

Syllabus for Infant and Child Development, HDFS 225

CRN 20564

Instructor: Mark Weiss

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Office: IA-231A

Office hour: Wednesdays 3-4

Classroom: T-207

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. The bookstore has both new and used copies available, there is a copy available at the library, and the library will let you copy pages of the text on your phone, under certain conditions.

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 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

PLEASE NOTE: Although a variety of presentation styles will be used, this class involves a great deal of small group discussion. Students are expected to arrive having done the reading for that day, and be prepared to participate fully in critical discussions of the material. If this is not a classroom style that you enjoy, you may wish to take another class.

In addition, there will be a short, reflective writing in each class session, usually based on a question from 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 10 points each. There will be 17 of them, so that equals 170 points. There will be one larger paper worth 100 points. The mid-term is worth 100 points. And final will be worth 130 points. The total points possible, therefore is 500 points.

450=A

400=B

350=C

300=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. Besides instruction, any course changes are announced, and questions about exams and papers are answered
- 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](#) 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 Tadena Hall at the Albany Campus; and at the Benton Center's Learning and Career Center Benton, in Corvallis.

Personal Services: Any student who needs help with health care, or who lacks a safe and stable place to live, is urged to contact a Student Resource Navigator in the Single Stop Office (Tadena-112): Amanda Stanley, stanlea@linnbenton.edu, 541-917-4877. The navigator can connect students to resources. You can also speak to your instructors if you are comfortable doing so.

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. Describe theories and concepts of child development including Piaget's theory of cognitive development and Erickson's psychosocial theory.
4. Develop critical thinking skills, especially as they pertain to the development of children.

Schedule of reading assignments and Exams

September 30: Pages 1-20 of chapter one

October 2: Pages 21- 46 of chapter one

October 7: Pages 51-68 of chapter two

October 9: Pages 68-88 of chapter two

October 14: Pages 90-120 of chapter three

October 16: Pages 122-138 of chapter four

October 21: Pages 139-156 of chapter four

October 23: Pages 158-176 of chapter five

October 28: Pages 177-198 of chapter five

October 30: Pages 200-222 of chapter six, MID-TERM EXAM

November 4: Pages 223-242 of chapter six

November 11: Holiday

November 13: Pages 244-260 of chapter seven

November 18: Pages 261-280 of chapter seven

November 20: Pages 285-308 of chapter eight, TERM PAPER DUE

November 25: Pages 310-326 of chapter nine

November 27: Pages 327-354 of chapter nine

December 2: Pages 356-379 of chapter ten

December 4: Pages 380-400 of chapter ten

December 9: FINAL EXAM