

**Child Development 4-8 GPIDEA Degree Program**  
**College of Human Sciences**  
**Department of Human Development and Family Studies**  
**Texas Tech University**  
**Spring 2015**

**Instructor: Mitzi Ziegner, M. Ed.**

**Virtual Office Hours: Monday and Wednesday 9:00 a.m. - 10:00 a.m.**

**Phone: (806) 793-1314 (home) (806) 834-4019 (office)**

**Email : *Through instructor link on Blackboard site only (Do not use TTU e-mail.)***

**COURSE EXPECTATIONS:**

- **This is a 100% online course**
- You will be expected to log into the Blackboard course daily to be aware of possible announcements/reminders and to pace your progress in the course.
- Active online participation – Online course activities promote learning and the creation of a learning community, so they are encouraged and expected.
- You can expect an e-mail reply from me within 48 hours.

**Expectations for Time Investment:**

- TTU recommends that students plan to spend 2 hours of outside study for every 1 hour of in class time. For a 3 credit-hour, face-to-face course that means a **total time investment of nine hours per week, or 135 hours per semester**, in a 15-week course. Expectations for time investment are no less rigorous for online courses at TTU. According to this guideline, you should expect to invest 9 hours per week in this course, during a spring or fall semester; more in a summer course. This guideline is illustrated for a full-time TTU student at:

<http://www.depts.ttu.edu/advising/fulltime.php>.

**Expectations for Technical Requirements:**

As stated above, is a 100% online course. You will need the following to be successful in this course:

- Active online participation.
- Internet access (preferably high speed)
- Microsoft Office 2007 (free download from [www.eraider.ttu.edu](http://www.eraider.ttu.edu) )
- Microsoft Communicator (free download from [www.eraider.ttu.edu](http://www.eraider.ttu.edu) )
- Adobe Reader 9.4 (free download from <http://get.adobe.com/reader/?promoid=BUIGO> )
- Flash Player (free download from <http://get.adobe.com/flashplayer/?promoid=BUIGP> )
- E-mail
- Access to a web cam for team presentation requirement.
- Ability to read/listen to Windows media files (Windows Media Player)
- Skills:
  - Microsoft Word, E-mail, attaching documents, Internet searches, downloading plug-ins, unblocking pop-ups, downloading browsers (Some people find that Blackboard works better in Firefox, free download from [www.mozilla.com](http://www.mozilla.com)). You will learn to use a threaded discussion in this course, if you haven't done so before.)

**Technical Assistance:**

- For technical assistance with Blackboard or other matters, call 806-742-HELP.
- For assistance with Blackboard, visit the Blackboard Student Support website at <http://www.tlhc.ttu.edu/content/asp/blackboard/SupportStudent.asp>

## **COURSE DESCRIPTION**

This course will focus on psychomotor, cognitive and social/emotional development during early and middle childhood, and to a lesser extent, adolescence. Major theories of development will be covered with certain topics receiving special attention, including the characteristics of development, the nature/nurture debate and language acquisition.

## **EXPECTED LEARNING OUTCOMES**

Upon successful completion of this course, the student will be able to:

- State and apply classic theories of learning and development to those of preschool and school age children.
- Demonstrate knowledge of the stages of physical, cognitive, language, social and emotional development of preschool and school age children.
- Demonstrate knowledge of how to plan experiences by which adults can facilitate integrated development of preschool and school age children based on the knowledge of physical, cognitive, language, social and emotional development.
- Show knowledge and awareness of diversity among populations of young children including ethnicity, socioeconomic status, physical and cognitive abilities, and show an understanding of how diversity is related to development.

## **METHODS OF ASSESSMENT FOR EXPECTED LEARNING OUTCOMES**

The expected learning outcomes for this course will be assessed using the following methods. Assessment may include:

- Exams
- Team presentations
- In class application activities
- Reaction papers and quick writes
- Whole class and small group discussion
- Cooperative learning activities
- Formal and informal writing assignments

## **REQUIRED MATERIALS**

Kail, Robert V. (2010). **Children and Their Development**. (Fifth Edition or Sixth Edition). New Jersey: Prentice Hall, Inc.

## **COURSE REQUIREMENTS and ASSIGNMENTS**

### ***Reading***

Reading assignments for each class are listed on the course outline. Please read designated portions of the text **as they are assigned, and be very careful not to fall behind**. Otherwise, you will miss important points because it will be assumed that you are familiar with the assigned readings. In addition, we will plan to conduct virtual discussions at different points through the course, and relevant and insightful comments and participation in class activities and discussions is an expectation of this online course.

### ***Weekly Participation in Learning Activities***

There will be weekly participation assignments (reflections) within the Learning Modules throughout the semester.

They are assigned and completed **DURING THE ASSIGNED WEEK, and CANNOT BE**

**DONE AT ANOTHER TIME! Any assignment submitted after the deadline**

**designated in the syllabus will not be eligible for credit.** Reflections/in class assignments will be worth 130 points.

## ***Four Journal Observation Assignments***

A major goal of this course is for students to develop the ability to identify important developmental milestones in children of a variety of ages, and to be able to recognize developmental gender differences. The journal assignments will require you to complete observations of preschool children in two different developmental age groups; (1-3 years) and (4-5) years, and then make comparisons. ***You will complete your preschool observations at the Texas Tech Christine DeVitt and Helen DeVitt Jones Child Development Research Center located on campus and the Texas Tech University Early Head Start at 515 North Zenith if you are a Lubbock/local student or an appropriate, NAEYC accredited child care center in your community if you are not a local student.***

Observations will be 20 minutes each, and completed as a group during a scheduled class period. You will observe a male and a female child at each site (4 children total). During the observation, students will make notes of the following: **date and time of the observation, the age and/or grade level of the child being observed, the gender of the child, activities the child is engaged in, interaction patterns (both child to child and adult to child) and any other information you feel is pertinent.** You will also be recording observations about the child's development in the following areas: physical, social, emotional, cognitive and language. **What do you notice about the child? What is the child doing or not doing? How is the child interacting and communicating with others? Is the child using fine or gross motor skills?** You **WILL NOT** be interacting with the child you are observing so as not to be a distraction to them. Good manners and politeness are always appropriate. You are a **guest** in the building/program. Please remember that child care facilities are very busy places, and that the administrators and teachers have graciously allowed you to visit despite very full summer schedules. **When you arrive at the designated observation site at the appropriate time, report directly to the office to check in with me and/or the director/administrator. You will need to provide photo identification at this time, and you will be signing in and out upon arrival and prior to departure.** Students will gather in the office to sign in first, complete observations, and then meet again briefly to discuss them before leaving campus. Remember, when you are visiting a program you are a pre-professional representing Texas Tech University and your instructor for this course regardless of the program you are observing in. You are expected to conduct yourself in a professional manner and treat all those you come into contact with in a respectful, enthusiastic manner. If you do not follow this criterion, your grade will reflect that. It is not necessary to ***dress up***; however, you do need to look ***professional and appropriate***. Avoid shorts that are inappropriate in length, revealing clothes, overly casual attire, and t-shirts with inscriptions of any kind. As early childhood professionals, you should adhere to a code of ethics about how you conduct yourself in the workplace, as well as, how you use the information you gather. ***Confidentiality in all matters is of the utmost importance! You are not to reveal specific information about children or staff members outside of this class. In class and in your journal entries, discussions should be topic specific. You can make direct observations about the child you are observing, but you are not to make judgmental comments. For example, a specific observation might be, "The child sat on a chair and didn't interact with the other children during the time of my observation." A judgmental comment might be, "The child was too shy and doesn't have many friends because they didn't play with anyone while I was there."***

## ***Final Journal Reflection Assignment***

Using the journal entries you have completed throughout the course, you will compare the information you have gathered about the four children across developmental periods. In this comparison, you are expected to write a two page typewritten summary of your experiences and relate your observations to the content learned in this course. ***Did the behaviors you observed seem appropriate for the age/stage of development of the child you observed? How did your preschool observations compare to those of the school aged children? What evidence of developmental differences did you observe between genders and age groups?*** Please note that successful completion of this assignment will be dependent of the quality of the four observations you have made throughout the semester. Final reflection papers should be double spaced, two pages in length and include a cover page. **Please note that your paper should be free of spelling and grammar errors. If your paper contains these types of errors, significant point deduction will occur, so please plan to proof read your document carefully prior to**

submitting it. This assignment must be submitted via the Blackboard assignment tool by the designated due date, Monday, May 4, and **NO LATE PAPERS CAN BE ACCEPTED** unless advance notification and proper documentation for an excused absence (see above policy) is provided! This assignment will be worth 100 points.

### ***Virtual Team Presentation***

You will be required to complete the team presentation assignment. You will select your team by signing up for a pre-determined topic. (More information on this sign-up process will be forthcoming.) Teams will research a selected topic and create a meaningful PowerPoint presentation. Each team will research their topic using **one assigned text chapter, one professional journal article and at least one additional source that is relevant to the topic (web site, video, interview etc.)**. The team will then prepare a **handout** to be shared with the class in the appropriate weekly learning module, which summarizes their topic and synthesizes information from it, adding their own reflections about how the information will impact your real life experiences. **Each team will also submit their handout to the course instructor via email by the due date listed in the syllabus (One week prior to the chapter being covered in a Learning Module)**. Please note that this submission should be a **FINAL COPY** free of spelling and grammar errors. If corrections are required, significant point deduction will occur, so please plan to proof read your documents carefully prior to submitting your handout and power point via email. You may use the instructor's handouts in Modules 1 and 2 as your guide for preparing your team handout.

Using the information gained from this process, your team will share the presentation with the instructor via a live desktop video conference, or participate by telephone if live desktop video conference is not a possibility for you, during the week that your text chapter is covered in the weekly module. We will determine a day and time that works for everyone on the team when the presentation date is closer, and it will be your responsibility to contact the instructor during the presentation week. Please be **creative** with the ways you plan to connect your ideas together and share them so that the information will be useful and relevant to our real life experiences and learning.

**Include a bibliography of any additional sources you use at the end of your handout.** You will be graded as a team for this assignment, so please plan accordingly.

NOTE: Learning to work as part of a team is a valuable skill for professionals. It is very frustrating when some people in a group don't do their share of the work but expect to get an equal grade. That is why it is imperative for you to **OPENLY** and **MATURELY** **COMMUNICATE** as challenges/disagreements/problems arise. I will provide a peer evaluation that you will use to rate each of your team members on their individual participation. If you are not honest in your evaluation of a team member's participation, I have no way of knowing if each person contributed equitably. Please be aware that if you choose not to communicate your concerns on the peer evaluation form, you will not have another opportunity to do so. If there is a real problem in a team, bring it to my attention so that I can help you before the problem escalates. However, be aware that I will want to know what you have done as a team to solve the problems prior to coming to me for intervention, and I will simply be there to help your team develop a "road map" for how you will plan to move forward from that point. Also, if you determine you need my assistance, you should contact me sooner rather than later. There will be very little I can do to help you the day before your presentation. This assignment will be worth 100 points.

### ***Exams***

Two examinations will be given during the semester. You will be expected to answer questions about material covered in the text, learning modules, videos, online class discussions, exercises, and presentations that are a part of the course. Academic integrity is expected on all exams and assignments and at all times in this course. **If you are in violation of the academic integrity policy on an exam, an assignment or in any other capacity, you will**

receive an F for the course. In addition, the dishonest activity will be reported to department authorities for consideration of additional consequences (e.g., suspension or expulsion from the university). *Please plan to CAREFULLY review Academic Integrity section for more specific information.*

### ***Extra Credit***

Extra credit opportunities will **not** be available in this course.

## **ADDITIONAL CONSIDERATIONS**

**ADA Policy:** *Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor's office hours. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office in 335 West Hall or 806-742-2405.*

### **Course Organization:**

- This course is organized into a Course Orientation Module and 13 Learning Modules. Completion of activities in the Course Orientation module is required. The remaining modules are topic-based. You will follow the course schedule found at the end of this syllabus. It includes all due dates.

### **Submitting Assignments:**

**You will submit all assignments through the Blackboard Assignment Tool or the Blackboard Discussion Board, rather than by e-mail.**

### **Viewing Your Grades:**

You can access your grades on the Blackboard menu (My Grades). Grades will be posted after the due date and after all assignments have been graded.

### **E-mail Communications:**

- Please use only the Blackboard course messages system for sending e-mail messages to me. **Please DO NOT send correspondence through the TTU e-mail system.**
- I will respond to your e-mail messages within 48 hours.

### **Civility in the Online Classroom:**

- Students are expected to maintain an online environment conducive to learning. Therefore **the following are prohibited:** making offensive remarks in e-mail or the discussion board, using inappropriate language or discussing inappropriate topics online, spamming, hacking, using TTU or Blackboard e-mail or discussion board for commercial purposes, using all caps (considered shouting in online communications), or cyber-bullying or online harassment of any type. Inappropriate behavior shall result in consequences ranging from a request to correct the problem, to removal from the course or even the university, depending on the severity of the behavior. Disciplinary actions will be taken according to the TTU Code of Student conduct.

The structure of this course is based upon the freedom of each student to express her or his personal views in an atmosphere of respect and tolerance. Some topics can be personal, sensitive, and sometimes emotionally laden. In the case of online classroom discussions, you may hear viewpoints that differ from

your own value system, and this can often feel disconcerting and threatening. It is essential that you weigh the appropriateness of how you participate in this class. Although your participation and opinions are greatly valued, disrespect of other students or to the instructor will not be tolerated, and continual violations to the above policies will result in your being removed from the course and/or the university depending on the severity of the behavior. If you find yourself having difficulty with any aspect, please discuss the problem with me immediately via email or telephone so we can work together to arrive at some solutions. Most difficulties can be resolved easily once the door for discussion has been opened. This approach will assist me in responding to your needs and in improving the course now, rather at the end of the semester during your final course evaluation.

### **Academic Integrity:**

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty, and a high standard of integrity. The attempt of the student to present as his/her own any work that he/she has not honestly performed is regarded by the faculty and administration as a serious offense and renders the offender liable to serious consequences, possibly suspension. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts and any act designed to give unfair academic advantage to the student. Dishonesty includes attempts to commit any acts, as well as the completion of any acts. Cheating includes, but is not limited to (a) copying from another student's test paper, (b) using materials during a test that have not been authorized by the person giving the test, (c) failing to comply with instructions given by the person administering the test, (d) possessing materials during the test that are not authorized by the person giving the test, (e) using, buying, stealing, transporting or soliciting the contents of an unadministered test, test key, homework solution, or computer program, (f) collaborating with or seeking aid or receiving assistance from another student or individual during a test or in conjunction with an assignment without authority, (g) discussing the contents of an examination with another student who will take the examination, (h) divulging the contents of an examination when the instructor has designated that the examination is not to be removed from the examination room or not to be returned to or kept by the student, (i) substituting for another person or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment, (j) paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution, computer program, or any course-related assignment, (k) falsifying research data, laboratory reports, and/or other academic work offered for credit, and (l) taking, keeping, misplacing or damaging the property of the university or of another, if the student knows or reasonably should know that an unfair advantage would be gained by such conduct.

Plagiarism includes, but is not limited to (a) appropriating, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source and presenting that material as one's own academic work being offered for credit, and (b) failing to give credit for quotations or for an essentially identical expression of material taken from books, encyclopedias, magazines, Internet documents, reference works or all other forms of reference works or from the themes, reports, or other writings/materials/work products of a fellow student. The material from any other source may include, but is not limited to words, ideas, illustrations, computer code, other expression and media. Collusion includes, but is not limited to (a) unauthorized collaboration with another person in preparing academic assignments offered for credit, and (b) collaboration with another person to commit a violation in any section of the rules of scholastic dishonesty. Falsifying academic records includes, but is not limited to (a) altering or assisting in the altering of any official record of the university, (b) submitting false information, and (c) omitting requested information that is required for or related to any academic record of the university. Misrepresenting facts includes, but is not limited to (a) providing false grades or résumés, (b) providing false or misleading information in an effort to receive an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual, and (c) providing false or misleading information in an effort to injure another student academically or financially.

HDFS department policy is consistent with university policy. Therefore, the consequences of academic dishonesty may range from a grade of zero (0) for the assignment to a grade of F for the course. In addition, the dishonest activity will be reported to department authorities and/or Student Judicial Programs for consideration of additional consequences (e.g., expulsion from the course, suspension from the university). The former student who engages in scholastic dishonesty is subject to a bar against readmission, revocation of a degree and withdrawal of a diploma.

**Course Withdrawal**

If you should elect to withdraw from the course, please go through the proper channels. Otherwise, you may find an unexpected WF or F on your transcript. **Please note that the last day to drop a course and receive a partial refund is February 11, and the last day to withdraw from a course is March 25. The last day to withdraw from the University (drop all courses) is April 30.** A student who has already behind schedule (as listed in the syllabus), and/or has difficulty adequately completing projects and/or anticipates difficulty in completing the course to his/her satisfaction is encouraged to give withdrawal all the consideration it is due. A student is encouraged to discuss her/his progress with the instructor prior to making a withdrawal decision.

**Point Summary**

Your final grade in the course will be based on the number of points earned on each of the following:

Student Self Introduction	<b>5 points</b>
Weekly Participation in Learning Activities	<b>130 points</b>
Blackboard Discussion Comments (Assignment 4 only)	<b>5 points</b>
Exam 1	<b>100 points</b>
Exam 2	<b>100 points</b>
Virtual Team Presentation	<b>100 points</b>
Final Journal Reflection Assignment	<b>100 points</b>
<b>Total</b>	<b>540 points</b>

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Your final grade will be determined by the total number of points earned, using the following criteria:

A	=	540-486	points
B	=	485-432	points
C	=	431-378	points
D	=	377-324	points
F	=	323 or below	

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**Please use the area below to record your grades so that you can stay aware of you academic standing in this class.**

Participation In Learning Activities	_____
Exam 1	_____
Exam 2	_____
Virtual Team Presentation	_____
Final Journal Reflection Assignment	_____

**POINT TOTAL = \_\_\_\_\_**

**Tentative Course Outline  
Spring 2015**

<b>Dates</b>	<b>Module</b>	<b>Chapter</b>	<b>Topic/Activities</b>	<b>Due Dates</b>
1/14-1/16/2015			Course Orientation	Complete Self Introduction by Monday, January 19 at 1:00 p.m.
1/19-1/23/2015	1	10	Emotional Development and Nature versus Nurture	Module 1 Assignments due by Monday, January 26 at 1:00 p.m.
1/26-1/30/2015	2	6	Theories of Cognitive Development	Module 2 Assignments due by Monday, February 2 at 1:00 p.m. <b><i>Chapter 3 Team Presentation materials due on Thursday, January 29 by 1:00 pm.</i></b>
2/2-2/6/2015	3	3	<i>(Team 1)</i> Prenatal Development, Birth and the Newborn Perceptual and Motor Development	Module 3 Assignments due by Monday, February 9 at 1:00 p.m. <b><i>Chapter 4 Team Presentation materials due on Monday, February 2 by 1:00 pm.</i></b>
2/9-2/13/2015	4	4	<i>(Team 2)</i> Growth and Health	Module 4 Assignments due by Monday, February 16 at 1:00 p.m. <b><i>Chapter 5 Team Presentation materials due on Monday, February 9 by 1:00 pm.</i></b>
2/16-2/20/2015	5	5	<i>(Team 3)</i> Perceptual and Motor Development	Module 5 Assignments due by Monday, February 23 at 1:00 p.m.



				<b><i>Chapter 9 Team Presentation materials due on Monday, February 16 by 1:00pm.</i></b>
2/23-2/27/2015	6	9	(Team 4) Language and Communication	Module 6 Assignments due by Monday, March 2 at 1:00 p.m. <b><i>Chapter 11 Team Presentation materials due on February 23 by 1:00pm.</i></b> <b>EXAM 1 will be available next week</b>
3/2-3/6/2015	7	11	(Team 5) Understanding Self and Others	<b><i>Exam 1 will be available Thursday, March 5-Sunday March 8.</i></b> Module 7 Assignments due Monday, March 9 by 1:00 p.m. <b><i>Chapter 12 Team Presentation materials due on Monday, March 2 by 1:00 pm.</i></b>
3/9-3/13/2015	8	12	(Team 6) Moral Understanding and Behavior	Module 8 Assignments due by Monday, March 23 at 1:00 p.m. <b><i>Chapter 13 Team Presentation materials due on Monday, March 16 by 1:00 p.m.</i></b>
<b>NO CLASS 3/16-3/20 Enjoy your Spring Break!</b>				
3/23-3/27/2015	9	13	(Team 7) Gender and Development	Module 9 Assignments due by Monday, March 30 at 1:00 p.m.

3/30-4/3/2014	10	Chapter 13 Article activity	Newsweek: <i>The Trouble with Boys</i>	Module 10 Assignments due by Monday, April 6 at 1:00 p.m. <b><i>Chapter 14 Team Presentation materials due on Monday, March 30 by 1:00 p.m.</i></b>
4/6-4/10/2015	11	14	(Team 8) Family Relationships	Module 11 Assignments due by Monday, April 13 at 1:00 p.m. <b><i>Chapter 15 Team Presentation materials due on April 6 by 1:00 p.m.</i></b>
4/13-4/17/2015	12	15	(Team 9) Influences Beyond the Family	Module 12 Assignments due by Monday, April 20 at 1:00 p.m. <b><i>Chapter 8 Team Presentation materials due on April 13 by 1:00 p.m.</i></b> Exam 2 will be available next week.
4/20-4/24/2015	13	8	(Team 10) Intelligence and Individual Differences in Cognition	<b><i>Exam 2 will be available Thursday, April 23-Sunday, April 26.</i></b> Module 13 Assignments due by Monday, April 27 at 1:00 p.m.
4/27-5/1/2015			Work to complete Final Journal Reflection Paper	No formal assignment this week. Work to complete your Final Journal Reflection Paper.
5/4/2015			<b><i>NO LATE ASSIGNMENTS WILL BE ACCEPETED!</i></b>	<b>Final Journal Reflection Paper to be submitted by 1:00 p.m. today</b>
