary)
Infant Observation Project	200 points
Exams (2 @ 100 points each)	200 points
Current Events Assignment	15 points
Peer Evaluation	<u>10 points</u>
Total points possible	475 points

Final grades will be calculated as follows:

A: 93% - 100%	C+: 77% - 79.9%
A-: 90% - 92.9%	C: 73% - 76.9%
B+: 87% - 89.9%	C-: 70% - 72.9%
B: 83% - 86.9%	D+: 67% - 69.9%
B-: 80% - 82.9%	D: 60% - 66.9% 60% indicates the minimum for a passing grade
F: < 60%	