



# Abraham Baldwin

## AGRICULTURAL COLLEGE

A State College of the University System of Georgia

TIFTON, GEORGIA

### Course Syllabus

<b>Course Name:</b> Introduction to Child Development
<b>Course Number:</b> FACS 1103
<b>Course Description:</b> 3 hours. A study of the development and needs of the infant through adolescence and how these needs may be met by the various members of the family and educational institutions. The course will focus on four central issues in child development: nature vs. nurture, plasticity, continuity vs. discontinuity, and reasons for individual differences.
<b>Course Learning Outcomes:</b> <ol style="list-style-type: none"><li>1. Describe the contributions of biological and environmental features (including culture) to the development of children and the learning process.</li><li>2. Explain major theoretical models that summarize and organize our understanding of the course of child development and the differing contributions of these models.</li><li>3. Identify universal, group, and individual differences in the development of children and the factors that account for these differences.</li><li>4. Explain the physical, cognitive, communicative/linguistic and socio-emotional development of the child from prenatal to adolescence.</li></ol>
<b>Institutional Absence</b> <p>A student who serves as an official representative of the college is defined as one who:</p> <ol style="list-style-type: none"><li>1. is authorized to use the college name in public relationships outside the institution;</li><li>2. regularly interacts with non-college individuals and groups over an extended period of time (at least one semester);</li><li>3. represents the college as a part of a group and not as an individual;</li><li>4. represents the college under the direct supervision of a college faculty or staff member; and</li><li>5. is authorized in writing, in advance, by the President of the college.</li></ol> <p>Such a student is in no way released from the obligations and responsibilities of all students, but will not be penalized with unexcused absences when absences result from regularly scheduled activities in which he/she represents the college.</p> <p>Further, it is the responsibility of each student to contact instructors prior to the absence and to make arrangements to make up any work that will be missed, in a manner acceptable to the instructor. Advisors of activities will schedule off-campus activities in a manner that does not unduly disrupt the learning process for a student.</p>
<b>College Policy on Academic Dishonesty:</b> <p>A. Academic Dishonesty</p> <p>Academic irregularities include, but are not limited to, giving or receiving of unauthorized assistance in the preparation of any academic assignment; taking or attempting to take, stealing, or otherwise obtaining in an unauthorized manner any material pertaining to the education process; selling, giving, lending, or otherwise furnishing to any person any question and/or answers to any examination known to be scheduled at any subsequent date; fabricating, forging, or falsifying lab or clinical results; plagiarism in any form related to themes, essays, term papers, tests, and other assignments; breaching any confidentiality regarding patient information.</p> <p>B. Disciplinary Procedures</p> <ol style="list-style-type: none"><li>1. When a faculty member suspects that a student has engaged in academic dishonesty,</li></ol>



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the faculty member will contact the Office of the Vice President for Academic Affairs. The Vice President for Academic Affairs will notify the student in writing of the report and will appoint a neutral person from among the faculty or staff to meet with the faculty member who reported the matter and the student(s) believed to have engaged in academic dishonesty. The purpose of the meeting, to be scheduled by the Office of the Vice President for Academic Affairs, will be to provide a facilitated discussion about what may have occurred. The faculty member who reported the matter, the student(s) believed to have engaged in academic dishonesty, and the facilitator are the only participants in the meeting. Audio nor video recordings of these proceedings will be permitted. Following the discussion, the facilitator will submit a form summarizing results of the proceedings to the Office of the Vice President for Academic Affairs.

2. The faculty member and student(s) may reach an agreement about the matter and, if dishonesty is involved, may determine the appropriate consequences. If no resolution is agreed upon, the matter will be forwarded to the Dean of Student Life and Housing, who will convene the Student Judiciary Committee to determine the outcome of the allegation.
3. Guidelines for disciplinary procedures as outlined in Section V of the Student Code of Conduct will be applicable in cases involving alleged academic dishonesty. A written copy of the recommendations by the Student Judiciary Committee shall be sent not only to the student but also to the faculty member who made the allegations of academic dishonesty against the student, to the Vice President for Academic Affairs, and to the President.
4. Prior to any finding of responsibility on the part of the student, the faculty member shall permit the student to complete all required academic work and shall evaluate and grade all work except the assignment(s) involved in the accusation of dishonesty. The faculty member may, however, take any action reasonably necessary to collect and preserve evidence of the alleged violation and to maintain or restore the integrity of exam or laboratory conditions.
5. A student may not withdraw from a course to avoid penalty of plagiarism or other forms of academic dishonesty.

### C. Appeals Process

Students have the right to appeal a Student Judiciary Committee hearing recommendation in accordance with the following procedures:

1. Requests for appeals must be submitted in writing to the Office of the Vice President for Student Affairs within five business days of the date of the letter notifying the student of the original decision. Failure to appeal within the allotted time will render the original decision final and conclusive.
2. Written requests for appeals must be specific and detailed as to the nature and substance of the student's complaint and must clearly indicate what action is requested. The written request should specify the grounds for appeal. Judicial recommendations may be appealed on the following grounds:
  - A violation of due process
  - Prejudicial treatment by the original hearing body
  - New evidence has become available which was not available at the time of the hearing.
3. Appeals shall be decided upon the record of the original proceedings, the written appeal submitted by the defendant, and any written briefs submitted by other participants. Cases will not be reheard on appeal.
4. If the student is dissatisfied with the decision of the Vice President for Student Affairs, the student may request in writing that the President consider the appeal, but such request must be made within five business days of the Vice President's



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- decision or the Vice President's decision will be considered final and conclusive.
5. Within five business days of receiving the appeal, the President will either rule on the appeal or refer the appeal to a special Presidential Panel. The Presidential Panel will review all facts and circumstances connected with the case and within five business days make a report of its findings to the President. After consideration of the Panel's report, the President will within five business days make a decision which shall be final so far as the College is concerned.
  6. Should the student be dissatisfied with the President's decision, written application may be made to the Board of Regents for a review of the decision. This application must be submitted within twenty days following the decision of the President. Additional information regarding procedures for appealing to the Board is available in the Office of the Vice President for Student Affairs. The decision of the Board shall be final and binding for all purposes.

If there is a student in this class who has specific needs because of learning disabilities or any other disability, please feel free to contact the instructor.

This is a partial syllabus. More detailed information relating to the class and Instructor will be made available to each student.

Course Syllabus  
FACS 1103  
Introduction to Child Development  
Spring 2010  
Tuesday/Thursday  
11:00-12:15  
CRN 30283

**Instructor:** Dr. Darby T. Sewell  
**Office:** 205 Bowen Hall  
**Phone:** 229-391-4810  
**Email:** dsewell@abac.edu  
**Office Hours:** By appointment

#### **Class Materials:**

**Textbook:** Lightfoot, C., Cole, M., & Cole, S.R. (2009). *The Development of Children* (6<sup>th</sup> ed.). New York: Worth Publishers.

Utilize the book companion site for supplemental study resources at <http://bcs.worthpublishers.com/thedevelopmentofchildren6e>.

Scantron Forms: 4 Essay Style Scantrons-Form 886-E: can be purchased in the ABAC Bookstore

**Course Format:** Lectures, small group discussions, oral presentations, videos, supplemental readings, in-class exercises, and outside assignments.

#### **Evaluation:**

1. **Exams:** Exams will cover text material, class lectures, guest speakers, and supplemental videos viewed in class. Exams will be primarily objective with possibly some subjective (discussion or short answer).
2. **Apply, Connect, and Discuss:** Assignments will be given to focus student attention on material in the text and facilitate assessment of student understanding using critical thinking skills. Assignments will include written responses to supplemental readings and chapter activities.



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- 3. Participation Grades:** Active participation is expected for all students. Participation will be expected and evaluated in multiple ways. These assignments will be given in class. These grades include quizzes over textbook reading material and class lecture, video evaluations, guest speaker evaluations, and in-class exercises, questions, and other written and oral class assignments. Attendance and class participation are important to achieving all possible points on these assignments.

**Course Attendance Policy: Class attendance is expected.** To attain maximum success, students must attend all class meetings, be on time, and attend all scheduled course activities including, but not limited to, field trips, seminars, study sessions, individual conferences and lectures. This interaction with instructors and other students is an important element of the learning process, and a high correlation exists between class attendance and grades. A student must understand the importance of regular participation in classroom and laboratory activities. The absence of any student affects not only his or her performance but the performance of the class as a whole. Absence from class, for whatever reason, does not excuse a student from full responsibility for class work or assignments missed. Students must accept this responsibility.

The instructor will keep accurate attendance records. Excessive absences will result in grade penalties ultimately resulting in a lower grade for the entire course at the discretion of the instructor. After three unexcused absences, students will have 5 points deducted from their participation grade for every additional unexcused absence. The following documented excuses only will be accepted: medical illness or emergency, jury duty, family death, and/or approved ABAC functions. Legitimate written documentation must be provided. Whenever a student is absent, whether for official or personal reasons, the student must assume responsibility and provide notice to the instructor, preferably in advance, for making arrangements for finding out what will be covered in class. However, final approval for the ability to makeup work remains with the individual instructor. A student who stops attending class without officially withdrawing from the course will receive a grade of "F" for the course. A student penalized for excessive absences may appeal through the grade appeal process, as stated in ABAC's college catalog and student handbook.

### **Make-Up Policy:**

**Written Assignments:** College students are required to have sound time management skills, and the instructor discourages late work. Assignments submitted past the deadline will be subject to penalty and may not be accepted. Assignments are due on the specified due dates regardless of your presence. If accepted, work that is submitted late will incur a penalty with 10% of the total grade being deducted per day late. Work is due at the beginning of class. Computer failure, printer failure, flash drive issues, and lack of empty computers at the computer lab are not valid excuses. Arriving late to class the day an assignment is due, will result in the loss of points on your assignment.

**Exams:** Scheduled exams should not be missed. There will be no make up exams. Exceptions may be granted on an individual basis only if extreme circumstances render it necessary. The make-up exam might be in essay/short answer format. It is at the instructor's discretion whether to allow a student to make up an exam. If a make up exam is granted, the student has 48 hours to make up the exam.

**Participation Grades:** Participation points are calculated into the final course grade. Therefore, excessive absences will adversely affect the student's course grade. Attendance and active class participation is important to achieving all points. Tardiness will result in the inability to participate in assignments given at the beginning of class and/or receive full credit for class participation. Students will need to discuss excused absences and participation points with the instructor outside of class.

**Tardiness:** Class begins at the time listed on the schedule. I expect students to be in class and ready to begin at that time. Tardiness is distracting to me and other students. If any student is tardy, it is **his/her responsibility** to tell me **after** class that he/she has indeed attended class. If I am not told at the end of the class period, I will count the student as absent. Three points will be deducted from your participation grade for each tardy. You are tardy if you enter class late or leave early. If you are late, you will be unable to make up quizzes, tests, or points earned from guest speaker evaluations. Three tardies will equal one unexcused absence.

Refer to the current ABAC Catalog for all academic policies and procedures: [www.abac.edu/catalog](http://www.abac.edu/catalog).



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### Course expectations and rules:

- Be on time. Class will begin on time. It is unprofessional to arrive late to class and get up in the middle of class unless it is an emergency. It is also disruptive to the instructor and other students.
- Be prepared. You are expected to attend class on a regular basis and participate in all activities and discussion
  - If a student is not prepared for class or misses an assignment deadline, the student's grade may be lowered and/or work may not be accepted
- Type assignments. All assignments must be typed unless otherwise indicated. Correct grammar and spelling are expected and are part of the total points given on any assignment. Please review and edit your papers before submitting them.
- Respect and welcome each other's opinion; wait your turn to provide input. It is important to be courteous and respectful to instructor, class members, and guests.
- Stay on topic. Avoid studying or reading other material, sleeping and not participating in group discussion or activities that are considered disruptive behavior according to the Board of Regents policy on disruptive behavior.
  - Students who engage in disruptive behavior can be asked to leave class.
- Be professional with all actions
- Respect all equipment and furniture in the facility.
- **Turn Cell Phones off before class begins. If your cell phone rings in class or a student participates in text messaging during class, all students will take a pop quiz immediately and the grades will count.**
- **No eating during class.**
- **Drinks in spill proof containers are permissible.**
- **Use your breaks between classes to use your cell phone and eat your snacks.**

### Course Grading:

4 Exams (4 @ 100 points)	400
Apply, Connect, Discuss	50
Participation	50
<b>Total</b>	<b>500 points</b>

Grade	Points
A	450-500 (90-100%)
B	400-449 (80-89%)
C	350-399 (70-79%)
D	300-349 (60-69%)
F	299 & BELOW (59% & Below)

### Course Calendar

#### FACS 1103

#### Introduction to Child Development

#### Tentative Plan

*Instructor reserves the right to change the course plan. Students will be notified of any changes.*

Day	Date	Activity/Assignment
Tuesday	January 12	Class Begins Overview of course
Thursday	January 14	Chapter 1 The Study of Human Development: Developmental Science, Children, Society & Science, Central Issues, Theories of Development, Methods for Studying <i>End of Drop/Add is January 13 @ 4:30</i>



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Tuesday	January 19	Continue Chapter 1 DVD: Child Development Theorists
Thursday	January 21	Chapter 2: Biocultural Foundations: Inheriting culture & Biological Inheritance
Tuesday	January 26	Continue Chapter 2 Scantrons & signed syllabus form due at the beginning of class: 5 points
Thursday	January 28	Chapter 3: Prenatal Development & Birth: Periods of Prenatal Development, Maternal Conditions & Prenatal Development, Teratogens, Birth, Newborn's Condition, & Beginning the Parent-Child Relationship
Tuesday	February 2	Continue Chapter 3
Thursday	February 4	Chapter 4: The First Three Months: Physical growth, brain development, sensing the environment, the organization of behavior, temperament, & coordinating with the social world
Tuesday	February 9	<b>Exam 1</b>
Thursday	February 10	Continue Chapter 4
Tuesday	February 16	Chapter 5: Physical & Cognitive Development in Infancy: Physical Growth, Brain Development, Mother Development, Cognitive Development, Conceptual Development, the Growth of Attention & Memory
Thursday	February 18	Continue Chapter 5
Tuesday	February 23	Continue Chapter 5
Thursday	February 25	Chapter 6: Social & Emotional Development in Infancy: Nature of Infant Emotions & Expressions, Infant-Caregiver Emotional Relationship, Changing Nature of Communication, Sense of Self, & Developing Trust & Autonomy
Tuesday	March 2	Continue Chapter 6
Thursday	March 4	Chapter 7: Language Acquisition: Keys to Language, Basic Domains of Language Acquisition, & Explanations <i>Midterm deadline for withdrawal w/o academic penalty</i>
Tuesday	March 9	Continue Chapter 7
Thursday	March 11	<b>Exam 2</b>
<b>Spring Break March 15-19</b>		



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Tuesday	March 23	Chapter 8: Physical & Cognitive Development in Early Childhood: Physical & Motor Development, Preoperational Development, Information Processing, Cognitive Development & Culture
Thursday	March 25	Continue Chapter 8:
Tuesday	March 30	Chapter 9: Social & Emotional Development in Early Childhood: Identity Development, Developing Self-Regulation, Understanding Aggression, & Developing Prosocial Behavior
Thursday	April 1	Continue Chapter 9
Tuesday	April 6	Chapter 10 Contexts of Development: Family Context, Nonparental Child Care, Neighborhoods & Communities, Media Contexts
Thursday	April 8	Continue Chapter 10
Tuesday	April 13	<b>Exam 3</b>
Thursday	April 15	Chapter 11: Physical & Cognitive Development in Middle Childhood: Physical & Motor Development, Concrete-operational, Information-Processing, the Role of Social & Cultural Contexts, Individual Differences in Cognitive Development
Tuesday	April 20	Continue Chapter 11
Thursday	April 22	Chapter 13: Social & Emotional Development in Middle Childhood
Tuesday	April 27	Chapter 14: Physical & Cognitive Development in Adolescence
Thursday	April 29	Chapter 15: Social & Emotional Development in Adolescence <i>Last Day of Class</i>
<b>Final Exam Tuesday, May 4 10:15-12:15</b>		

Revised January 2010



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Name: \_\_\_\_\_

Class: \_\_\_\_\_ Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Alternate Email Address: \_\_\_\_\_

I have read and understand the classroom rules and policies. I agree to follow the policies.

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

\_\_\_\_\_