

**Delta State University
Family and Consumer Sciences**

**FCS 326(hybrid)
MW 1:00 p.m.-1:50 p.m.
ttaylor@deltastate.edu**

**Instructor: Dr. Thomas W. Taylor
Ewing 115; 846-4319**

Course Designation

FCS 326 Child Development. Growth and development of the child, from conception through adolescence; emphasis on principles, theories, and characteristics of normal child development. Brief introduction to procedures appropriate for preschool. Service Learning consists of directed observation and participation with preschool-aged children. Lecture 1 hours, Service learning 2 hours per week (Must complete 24 hours of observation to pass the course).

Course Objectives: After completion of the course, the student will:

1. Describe the study of human development as a scientific discipline.
2. Explain the principles of human growth and development.
3. Explain the main ideas concerning the psychoanalytic, learning and cognitive developmental theories of child development.
4. Describe the developmental sequences and processes involved in social, emotional, cognitive, physical and motor development from conception through adolescence.
5. Identify the roles and functions of the family in the development of the child.
6. Explain the interactions between the various areas of child development, factors, resources and technology, public policy, and political processes.
7. Identify and apply principles and techniques of child guidance.
8. Relate developmental principles, sequences, and processes to observed behavior.

Text

Puckett, Black, Wittmer, & Petersen, "The Young Child," 5th edition, 2009, Pearson Publishers, ISBN: 13: 978-0-13-514776-4

Activities and Requirements

1. Participation in lecture and service learning activities.
2. Each student will participate in the Child Development Center 2 hours per week. Service learning grade will be based on lab attendance, performance, and 1 type written summary of observations made while in the lab. Mid-term and final conferences with lab teacher are required. (Must complete 24 hours of observation to pass the course).
3. Read chapters assigned in the text book and complete assignments.
4. 1 Reaction paper on journal articles.
5. Tests and final exam

Attendance Policy

Regular Attendance and active participation in class is expected of all students. Attendance is viewed as an essential element for achieving understanding of the course content since much of the material discussed in class will be a supplement to the text. Those students who have perfect attendance will have 5 points added to their final grade. Those students who miss only one class will have 3 points added to their final grade. Three tardies will be equal to one absence. (Must complete 24 hours of observation to pass the course).

Method of Evaluation

A= 90-100%	Exams & assignments=	40%
B= 80-89%	Reaction Papers =	20%
C= 70-79%	Class Participation =	10%
D= 60-69%	Laboratory =	20%
F= Below 60%	lab report=	10%

Policy on Late Assignments & Make-up Exams

Late Assignments will be penalized with a reduction of a letter grade. There will be an additional penalty of 2% per day until the assignment is submitted. Make-up exams after an excused absence will be taken outside of the normal classroom hour and must be taken soon after the return to class. Unexcused absences will result in the exam not being made-up and a zero recorded as the grade. Plagiarism/cheating will result in negative consequences determined by the instructor or reported to the department chair and dean of their school.

The student has the responsibility of informing the course instructor of any disabling condition which will require modifications to avoid discriminations. Delta State University provides academic adjustments and auxiliary aid to individuals with disabilities, as defined under law, who are otherwise qualified to meet the institution's academic requirements.

“Delta State University is committed to a policy of equal employment and educational opportunity. Delta State University does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. This policy extends to all programs and activities supported by the University.”

REACTION PAPER

Find two articles from journal and periodicals in the library. Write one reaction paper on the 2 articles.

Instructions

A reaction paper is your general response to information you have acquired through actual experience and/or written material. The paper should reflect your opinions regarding the experience and/or written material. Specifically, the reaction paper might address the following questions.

1. What did I learn from this experience/material?
2. What suggestions would I make, if any, regarding the experience/material to make it more worthwhile?
3. Do I agree or disagree with the author's points of view? Why?
4. What further information or research may be needed?
5. How did the experience/materials change my viewpoint?
6. What else would I have liked to learn about the experience/material?
7. Did my feelings, attitudes, or beliefs change as a result of the experience/material?
8. Did I learn more about topics important to me?
9. Did I learn something I never knew or thought before?
10. Did I gain new or fresh insights into things I already knew?

Writing Instructions

1. Each reaction paper should be 450 words using 12 fonts. There should be a cover page and a reference page for each paper. Put in one document and submit.
2. I prefer research based articles or articles written by highly qualified authors. Newspapers or entertainment magazines written by journalists who quote research are not acceptable.
3. I am more interested in your thoughts and not a summary of the articles.
4. The articles should not be older than 3 years old. I am looking for current research since our textbook was published.
5. Grading will consist of the following:
 - a. the quality of the article selected
 - b. neatness and grammatical correctness of the writing
 - c. the personal reaction content in the paper
 - d. how well the student followed instructions
6. You do not have to attach the articles.

Delta State University
College of Education Conceptual Framework

DELTA EDUCATION MODEL

Vision: The Delta State University College of Education promotes a vibrant educational community committed to preparing capable and confident candidates who can positively affect learning outcomes of students in the P-12 school setting. Appropriately illustrated by the Delta triangle, the model reflects candidate development through the triad of preparation, performance and professionalism, supported by the larger Delta educational community (faculty, educational partners, and alumni).

Guiding Principles:

1. **Education is a lifelong endeavor**, requiring an ever-expanding content knowledge base, a repertoire of skills, and a broad experience base. (GP1)
2. **Education is interactive and reflective**, a process that is accomplished through assessment and reflection of a collaborative nature. (GP2)
3. **Education is culturally contextualized**, requiring both an understanding and appreciation of the diversity of all individuals within the learning community. (GP3)
4. **Education is dynamic**, with change being driven by assessment data and the needs of all segments of the educational community. (GP4)
5. **Education is enhanced by technology**, infused throughout programs

and services. (GP5)