

CHILD DEVELOPMENT

Tuesday, Thursday; 9:40 – 11:15, Price 203



Retrieved from Google Images, 08.25.11

I. Instructor

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Office hours: Office hours: M & W, 1:00 – 3:00, and by appointment

II. Course Resources



1. Required text. Cook, J. L. & Cook, G. (2009). *Child Development: Principles and Perspectives*. Boston, MA: Pearson, Allyn & Bacon.

2. Moodle. I am still learning Moodle, but hope to use it like I used to use Blackboard: as a means of posting assignments, sharing grades, and the like. Stay tuned – I will update you on the status of our page in class.

III. Course Overview & Objectives

Catalogue description. This course is an introduction to human development with an emphasis on early and middle childhood. Initial discussion focuses on how to best characterize behavioral change over time and the interactive roles of nature and nurture as facilitators of change. Through detailed discussion of theory and research outcomes, students attain a comprehensive understanding of normative trends in physical, cognitive, social, emotional, and personality development coupled with an understanding of the cause of such change.

Satisfactory completion of this course suggests that you will:

- ✓ be familiar with the theoretical explanations of constancy and change in behavior
- ✓ be familiar with normative trends in cognitive, linguistic, social/emotional, and personality development from infancy through middle childhood
- ✓ be aware of social and health issues families face today
- ✓ be aware of select cultural variations in childrearing, health practices, educational practices, and social policy

To achieve the above stated learning objectives, successful students will:

- ✓ actively attend lectures
- ✓ complete assigned readings
- ✓ participate in class discussions
- ✓ actively seek out answers to questions raised by readings or lectures
- ✓ actively and professionally attend all scheduled classroom observations
- ✓ thoughtfully complete classroom observation assignments
- ✓ demonstrate material mastery on 3 in-class exams
- ✓ thoughtfully complete the comprehensive take-home final

IV. Course Structure and Grading

In this course you will engage with the material in a number of ways. New topics will be introduced in your readings and in lecture. In class, you will periodically break up to do short focused discussions with your peers. As well, each of you will spend two hours a week in a classroom setting (either the Early Learning Community or the Forest Grove Community School). The observations are a vital aspect of the course, where you will have a chance to actually see development in action. Your observations will be structured such that each week you will be looking for illustrations of the topics we are discussing in class. You will need to keep a journal to track your observations and to collect information necessary to complete each Observation Assignment (of which there are 11). Your final grade will be calculated by adding up the points you accumulate in the following ways:

1. Exams – 500 points (61%)

The degree to which you understand the course material will be assessed at three time points. Each exam covers the chapters noted in the course schedule. Exams will assess your basic knowledge of facts and your ability to apply the concepts to hypothetical situations. Exam format is multiple choice. Each in-class exam is worth 100 points (actual numbers of questions vary, but I record your percent-correct). You will also complete a take-home final designed to assess your ability to integrate course material and apply it to a hypothetical situation. The take home final is also worth 100 points. A handout for the take-home will be posted on Moodle about a week before it is due.

2. Observation Assignments – 275 points (33%)

You will spend two hours per week in classroom settings (the ELC or FGCS) for 11 weeks, and each week your observations will center on the week's respective theme. While at your observation site, the classroom teacher may ask you to help out in ways appropriate to your ability/experience and in ways appropriate to the age of the children in the classroom. **You must begin the week's Observation Assignment in advance (before your observation) so you know what to do while you are there. To prepare, you should write up an observation plan: what you intend to say or do in order to satisfy the assignment requirements to the best of your ability.**

While there, you are expected to work with the teacher and take notes relevant to the assignment. You will complete the assignment later on and turn it in as indicated on the assignment handout; note that assignments are due the Thursday after the week in which the observation was done, with the exception of our last week of classes. Please follow the assignment-template when typing up your responses. Doing significantly decreases the amount of time it takes for me to evaluate your work (*keeping in mind that over the course of the term I will be reading about 1000 pages of these*).

Each assignment is worth 25 points. Note that assignments are not exams – you can ask for help with them. If you'd like feedback on a draft of your assignment, please give me at least two days turn-around time though.

ELC Observation details.

1. The ELC is a working school that serves preschool and kindergarten aged children. There are three classrooms, each with a lead teacher and assistant teachers. Your role will be to check in with the teachers when you arrive, find out what activities they have planned, and observe and interact with the children in a respectful manner. However, you will not be expected to take on a leadership role in the classrooms; in fact, it is OR state law that you cannot be left alone with the children unless you have completed a full background check through the police department. If you have done this already, please let the teachers know so that they know how to best structure class time while you are there. (*Note that you are not required to do the background check, but may if you want to*).
2. The ELC is open from 7am – 530pm five days per week. You will be asked to commit to a regular 2-hour block and to be timely in your arrival and departure. Note that your time spent in the ELC classrooms is considered to be instructional time for Psy 240 thus you should treat it as such. Our class periods are shorter to accommodate the observation times.
3. If you must miss a scheduled observation, please notify the ELC administrator prior to your absence. This is a professional courtesy.
4. It is OR state law that you sign in and sign out for each ELC visit.
5. Upon arrival, you will enter the workroom, leave your back-packs and/or bags in the designated area, and put on your name tag.
6. You may keep with you an unobtrusive notebook and pen/pencil to keep notes; this is encouraged. If you find that taking notes while there is too disruptive, instead please block out a period of time after each observation to record what you experienced so that you don't forget before you have time to write your formal journal entry.
7. Note that if you are spending time in the ELC for another class as well, you may not “double-dip” with your hours; rather you will be expected to spend the allotted hours for each class. This is because the observations are built into the instructional hours of each course.

FGCS Observation details.

1. Forest Grove Community School is a free, public charter school serving students in grades 1 through 8. During your observations, you will be with 1 of 6 mixed-age classes, either a 1st/2nd, 3rd/4th, or 5th/6th class.
2. You will be asked to commit to a regular 2-hour block and to be timely in your arrival and departure. Note that your time spent in the FGCS classrooms is considered to be instructional time for Psy 240 thus you should treat it as such. Our class periods are shorter to accommodate the observation times.
3. If you must miss a scheduled observation, please notify the FGCS lead secretary, Vickie Jares at v.jares@fgcschool.org or 503-359-4600. When you call, please note which class you were scheduled to work with and at what time.

4. Please sign in and out at the front desk for each visit to FGCS.
5. When you sign in, please put on a visitor/volunteer name tag and leave it when you sign out.
6. You may leave your back-packs and/or bags in the staff room.
7. You may keep with you an unobtrusive notebook and pen/pencil to keep notes; this is encouraged. If you find that taking notes while there is too disruptive, instead please block out a period of time after each observation to record what you experienced so that you don't forget before you have time to write your formal journal entry.

3. Class Participation/Professionalism – 50 points (6%)

These points will reflect the degree to which you appropriately engage in **class activities** and in **your observations**.

In class. Though this class is largely lecture, I pause every so often to give you all a chance to discuss and apply the material. When these pauses occur, as directed, I will ask that a member of your discussion group write down your responses. Amanda will collect these and make note of who is present. If you are present and actively engaged during these discussions, you will earn Pp points. These points cannot be made up.

In Observation. You are required to sign in and out each time you engage in an observation (at the ELC there is a sign-in journal; at the FGCS there is a computer station where you do it electronically). As well, I will be in regular contact with the observation site supervisors. At the end of the term, we will tabulate your hours, make note of your professionalism, and assign points accordingly. **I expect that you will spend 22 hours total in your observations. If you need to miss one due to illness, you need to work with your supervising teacher to schedule a make-up, and you need to notify me as well to discuss when to turn in the assignment.**

****NOTE:** if you are working and/or observing in a school for a different class, you may not combine hours to “kill two birds with one stone.”

Final Grade Assignments: 825 Points Possible

Letter grade	Percent range	Point range	Letter grade	Percent range	Point range
A	100-93	825 – 767	C +	79-77	659 - 635
A-	92-90	766 - 742	C	76-73	634 - 602
B+	89-87	765 – 717	C-	72-70	601 - 577
B	86-83	716 – 684	D+	69-67	576 - 552
B-	82-80	683 - 660	D	66-63	551 - 519
			F	<63	< 519

V. Course Schedule

Date		Topics	To-Do list
Aug	28, 30	T: Introductions & course overview; begin thinking about what “development” is and what causes it Th: Watch “Babies,” Discuss; begin talking about Developmental Science	Chp 1; Chp 2 pp. 56-69 <i>*No observations</i>
Sept	4, 6	T, Th: Developmental Science, continued; Physical Development	Chp 4; <i>*No observations</i>
	11, 13	T, Exam 1: Chps 1, 2 (partial), 4 (partial); Intro to Cognitive development Th: Cognitive Development: Piagetian & Sociocultural views	Chp 5; Obs # 1 (due 9/20)
	18, 20	T, Th: Cognitive Development: Sociocultural views, continued: Information Processing	Chps 5 & 6; Obs #2 (due 9/27)

	25, 27	T, Th: Cognitive Development: Information Processing views	Chp 6; Obs #3 (due 10/4)
Oct	2, 4	T: Information Processing Th: Exam 2, Chps 5 & 6; Intro to Attachment, Temperament & Emotion	Chp 9; Obs #4 (due 10/11)
	9, 11	T, Th: Attachment, Temperament & Emotion	Chp 9; Obs #5 (due 10/18)
	16, 18	T: Attachment, Temperament & Emotion Th: Self & Gender	Chps 9 & 10; Obs #6 (due 10/25)
	23, 25	T: Self, continued Th: Moral Reasoning and Behavior	Chps 10 & 11; Obs #7 (due 11/1)
Nov	30, 1	T: Moral Reasoning and Behavior (aggression and positive youth development) Th: Exam 3: Chps 9, 10, 11; Introduction to Peers, Play, & Popularity	Chps 11 & 12; Obs #8 (due 11/8)
	6, 8	T, Th: Peers, Play & Popularity	Chp 12; Obs #9 (due 11/15)
	13, 15	T: Peers, Play & Popularity Th: "Systems" Perspectives: Families	Chps 12 & 13; Obs #10 (due 11/22)
	20	T: "Systems" Perspectives: Schools & Media	Chp 14; <i>*No observations for Thanksgiving Holiday</i>
	27, 29	T, *Th: "Systems" Perspectives: Schools & Media <i>*Course evaluations</i>	Chp 14; Obs #11 (due 12/4)
Dec	4	T: Exam 4, Chps 12, 13, 14	
	6 th	Comprehensive Final Exam due at 2:30 pm, in my office Late papers not accepted	

VI. Course/ University Policies

From the Pacific University Faculty Handbook, section 4.1.3: The Classroom Relationship between Faculty Members and Students

The professor in the classroom and in conference should encourage free discussion, inquiry, and expression. Student performance should be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they enroll. Students should have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time, students are responsible for maintaining standards of academic performance established for each course in which they enroll. Students must also recognize that, as members of a community of learners, they have an obligation to be responsible members of that community, and that the exercise of their freedom of expression must not impinge on the rights of others in their quest for learning. In addition, students must acknowledge the responsibility of the professor to create and preserve an environment conducive to the learning of all students.

In addition to following the policy noted above, I expect that all students will both read and respect Pacific University's policies as described in the current course catalogue for the College of Arts and Sciences. In particular, it is your responsibility to become familiar with following policies:

- Course withdrawal
- Course completion and the assignment of an "Incomplete" grade
- Academic Conduct

Academic honesty. Pacific University has no tolerance for academic dishonesty. It is university policy that all acts of academic dishonesty be reported to the Assistant/Associate Dean. Per the College of A&S, sanctions that may be imposed for academic dishonesty range from an "F" for the assignment, an "F" for the course, and suspension or dismissal from the university. Forms of academic dishonesty include, but are not limited to, plagiarism, fabrication, cheating, tampering with grades, forging signatures, and using electronic information resources in violation of acceptable use policies. Plagiarism is the use of someone else's words, ideas, or data without proper documentation or acknowledgment; it may entail self-plagiarism (i.e. reusing/resubmitting your own work without approval). Quotations must be clearly marked, and sources of information must be clearly indicated in all student work. Please consult the Academic Conduct Policies in the A&S Catalog for further detail.

In this class, if a student is suspected of cheating, plagiarizing, or otherwise misrepresenting his or her work, I will take appropriate actions to investigate the matter. This is particularly important to attend to when writing papers and citing published material. As noted above, improper citations and improper paraphrasing can constitute plagiarism. If you are uncertain of whether your work constitutes plagiarism, please ask me about it BEFORE turning the work in, I am always happy to talk with you about it and to proofread your work. First instance documented violations of the academic honesty code will result in a grade of "0" for that assignment or test. If the problem persists, further action will be taken.

Late Papers. Late papers will be accepted up to three days (not class periods) after the due date, with the following penalty:

One day = 5% deduction
Two days = 10% deduction
Three days = 15% deduction
Three + days = 0

Inclement Weather Policy. The College of Arts and Sciences will remain open on all snow days, as most students live on campus, unless the President rules that the University should close to assure the safety of all students, faculty, and staff. Please check the University Web Pages for weather-related bulletins if you are uncertain.

Accommodated Learners (Learning support services). If you have documented challenges that will impede your learning in any way, please contact our LSS office in Scott Hall (ext.2107). The Director will meet with students, review the documentation of their disabilities, and discuss the services that Pacific offers and any appropriate ADA accommodations for specific courses.

Tutoring and Learning Center (TLC). The TLC is located in Scott Hall 127. The center focuses on delivering one-on-one and group tutoring services for math and science courses and writing skills in all subjects. Students should consult with the center's director for information on tutoring available for other subjects. Day and evening hours; walk-ins welcome!

VII. Additional Information

A. Focal Studies Inclusion: An interdisciplinary examination of children, youth, and families.

B. Civic Engagement. This class is a designated Civic Engagement course: as a part of this course you are expected to spend 22 hours in a school classroom.

Appendix A: ELC Observation Details



The Early Learning Community *At Pacific University*

Where Learning Happens For All Ages

503.352.1481 | <http://fg.ed.pacificu.edu/elc>
Berglund Hall | Corner of Pacific Avenue and Cedar Street

Observation Information Guidelines and Agreement

Thank you for your interest in the ELC. We welcome you into our community and hope that you will learn with us and that you will enjoy your time at our school. Before you come into our classrooms, we would like to share a few key elements of our program so that you can have a better understanding of what to expect, and what we expect of you.

It is our mission to provide the highest quality educational environment that will facilitate experiential learning. This is accomplished by sustaining a learning community whose primary function is to nurture the developmental needs of a diverse group of young children. This community supports the educational needs of students of all ages, educators, and practicing health professionals in a manner that balances learning, research, and community outreach.

In order to accomplish this, the Early Learning Community is a learning environment organized around the principles of inclusion, active experiential learning and best pedagogical practice. We believe that children learn best in a place where they feel good about themselves, where they are allowed to explore their world, and where the learning materials match their interests and needs. Our learning environment is supported by teachers who recognize developmental norms, respect individual differences, and inspire a sense of wonder and a desire to learn. It is our goal to foster collaboration between students, teachers, and families as a means of supporting all aspects of children's development.

We invite you in to visit our community of learners with the understanding that you will do so in a manner respectful of the mission of the school and the needs of the particular group of learners we serve. It is expected that your time with us will cause a minimal amount of disruption to the children's day and that your interactions will not distract or inhibit the children's learning. The following are a few guidelines that we expect you to follow when you observe:

1. Act ethically - It is expected that you will conduct yourself in an ethical manner throughout your time at the school
2. Dress appropriately - keep in mind these are young children aged 3-6. Wear clothing that is not revealing, that will allow you to freely move about the classroom, and that will be resilient to the artistic exuberance of the children.
3. Behave appropriately - please use developmentally appropriate language and behave in a way that will not overexcite the children or distract them. Your language needs to be developmentally appropriate. Please turn off your cell phone.
4. Observe confidentiality -it is expected that you will respect the confidentiality of the observations you make. While you are welcome to discuss your observations in great detail in any class or educational setting, outside of these settings it is required you will respect the confidentiality of personal information
5. Food and beverage - please enjoy your coffee and food in the kitchen area rather than in any classroom.
6. Safety - It is also important that you recognize that at no time are you allowed to be alone in a room with any student. You are welcome to bring and use your laptop, however please recognize that you do so at your own risk. It is expected that you will not use a power cord except with specific approval.

Finally and importantly, because of potentially life threatening allergies some of our students have to peanuts and tree nuts, you are not allowed to bring any product containing peanuts, tree nuts, or any of their byproducts into the ELC. Furthermore, if you have recently eaten or come into contact with something containing peanuts or tree nuts, please thoroughly wash your hands and face and refrain from entering the ELC for at least 15 minutes.

Please remove this page from the syllabus, fill out the form, and bring it with you to your first observation.

Observation Information Guidelines and Agreement



Name _____ Course/Program _____

Scheduled Observation time: _____

"I have read the statements above and will follow the guidelines as described. I also recognize that the faculty of the ELC may need to adjust the parameters of my observation at any time. Furthermore, if my presence is deemed inappropriate for whatever reason by the faculty of the ELC, I recognize that I may be asked to leave and will immediately comply."

Signature _____ Date _____

Appendix B: FGCS Observation Details

Forest Grove Community School Visitor & Volunteer Guidelines



We rely on volunteer help and welcome visitors to our school. Thank you for your willingness to support our program! To make sure that you, students, and teachers all have a good experience, we have created this short list of guidelines.

Dress: We ask that you dress in a manner that is comfortable for you but that allows you to move easily and that is not distracting to students. Keep in mind that we go out rain or shine for recess and Out & Abouts, so please dress for the weather.

Food & Drink: Please do not eat or drink in the classrooms.

Behavior: Model the behavior you would like to see in students.

Safety: Help our students to stay safe by guiding them to make safe choices. If you have any doubts or concerns about what a child is doing, err on the side of caution and check in with a staff member.

Reliability: If you have committed to volunteer and you cannot make it, please let us know as soon as possible.

Confidentiality: Do not share personal information about students or teachers with other people.

Please do contact me should you have any questions or concerns regarding your visit to our school. I'd be happy to do whatever I can to make your experience enjoyable.

Vanessa Gray, Principal

Please remove this page from the syllabus, fill out the form, and bring it with you to your first observation.

Observation Information Guidelines and Agreement



Name _____ Course/Program _____

Scheduled Observation time: _____

"I understand that by signing this form, I agree to comply with the expectations laid out in my class syllabus and with the expectations of appropriate conduct at the FGCS."

Signature _____ Date _____