**HDFS 225**

Mark Weiss – Psychology/DG Instructor

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             Syllabus for Infant and Child Development, HDFS 225

CRN 43932

Instructor: Mark Weiss

Email: weissm@linnbenton.edu

Office: SSH-210

Office hour: Wednesdays 3-4

Classroom: IA-231

Class Time: Mondays and Wednesdays from 1-3.

Text: *Infants, Children, and adolescents*, by Berk and Myers.

        Note: This is also the text for HDFS 229, Adolescent Development.

        So, two texts for the price of one.

        There are copies in the library, for two day; AND, the library will let you            copy pages of the text onto your phone.

   Course Description

This course focuses on the development of children ages prenatal to 7 years. All domains of development are covered: Cognitive, emotional, language, moral, physical, and social.The course also includes topics for persons interested in working with children in this age range: Curriculum design, school-age care, building relationships, and effective guidance.

   Class Structure

The class operates, to some extent, as a "flipped classroom," in that students are expected to arrive having done the reading for that day, and be prepared to participate in class discussions (and there will be a lot of discussions). In addition, there will be a reflective writing in each class session, usually based on the assigned reading. Students who qualify for extra time, or to write in a less public space, can make arrangements by speaking to me after class.

   Grading

Written reflection will be worth 3 points each. There will be 17 of them, so that equals 51 points. There will also be one larger paper worth 25 points and a final exam worth 25 points. Bringing the total possible points to 101.

90=A

80=B

70=C

60=D

   Cell Phone Policy

Phones, and all devices, should be turned off during class. The only exception would be if it is an accommodation through Accessibility Resources, or for an in class assignment by the instructor.

   Success Tips

- Attend Class. A lot happens in class. Daily writing, course changes are announced, etc.

- Do the reading that's assigned for each class session.

- Get some sleep. To learn your brain and body need to be refreshed.

- Prioritize your day, and always do the most important things first.

- Ask for help. From your instructor, a counselor, the learning center, CFAR, etc.

- Persevere. Every term brings challenges. Sticking it out matters.

   Drop Policy

Students who do not come to class in the first week will be dropped. Students who miss more than three class sessions are encouraged to drop the course.

   Special Needs

LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in the class, please talk to your instructor as soon as possible to discuss your needs. If you believe you may need accommodations but are not yet registered with CFAR, please visit the [CFAR Website](https://www.linnbenton.edu/cfar) for steps on how to apply for services or call 541-917-4789.

   Statement of Inclusion

 The LBCC community is enriched by diversity. Everyone has the right to think, learn, and work together in an environment of respect. Tolerance, and goodwill. We will work toward creating a community without prejudice, intimidation, or discrimination.

    Student Services

 Counseling: Like many subjects, Child Development can bring up difficult issues for students.  It’s important for students to know that, if you find yourself feeling stressed after any class, you can always talk to me. But you can also request to see a counselor. Counselors are available in the Advising Center in Takena Hall at the Albany Campus; and at the Learning and Career at Benton Center, in Corvallis.

Personal Services: Any student who has difficulty affording groceries or food, or who lacks a safe and stable place to live, is urged to contact a Student Resource Navigator in the Single Stop Office (Takena-112): Amanda Stanley, stanlea@linnbenton.edu, 541-917-4877. The navigator can connect students to resources. Furthermore, please talk with your instructors if you are comfortable doing so. This will enable them to provide any resources that they may have.

Instructional Services: There are instructional support services at the Learning Center in WH-226, the Writing Center in WH-200, and the Support Lab in RCH-114. The Library is located in WH-137.

Quiet Space: The Diversity Achievement Center, the library, and the Center For Accessibility Resources all have quiet work space where students can study, or just get some down time.

   Course Outcomes

1. Describe the developmental trajectories of children in terms of physical, cognitive, social, and emotional development.

2. Evaluate the developmental stages of individual children.

5. Describe theories and concepts of child development including Piaget's theory of cognitive development and Erickson's psychosocial theory.

Schedule of reading assignments

April 3:  Pages 1-20 of chapter one

April 8:  Pages 21- 46 of chapter one

April 10: Pages 51-68 of chapter two

April 15: Pages 68-88 of chapter two

April 17: Pages 90-120 of chapter three

April 22: Pages 122-138 of chapter four

April 24: Pages 139-156 of chapter four

April 29: Pages 158-176 of chapter five

May 1:   Pages 177-198 of chapter five

May 6:  Pages 200-222 of chapter six

May 8:  Pages 223-242 of chapter six

May 13: Pages 244-260 of chapter seven

May 15: Pages 261-280 of chapter seven

May 20: Pages 285-308 of chapter eight

May 22: Pages 310-326 of chapter nine

May 29: Pages 327-354 of chapter nine

June 3: Pages 356-379 of chapter ten

June 5: Pages 380-400 of chapter ten