
Calumet College



of Saint Joseph

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Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.

COURSE SYLLABUS, Fall 2018**Course: EDUC 313 Child Development****Instructor Information:**

Instructor Name	Alyssa Rodriguez
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Hours Available:	Monday/ Wednesday 1 - 5

Instructor Background:

Alyssa Rodriguez has a BS in Mathematics Education, a MA in Leadership in Teaching, and is finishing a Ph.D. in Research Methodology. Alyssa teaches research methods at the graduate level, statistics at the undergraduate level, and consults in the areas of general research and data analysis.

Education Mission Statement

The Education Department of Calumet College of St. Joseph supports the mission of the College to prepare a diverse population for professional careers and graduate education. Guided by a Catholic vision of social justice, the education program empowers teacher candidates to improve their personal lives and to create a more equitable society through education. Our mission, therefore, is to implement justice oriented educational experiences for teacher candidates and professional educators that reflect current theory and best practice in the profession according to three essential and interrelated pillars: professional preparation, continuous and critical reflection, and ongoing personal and professional transformation.

Education Vision Statement

The Education Department is deeply committed to the Calumet College of St. Joseph mission to provide quality education for its diverse population which fulfills an essential goal of the College mission: the formation of academic, spiritual, moral, and ethical values in support of social justice and personal responsibility. Through quality education, teacher candidates can contribute to the just transformation of values and social structures within society, promoting human dignity, freedom, responsibility, and creativity. Thus, the Education Department contributes to the building of a socially just society wherein the inherent dignity and rights of the individual person are respected and protected in solidarity with others in

community. Drawing from the mission of the College and the values of the Missionaries of the Precious Blood (C.P.P.S.), the vision of the Department empowers teacher candidates to become effective P-12 educators through the processes of preparation, reflection and transformation. These effective educators demonstrate academic and ethical values and teach students to be morally responsible individuals who prize the acquisition of knowledge for the sake of transforming society towards justice.

Course Information:

Course Time:	October 15 – November 1 Monday – Thursday 8am – 12pm
Classroom:	TBA
Prerequisites:	EDUC 200 and 300
Required Books and Materials:	McDevitt, M. T., & Ormrod, E. J. (2016). Child development and education (6th ed.). New York: Pearson Education, Inc.

Students will be able to do the following as a result of participating in this course:

- Understand the various research and theories on development and their implications/applications for professional educators.
- Explore and understand the influences of genetics and environment in development.
- Explore the roles of race, ethnicity, and identity.
- Articulate the phases of physical development.
- Articulate the growth of language development.
- Explore and understand the concepts of intelligence, cognitive development and school performance.
- Understand the role of society in the development of children; compare and contrast the different effects of societal expectations on boys and girls.
- Understand the role of family and peer relationships and the importance of belonging.
- Construct appropriate learning experiences based on a child’s developmental stage.
- Evaluate motivational theories and their use in classrooms
- Apply the principles in the Ages and Stages Questionnaire

Course Description:

This course examines major theories and findings concerning human development from birth through the elementary 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, and developmental issues relating to education. Field experience required.

Learning Strategies:

- Group discussions
- Lecture
- Active group work
- Web based educational technologies
- Field Experience
- Presentations
- Research

- Assessments

Experiential Learning Opportunities: This course includes field experience where students spend time in local classrooms.

Assessments:

Assignment	Points
Research Paper: Research a Child Development Theory/Theorist (10 pages including reference list and cover page). Research Paper must include an Introduction, Overview of Theory/Theorist, Application of Theory to Child Development and Education, Discussion/Conclusion.	40
Field Experience Report and Presentation: (8 pages including reference list and cover page/15 minutes Presentation) Assignment details will be provided by the Instructor.	40
Quizzes: quizzes will cover selected chapters from the course Textbook. The Instructor will inform the class of those chapters prior to the quiz date.	30

Standards Addressed:

Course Performance Objectives Aligned with INTASC, ACEI, IDOE (Elementary), NBPTS

<i>Course Performance Objective</i>	<i>INTASC</i>	<i>ACEI</i>	<i>IDOE</i>	<i>BPTS</i>
Understand the various research and theories on development and their implications/applications for professional educators	1.2	1.0	1.1, 2.1	1
Explore and understand the influences of genetics and environment in development.	1.2	1.0	1.2	1
Explore the roles of race, ethnicity, and identity.	3.2	3.1 – 3.2	1.3, 2.2	1
Articulate the phases of physical development	1.2	1.0	1.3, 2.1	1
Articulate the growth of language development.	1.2	1.0	1.6, 2.2	1
Explore and understand the concepts of intelligence, cognitive development and school performance.	1.2, 3.3	1.0	1.5, 2.7	1, 2
Understand the role of society in the development of children; compare and contrast the different effects of societal expectations on boys and girls.	1.2	1.0	1.3, 2.3, 2.10	1
Understand the role of family and peer relationships and the importance of belonging.	1.2	3.1 – 3.2	1.4, 2.10	1
Construct appropriate learning experiences based on a child's developmental stage.	1.2	1.0	1.1, 2.7, 2.2	1
Evaluate motivational theories and their use in classrooms	5	1, 3.4	1.4, 2.10	1, 2
5				
Apply the principles in the Ages and Stages Questionnaire	5, 1.2	5.1	1.2, 2.1	1

Grading Scale:				
100 – 92: A	89 – 88: B+	79 – 78: C+	69 – 68: D+	59 and below: F
91 – 90: A-	87 – 82: B	77 – 72: C	67 – 62: D	
	81 – 80: B-	71 – 70: C-	61 – 60: D-	

Schedule:		
Class Date	Topic	Reading Assignment and Due Dates
Week 1	Foundations in Child Development; Biological Development	
Monday 10/15	Introductions, Class Expectations, Syllabus Overview/Assignments Overview Making a Difference in the Lives of Children and Adolescents	Chapter 1
Tuesday 10/16	Research and Assessment	Chapter 2
Wednesday 10/17	Family, Culture, and Community Biological Beginnings	Chapters 3 and 4
Thursday 10/18	Physical Development	Chapter 5
Week 2	Cognitive Development	
Monday 10/22	Quiz 1 Cognitive Development: Piaget and Vygotsky; Cognitive Development: Cognitive Processes	Chapters 6 and 7
Tuesday 10/23	Intelligence	Chapter 8
Wednesday 10/24	Language Development Development in the Academic Domains	Chapters 9 and 10

Thursday 10/25	Field Experience/Observation Cite Visits	none
Week 3	Social and Emotional Development	
Monday 10/29	Quiz 2 Emotional Development Development of Self and Social Understandings	Chapters 11 and 12
Tuesday 10/30	Self-Regulation and Motivation Moral Development	Chapters 13 and 14
Wednesday 10/31	Peer School and Society	Chapter 15 Field Experience Reports and Presentations Due
Thursday 11/01	Quiz 3	Research Paper Due

***I reserve the right to change this schedule to meet the needs of the class.**

Responsibilities	
Attending Class	<p>You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. However, we do not want to penalize students for participating in college-sponsored events. When you miss class because of a college event, you must give notice of your absence in advance, and you are responsible for all missed work. Being absent doesn't excuse you from doing class work; you have more responsibilities to keep up and meet the objectives of this course.</p> <p>Intellectual growth and success in college is reinforced through interaction in the classroom. Students reach personal goals and course outcomes through regular and prompt attendance. Practicing statistics is important and class should not be missed. Therefore, if a student is absent two (2) times the student will be subjected to a grade of F or FW per policy stated under the Withdrawal from Classes section on this syllabus.</p>
Turning In Your Work	<p>You cannot succeed in this class if you do not turn in all your work on the day it is due. Late work will be accepted under special circumstances; in such cases, your score will decrease 1% each day for the first 7 days, and 10% each subsequent week.</p>

CCSJ Student Honor Code	<p>This course asks students to reaffirm the CCSJ Student Honor Code:</p> <p>I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to:</p> <ul style="list-style-type: none"> • Continuously embrace honesty and curiosity in the pursuit of my educational goals; • Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my community; • Do my own work with integrity at all times, in accordance with syllabi, and without giving or receiving inappropriate aid; • Do my utmost to act with commitment, inside and outside of class, to the goals and mission of Calumet College of St. Joseph.
Using Electronic Devices	<p>Electronic devices can only be used in class for course-related purposes. If you text or access the Internet for other purposes, you may be asked to leave, in which case you will be marked absent.</p>
Participating in Class	<p>You must be on time, stay for the whole class and speak up in a way that shows you have done the assigned reading. If you are not prepared for class discussion, you may be asked to leave, in which case you will be marked absent.</p>
Doing Your Own Work	<p>If you turn in work that is not your own, you are subject to judicial review, and these procedures can be found in the College Catalog and the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p> <p>Using standard citation guidelines, such as MLA or APA format, to document sources avoids plagiarism. The Library has reference copies of each of these manuals, and there are brief checklists in your Student Handbook and Planner.</p> <p>PLEASE NOTE: All papers may be electronically checked for plagiarism.</p>
Sharing Your Class Experience	<p>At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are essential to our ongoing efforts to ensure that you have a great experience that leaves you well prepared for your future. Take the time to complete your course evaluations – we value your feedback!</p>
Withdrawing from Class	<p>After the last day established for class changes has passed (see the College calendar), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog.</p>

Resources	
Student Success Center:	<p>The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library.</p>
Disability Services:	<p>Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.</p>

Student Assistance Program	This free and confidential counseling service is available on-campus to help you deal with personal issues. The counseling office is in Room 301. You can reach them at 219 473-4362 (on campus) or 219-736-4067.
CCSJ Alerts:	Calumet College of St. Joseph's emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College's website at: http://www.ccsj.edu/alerts/index.html .

Emergency Procedures

MEDICAL EMERGENCY

EMERGENCY ACTION

1. Call 911 and report incident.
2. Do not move the patient unless safety dictates.
3. Have someone direct emergency personnel to patient.
4. If trained: Use pressure to stop bleeding.
5. Provide basic life support as needed.

FIRE

EMERGENCY ACTION

1. Pull alarm (located by EXIT doors).
2. Leave the building.
3. Call 911 from a safe distance, and give the following information:
 - Location of the fire within the building.
 - A description of the fire and how it started (if known)

BUILDING EVACUATION

1. All building evacuations will occur when an alarm sounds and/or upon notification by security/safety personnel. **DO NOT ACTIVATE ALARM IN THE EVENT OF A BOMB THREAT.**
2. If necessary or if directed to do so by a designated emergency official, activate the building alarm.
3. When the building evacuation alarm is activated during an emergency, leave by the nearest marked exit and alert others to do the same.
4. Assist the disabled in exiting the building! Remember that the elevators are reserved for persons who are disabled. **DO NOT USE THE ELEVATORS IN CASE OF FIRE. DO NOT PANIC.**
5. Once outside, proceed to a clear area that is at least 500 feet away from the building. Keep streets, fire lanes, hydrant areas and walkways clear for emergency vehicles and personnel. The assembly point is the sidewalk in front of the college on New York Avenue.
6. **DO NOT RETURN** to the evacuated building unless told to do so by College official or emergency responders.

IF YOU HAVE A DISABILITY AND ARE UNABLE TO EVACUATE:

Stay calm, and take steps to protect yourself. If there is a working telephone, call 911 and tell the emergency dispatcher where you are **or** where you will be moving. If you must move,

1. Move to an exterior enclosed stairwell.
2. Request persons exiting by way of the stairway to notify the Fire Department of your location.
3. As soon as practical, move onto the stairway and await emergency personnel.

4. Prepare for emergencies by learning the locations of exit corridors and enclosed stairwells. Inform professors, and/or classmates of best methods of assistance during an emergency.

HAZARDOUS MATERIAL SPILL/RELEASE

EMERGENCY ACTION

1. Call 911 and report incident.
2. Secure the area.
3. Assist the injured.
4. Evacuate if necessary.

TORNADO

EMERGENCY ACTION

1. Avoid automobiles and open areas.
2. Move to a basement or corridor.
3. Stay away from windows.
4. Do not call 911 unless you require emergency assistance.

SHELTER IN PLACE

EMERGENCY ACTION

1. Stay inside a building.
2. Seek inside shelter if outside.
3. Seal off openings to your room if possible.
4. Remain in place until you are told that it is safe to leave.

BOMB THREATS

EMERGENCY ACTION

1. Call 911 and report incident.
2. If a suspicious object is observed (e.g. a bag or package left unattended):
 - Don't touch it!
 - Evacuate the area.

TERRORISM AND ACTIVE SHOOTER SITUATIONS

EMERGENCY ACTION

1. Call 911 and report intruder.

RUN, HIDE OR FIGHT TIPS:

1. **Prepare** – frequent training drills to prepare the most effectively.
2. **Run and take others with you** – learn to stay in groups if possible.
3. **Leave the cellphone.**
4. **Can't run? Hide** – lock the door and lock or block the door to prevent the shooter from coming inside the room.
5. **Silence your cellphone** -- use landline phone line.
6. **Why the landline?** It allows emergency responders to know your physical location.
7. **Fight** – learn to “fight for your life” by utilizing everything you can use as a weapon.
8. **Forget about getting shot – fight!** You want to buy time to distract the shooter to allow time for emergency responders to arrive.

9. **Aim high** – attack the shooter in the upper half of the body: the face, hands, shoulder, neck.
10. **Fight as a group** – the more people come together, the better the chance to take down the shooter.
11. **Whatever you do, do something** – “react immediately” is the better option to reduce traumatic incidents.