



# Calumet College of St. Joseph

## Course Syllabus

**Term: Fall 2017**

**Course #: MAT 504 R Child Development**

**Instructor: Mr. Scott C. Tabernacki, M. Ed.**

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**Office Hours: By appointment**

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Meet your instructor...

**Education Background:** I have a Masters in Education and my Principal Certificate from Concordia University Chicago (2015) and Bachelor of Arts degrees in Sociology and Secondary Education from Marquette University (2007).

**Professional Background:** I have been in education since graduating from Marquette in 2007. I have worked as a social studies, health, science, and math teacher at Holy Trinity High School and Christ the King Jesuit College Prep (Chicago). I have also spent 4+ years as a Dean of Students and Athletic Director at Holy Trinity High School (Chicago) and 1 year as Dean of Men at St. Rita of Cascia High School (Chicago). I am the current Principal of St. John the Baptist Catholic School in Whiting. This is my second semester as an adjunct professor and at Calumet College of St. Joseph.

**Course Time:** Saturdays, 8:00am-4:00pm; **Sept. 30th, Oct. 7th, 14th.**

**Course Description:** The teacher candidate will examine major theories and research on human development from birth through adolescent years and the implications of these for the professional educator. Topics include physical development, intelligence, perception, language, socio-emotional development, gender/role development, moral development, early experiences and developmental issues relating to education.

**Field experience is required.** Students will schedule a classroom observation and use a class observation tool to reflect on field experience. Students will also complete a field trip to observe

developmental aspects of multiple ages of children as well as an interview with one student at a given age (if applicable).

**Learning Outcomes/Competencies:**

1. Understand the various and theories on development and their implications/applications for professional educators.
  2. Explore and understand the influences of genetics and environment in development.
  3. Explore the roles of race, ethnicity, and identity.
  4. Review the phases of physical development.
  5. Review the growth of language.
  6. Explore and understand the concepts of intelligence, cognitive development and school performance.
  7. Understand the role of society in the development of children; compare and contrast the different effects of societal expectations on boys and girls.
  8. Understand the role of family and peer relationships and the importance of belonging.
  9. Construct appropriate learning experiences based on a child's developmental stage.
  10. Evaluate the impact of the most current brain research on child development.
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**Textbooks:**

McDevitt, Teresa M., and Jeanne Ellis. Ormrod. *Child Development and Education*  
Upper Saddle River, NJ: Merrill/Prentice Hall, 2002. Web.

Wood, Chip. *Yardsticks: Children in the Classroom, Ages 4-14*. Turner Falls, MA: Northeast Foundation for Children, 2007. Print.

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**Learning Strategies:** Group discussions, team projects, collaborative learning, direct instruction, presentations, assessments, reflection.

**Assessment:** A cluster of four experiences will provide the base for course assessment: Review of the Literature research paper, oral presentation, field experience reflection paper and class participation.

- **Multimedia Presentation of Child Development:** 5-7 minute presentation on topic
  - **Due September 30th**
- **Oral Presentation of Grade Level Developmental Expectations:** 10 min presentation
  - **Due October 7th**
- **Field Experience Reflection Paper:** two to three pages in length with standards and sources identified. This paper brings together your reflections in the cluster of field experiences associated with this course. This includes a summary of your assigned grade level age from Yardsticks by Chip Wood and a reflection comparing and contrasting the student(s) you observed in the classroom and the understandings learned in class.
  - **Due October 14th**
- **Class Collaboration/Quizzes/Participation/Attendance:** daily accountability for content.

**Grading Scale:**

<b>Grade</b>	<b>Point Value</b>
A	100-92
A-	91-90
B+	89-88
B	87-82
B-	81-80
C+	79-78
C	77-72
C-	71-70
D+	69-68
D	67-62
D-	61-60
F	59 & below

**Mission of the Education Program:** Respecting the diverse gifts and culture of each student, the Education Program of Calumet College of St. Joseph prepares quality teacher candidates for the 21st Century through a refining process, which ensures: (1) professional preparation; (2) continuous reflection; (3) ongoing transformation. The Education Program promotes a multicultural community characterized by diversity, integrity, compassion, and commitment.

**Vision of the Education Program:** Rooted in the Catholic tradition, the Education Program of Calumet College of St. Joseph: (1) values the dignity and worth of each teacher candidate; (2) shapes of attitudes and values; (3) strives for social justice; (4) instills a sensitivity for the poor and powerless; (5) refines professional competency and scholarship in every teacher candidate. At Calumet College of St. Joseph, we are committed to developing the natural abilities of our students, refining them into high quality professional educators.

**Class Policy on Attendance:** *On-time attendance* is expected for every class. All exceptions to this rule must be communicated in text via email. Assignments **MUST** be submitted on time. **Penalty for late papers is a 10 point loss each day it is late.**



## **Course Outline:**

### Presentations, Timeline, and Assignments

<b><u>Topics</u></b>	<b><u>Assignments</u></b>	<b><u>Date of Discussion</u></b>
Foundations and Biological Development	*Chapters 1, 3, 4, 5 * <i>Yardsticks</i> review *Family, culture, and physical development *Multimedia presentations	Saturday, September 30th
Cognitive Development	*Chapters 6,7,8,9, and 10 *Cognitive development, nature v. nurture, language development *Multimedia presentations	Saturday, October 7th
Social Behavior Development in Children	*Chapters 11, 12, 13, 14 *Multimedia presentations *Group grade level presentations *Evaluations	Saturday, October 14th
	* <b>All material due</b> *Late assignments will face 5% deduction per day.	Saturday, October 21st

**Student Success Center:** The Student Success Center supports Calumet College of St. Joseph students through an interactive learning experience. Students work with tutors to develop course competencies and study skills such as time management, test preparation, and note taking. In addition, students are provided with tutoring support to help pass courses, to improve grade point average, and to promote continuing education and career advancement. Tutors have a specific charge: to help students learn how to master specific subject matter and to develop effective learning skills. The Student Success Center is open to all students at Calumet College of St. Joseph at no charge and is available to support academic courses at the introductory and advanced levels. For assistance, please contact the Student Success Center at 219.473.4287 or stop by room 413.

The Supplemental Instruction (SI) Program is an academic support program designed to increase student performance and retention. The SI Program provides peer-assisted study sessions to aid students in academic courses that often prove challenging. Weekly study sessions are led by a supplemental instructor, a “peer facilitator” who helps students master course content and practice effective study skills. In SI sessions, students are provided with an opportunity to review lecture notes, clarify difficult concepts, discuss ideas, and study for tests in group settings. SI sessions are for students who need or want supplemental instruction in courses in which SI support is provided. Student may attend as many sessions as they deem helpful. For more information regarding the SI Program, contact the Academic Support Programs Office at 219.473.4352.

**Statement of Plagiarism:** If an instructor or other Calumet College of St. Joseph personnel find that a student has plagiarized or been involved in another form of academic dishonesty, the instructor or other personnel may elect to bring the matter up for judicial review. The maximum penalty for any form of academic dishonesty is dismissal from the College. The procedures for judicial review are listed under the section of CCSJ handbook that addresses student grievances. PLEASE NOTE: All papers can and may be submitted for checks on plagiarism from the Internet/electronic sources/databases.

**Citation/Guidelines:** Calumet College of St. Joseph uses citation guidelines, generally MLA or APA format, to document sources quoted or paraphrased in student papers. Check the syllabus for each course to see what each instructor requires. The Library has reference copies of each manual. The Bookstore has copies for sale when required by the instructor. In addition, there are brief MLA and APA checklists in your spiral “Student Handbook and Planner” and on the Library website and literature rack. These texts show how to cite references from many sources, including electronic media, as well as how to space and indent the “Works Cited” and “References” pages respectively. EBSCO and ProQuest articles provide both formats for you to copy and paste. Also, visit <https://owl.english.purdue.edu/owl/> for guidelines on both formats from Purdue Online Writing Lab.

**Withdrawal from Classes Policy:** After the last day established for class changes has passed (see College calendar), students may withdraw from a course in which they are registered and wish to discontinue. A written request detailing the reason(s) for the withdrawal must be completed with the Office of Academic Advising and filed with the Registrar. The Office of Academic Advising must receive written requests for withdrawal by the last day of classes prior to the final examination dates specified in the catalogue. Written requests should be submitted in person or, when an in-person visit is not possible, may be mailed to the Office of Academic Advising, emailed, or faxed to **219.473.4336**. Students are to make note of the refund schedule when withdrawing from courses. If the request requires instructor approval per the College calendar, it must be forwarded to the faculty member, who makes the final determination to accept or deny the request.

If the request is honored by the faculty member, the students will receive notification of official withdrawal from the Registrar after meeting or speaking with a member of Academic Advising, Financial Aid and Athletics (if applicable). The departments will notify the students of academic, financial, and athletic eligibility effects of a possible withdrawal.

An official withdrawal is recorded as a “W” grade on the student’s transcript. Discontinuing a course without a written request for withdrawal automatically incurs an “FW” grade for the course (see Refund Schedule). Failure to Withdraw (FW) is indicated when the student does not complete withdrawal paperwork with the Office of Academic Advising nor does the student notify the instructor of their intent to withdraw due to an illness, accident, grievous personal loss, or other circumstances beyond the student’s control. This grade is submitted by the instructor at the end of the term.

**Disability Services:** Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans Disability Act (ADA) guidelines. Students must meet with the Coordinator of Disability Services to complete an intake form in order to request an accommodation and/or an auxiliary aid (*i.e.: additional time for tests, note taking assistance, special testing arrangements, etc.*) It is the student’s responsibility to contact the Academic Support Programs Office to request an accommodation at least **one month prior** to enrollment for each academic term. Students who are requesting an accommodation and/or an auxiliary aid must submit documentation from a professional health care provider to verify eligibility under Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act of 1990. The cost of obtaining the professional verification is the responsibility of the student.

If a student believes that he or she needs a “reasonable accommodation” of some kind because of a physical, psychological, or mental condition, he or she should contact Disabilities Services. The Coordinator will secure documentation pertinent to the disability and work with faculty and staff, if necessary, to address the matter. All questions and inquires pertaining to disability services should be directed to the Disability Services Coordinator at 219.473.4349.

**CCSJ Alert:** Calumet College of St. Joseph utilizes an emergency communications system that transmits messages via text, email, and voice platforms. In the event of an emergency, of weather related closings, or of other incidents, those students who are registered for the system shall receive incident specific message(s) notifying them of the situation. Please sign up for this important service at any time on the College’s website - <http://www.ccsj.edu/Alerts/Index.html>. Alternatively, you can register at the time you register for classes. This service requires each use to register once per academic year. Therefore, at the beginning of each academic year, please remember to re-register for the system.

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**School Closing Information:**

**CCSJ Alerts:** An emergency communications system that transmits messages via text, email, and voice platforms. Please sign up for this important service at any time on the College’s website - <http://www.ccsj.edu/Alerts/Index.html>.

**Internet:** <http://www.ccsj.edu>.

**Radio:** 1500AM, 720AM, 105.5FM, 890AM, 107.1FM, 780AM

**TV:** Channels 2, 5, 7, 9, 12



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