**HDFS 225**

Mark Weiss – Psychology/DG Instructor

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             Syllabus for Infant and Child Development, HDFS 225

CRN 30664

Instructor: Mark Weiss

Email: [weissm@linnbenton.edu](mailto:weissm@linnbenton.edu)

Office: SSH-210

Office hour: Thursdays, 12-1

Classroom: IA-231

Class Time: Tuesday and Thursday, 10-12

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, or two hour, loans.

   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

This course is taught face-to-face. There will be a great deal of class discussion, small group work, as well as some lecture. There will be an in class reflective writing, based on the assigned reading, every class session. Students who qualify for extra time, or to write in a less public space, can make arrangements by speaking to me after class.

   Grading

Each written reflection, will be worth 4 points. There are 20 class sessions, so that equals 80 points. There will also be an end of term assignment worth 20 points. Bringing the total possible points to 100.

90=A

80=B

70=C

60=D

   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 that 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](mailto: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.

3. Use child development concepts to support and nurture children's growth and development.

4. Describe theories and concepts of child development including, but not limited to, Piaget's cognitive theory and Ericson's psychosocial theory.

5. Develop responses to children's behaviors based on theoretical perspectives.

6 Relate course materials, current research, issues, and practical implications.

Assignments and class schedule

January 8th   Introduction to the course and the grading system. Discussion of the importance and history in studying Child Development.

January 10 Chapter One: History, Theory and Research- pages 1-20

January 15  Chapter One: History, Theory, and Research- pages 21-46

January 17 Chapter two: Genetic and Environmental Foundations- Pages 51-68

January 22 Chapter two: Genetic and Environmental Foundations- Pages 68-88

January 24 Chapter three: Prenatal Development- Pages 90-113

January 29 Chapter three: Prenatal Development pages 114-120

January 31 Chapter four: Birth and Newborn Baby- pages 122-138

February 5   Chapter four: Birth and Newborn Baby- pages 139-156

February 7   Chapter five: Physical Development in Infancy and Toddlerhood- pages 158-176

February 12 Chapter five: Physical Development in Infancy and Toddlerhood- pages 177-198

February 14 Chapter six:Cognitive Development in Infancy and Toddlerhood- pages 200-222

February 19 Chapter six:Cognitive Development in Infancy and Toddlerhood- pages 223-242

February 21 Chapter seven: Emotional and Social Development in

                                         Infancy and Toddlerhood- pages 244-260

February 26 Chapter seven: Emotional and Social Developement in

                                         Infancy and Toddlerhood- pages 261-280

February 28 Chapter 8: Physical Development in Early Childhood- pages 285-308

March 5       Chapter 9:Cognitive Development in Early Childhood- pages 310-326

March 7       Chapter 9: Cognitive Development in Early Childhood- pages 327-354

March 12     Chapter 10: Emotional and Social Development in Early Childhood- pages 356-379

March 14     Chapter 10: Emotional and Social Development in Early Childhood- pages 380-400

March 19     Final project due

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