Course Information

Child Development: Birth-Eight

FHS 2500-███

Fall 2024

Course Section Information

Meeting Days: ███████

Meeting Times: █████████

Classroom: ██████████████

Campus: ███████

Child Development: Birth-Eight

FHS2500 ████

Course Description

The study of child development. Emphasis on curriculum development and developmentally appropriate practices. Methods of teaching children are examined and practiced. Includes observation and participation in a supervised lab experience.

Pre-Requisite(s): FHS 1500, FHS, 2600 and FHS 2610, each w/ a grade of C or better.

Co-Requisite: FHS 0010.

Semester: Fall

NAEYC (National Association for the Education of Young Children) has developed Professional Standards and Competencies to guide training and educational institutions. Becoming a professional early childhood educator means developing the capacity to understand, reflect upon, and integrate all six of these professional standards.

1. Child Development & Learning

2. Family–Teacher Partnerships and Community Connections

3. Child Observation, Documentation, and Assessment

4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

5. Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

6. Professionalism as an Early Childhood Educator.

It is the integrated mastery of all six standards that defines a professional early childhood educator. SLO's in each of the required FHS Early Childhood Track courses have been designed to meet these standards.
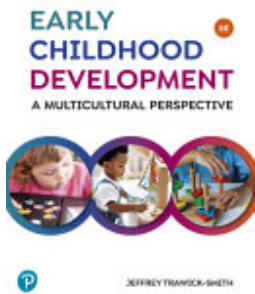
Textbooks, Readings, and Course Materials

Authors: Naeyc
Publication Date: 2021-08-01
Title: Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8, Fourth Edition (Fully Revised and Updated)
ISBN: 9781938113956

Authors: Jeffrey Trawick-Smith

Title: Fall 2024 Lab Packet
Publisher: SLCC Bookstore

For more information on textbook accessibility, contact Accessibility & Disability Services at ads@slcc.edu.

Course Prerequisites/Co-requisites

Prerequisite: FHS 1500, FHS 2600 & FHS 2610, each w/ a grade of C or better.

Co-requisite: FHS 0010 (Child Development Lab)

Communication Plan

Example language:

- I will respond to email within [insert your timeline]. I will offer feedback on major assignments within [insert your timeline]. The best way to contact me is via the Canvas Inbox, as I will prioritize this email over other modes of communication.

- In this course I will be posting interactive announcements which will offer specific opportunities for class questions and extra credit every other week.

- Additionally, I will be participating in the discussion forums with you to share my perspective within the discipline and to offer some nuances of interpretation that may not be present in your textbook.

- Lastly, we'll be holding small group Q & A sessions, where we can learn from our peers (and faculty) on some of the more difficult units within the course.

Course Student Learning Outcomes

- Students will examine the historical context and current applications of developmentally appropriate curriculum methods for children birth through age eight. Students will list and describe conditions that define a developmentally appropriate curriculum and be able to use this information when planning successful individualized classroom experiences for young children.

- Students will prepare meaningful presentations to communicate effective developmentally appropriate curriculum and teaching methods used with young children.

- Students will use various authentic assessment methods to make informed decisions for intentional teaching implementation.

- Students will critically review their own thoughts, opinions, biases, and beliefs regarding the involvement of families in a child's education. Students will modify, expand, and integrate content and curriculum knowledge in the implementation and evaluation of lesson plans.

- Students will use community and professional resources to identify contemporary needs and participate in an advocacy letter campaign for early childhood issues.

- Students will identify ethical standards and practices that will guide their work in early childhood education.

How to Succeed in the Course

To be successful in this course, you must have access to Canvas (where this course is "housed"). You must have:

• The regular use of a computer with reliable internet access

• A web browser such as Chrome

• Access to SLCC's email and Canvas

• A readiness to learn

Time commitment: This is a 3-credit hour course. A "credit hour" is the amount of time (including classroom time, if applicable) that each class is expected to take: 3-credit hour courses are expected to take you 135 total hours during the semester. (See http://www.slcc.edu/policies/docs/c4s02-10.pdf, p. 4.) For our 16-week course, it is anticipated that you will spend 8.5 hours per week between class, lab attendance, and personal study time.

Grading Scale

Final Grade Distribution

Grade:	A	A-	B+	B	B-	C+
Percent:	≥ 94%	≥ 90%	≥ 87%	≥ 84%	≥ 80%	≥ 77%

Grade:	C	C-	D+	D	D-	E
Percent:	≥ 74%	≥ 70%	≥ 67%	≥ 64%	≥ 60%	< 60%

Course Grading Policies

Grading Criteria/Rubrics: see rubrics in each assignment

Grading Turnaround Time: within one week of due date

 Late Assignments

Assignments turned in after the due date will be penalized at the rate of five points per day. Assignments submitted after two days will receive 0 points.

Plagiarism

Plagiarism is taking credit for another person's words, works, and ideas or failing to acknowledge that person's words, works, and ideas. If you borrow from someone else, you must give that person credit through proper citations. All information that is not common knowledge must be both cited and referenced. Any information that is not common knowledge that is not cited and referenced is considered plagiarism. Contact me if you have any questions on this. I use an online plagiarism detection service

(CopyLeaks); cumulative matches of greater than 20% (excluding the bibliography and assignment instructions) will not be accepted and a score of zero (0) will be given for the assignment. Generative artificial intelligence (AI) software is a rapidly emerging tool that students may be interested in using. If doing so, SLCC students are expected to adhere to the same standards as the Code of Student Rights and Responsibilities statement on plagiarism. Presenting generative AI software content as your own is a violation of academic integrity. If you use generative AI in your work, you must indicate that you have done so. The first offense in which a student is caught plagiarizing or cheating on assignments and tests will result in the failure of that assignment. A second offense may result in course failure. For more information, see http://www.slcc.edu/policies/docs/Student_Code_of_Conduct.pdf

Extra Credit

The requirements for earning a good grade in this course have been outlined above. Frequently, at the end of the semester, students who have not met the posted timelines and/or other requirements for the course will ask if they can do extra credit. There are no extra credit assignments available for this course.

Incomplete Policy

In very rare circumstances, a student may be awarded a grade of "Incomplete" (I). All of the following conditions must be met in order to receive an "Incomplete" (I) grade: 1. The student cannot continue in class because of circumstances beyond their control (such as serious illness, death in the family, or change of employment). The student must supply proper documentation; 2. The student must be passing the course at the time of the incomplete grade request; and 3. The student must have completed a substantial portion of a course before the incomplete is given. Requests not meeting all three of these criteria will be declined.

Coursework & Assignment Descriptions

Assignments : 30% of final grade

Assignments are an important component of your depth of understanding. Written responses will challenge your beliefs and create a forum for personal growth and insight. Assignments are to include information from the text, discussion points from class, and

personal insights and opinions. Assignments are graded on a ten-point scale. In order to receive full credit, assignments must be on time (see note below) and well thought out using proper English grammar, spelling and punctuation. Points will be deducted for incomplete responses to assignment questions. Each paper needs to contain the following information: your name, the class section and the title of the assignment. All assignments are to be typed and must be appropriate length, 12 point font (note: a "full page" does not include your headings and title), unless otherwise noted. Due dates are listed on the course calendar. NOTE: To receive full credit, assignments must be submitted IN CANVAS by the 11:59pm the night before class (see course calendar) and completed in a professional, competent manner and meet the criteria in your assignment rubric. (Lesson plans and a few other assignments will be submitted in hard copy. Canvas will indicate if a hard copy is required.) Assignments turned in after the due date will be penalized at the rate of five points per day. Assignments submitted after two days will receive 0 points. Work may be submitted before the scheduled due date for full credit.

Class Attendance, Participation, and Reflective Journaling: 10% of final grade

Since this is a seminar-style course, attendance, participation, and reflective thinking are critical components of this class. Required reading assignments must be completed prior to in-person class, so students are prepared to discuss content. Consequently, 10% of your final grade will be based on the writing of weekly Journal Entries. After each class, students will reflect on their own thoughts, ideas, and questions that arose during the class. Then, students are to write a substantial and reflective entry (200-word count minimum) in Canvas. Each weekly entry is worth 3 points. If you are not present on the day of class, no credit will be given. You may each miss one class without penalty.

Tests

There will be no tests in this class.

Required Lab Experience: 35% of your final grade

This is one of four courses at SLCC requiring lab school participation. You must arrange immediately to attend a weekly 1 hour 50 minutes lab at Eccles Lab School on the Redwood campus. If you are unable to attend lab 1 hour 50 minutes each week, you

must withdraw from this course. If you do not successfully complete your lab work, you will automatically receive an 'E.'

Your lab grade will be based on your lab attendance, your performance in the lab and your lab assignments. Written Lab Assignments must follow all the criteria for submission as stated above under "Class Assignments".

When working on your lab assignments, notify the lab teacher at the start of your lab so that s/he is aware of your needs and time requirements. The lab experience will augment your classroom learning and will provide a setting for you to apply the skills learned in class. Please be mindful that an important mission of your lab site is to provide services to the children, which means that their needs must sometimes come before yours.

IMPORTANT NOTE: **If you are going to miss a scheduled lab time, you must contact (by telephone or by email) the lab coordinator,** ▮▮▮▮▮▮▮ **before your scheduled lab time (801-957-4666)**. Failure to contact Katie will result in an unexcused absence. (An unexcused lab absence results in FAILURE of this class. Please see your Lab Syllabus for complete details.) When you call in or email, make sure to give your name, scheduled time, and when you will come in to make up your lab time. Missing a rescheduled lab carries the same penalties as missing a regular lab period.

Lab Point Scale

Attendance/Participation in 15 ELS Labs	8 possible points per time	120 points
Lab Assignments (not Lesson Plans)	10 possible points per assignment	60 points
Portfolio Assignments	54 points	54 points
Plan implementation	6 points per plan implementation	30 points
Lesson Plans and Evaluations	20 possible points per plan 20 possible points per evaluation	60 points 60 points
lesson plans and Evaluations (Group with activities)	30 possible points per plan 30 possible points per evaluation	60 Points 60 points

Total Lab Experience points (35% of final grade)		504 Points

Child's Portfolio: 12% of final grade

This semester you will select one child in your lab class as your project child. You will create a portfolio documenting the project child's progress in several areas of development. In class, we will discuss various methods teachers use to track children's learning through a portfolio system and you will be given more explicit instructions. Weeks 4-12 of lab you will be asked to prepare specific portions of the portfolio (in the event of a COVID closure, missed week will be deleted from final requirement). Then you will compile all the items into a professional format. After you submit the portfolio for a course grade, you will give the portfolio to the child.

Professional Portfolio: 3% of final grade

Salt Lake Community College requires an electronic portfolio (ePortfolio) for all General Education courses. This semester, you will be adding assignments to an Education/FHS section in your ePortfolio. For this course, a few artifacts will be identified as your required submissions including: Page designated for this course with title and a brief description, a reflection of learning during the course, 2 lesson plans (include plan, documentation, and self-evaluation), 3 other written assignments of your choice.

One-Week Lesson Plan Presentations: 10% of final grade

Each student will prepare and present a developmentally appropriate week-long lesson plan to our class. The plan needs to begin with assessment of the class and a curriculum webbing for 5 days (8-12 a.m.). All major learning centers(center or choice time) in your assigned classroom need to be planned, as well as, circle times, transitions, outdoor activities, and special activities. As a part of the presentation, students will review the overall lesson plan, as well as each activity and their goals and objectives. Support materials, copies of your plan, and visual aids should be part of your presentation.

This presentation comes with high expectations for significant time and work. There will be two parts: a written report and an oral class presentation with support materials. Grading will be reflective of both content and effort. There is a peer evaluation component in the grading process.

Additional Class Policies

Cell Phone and Laptop Usage

Please refrain from using cellular phones, headphones, and audio devices during class time. This includes text messaging. You may only use your laptops or tablets during class lecture, as long as it is used for class note-taking or textbook reading.

Evacuation

If it becomes necessary to evacuate the building, we will meet in the parking lot to the south of our classroom. If there is the possibility that you will require assistance or accommodation during an evacuation, please contact me within the first two weeks of class.

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
	Introduce Yourself	Discussion	0
8/26	Lab week 2	Assignment	8
8/28	Journal Week 2	Assignment	3
8/31	Meet the Teachers/Children	Assignment	10
9/2	Lab week 3	Assignment	8
9/3	Large Group Activity Plan	Assignment	20
9/4	Journal Week 3	Assignment	3
9/5	Writing Behavioral/Learning Objectives	Assignment	10

Due Date	Assignment Name	Assignment Type	Points
9/9	Lab week 4	Assignment	8
9/11	Journal Week 4	Assignment	3
9/13	Child Care Licensing Training	Assignment	10
9/14	Classroom Evaluation	Assignment	10
9/16	Lab Week 5	Assignment	8
9/17	Three Activities Plan	Assignment	20
9/18	Journal Week 5	Assignment	3
9/19	Theory Assignment	Assignment	10
9/20	Group Plan Implementation	Assignment	6
9/23	Lab Week 6	Assignment	8
9/24	Evaluation of Group plan	Assignment	20
9/25	Journal Week 6	Assignment	3
9/27	Video review #1	Assignment	10
9/30	Lab Week 7	Assignment	8
10/1	Four Activities Plan	Assignment	22
10/2	Journal Week 7	Assignment	3
10/3	Authentic Assessment and Child Portfolio	Assignment	10
10/4	3 Activities Plan Implementation	Assignment	6
10/7	Lab Week 8	Assignment	8

Due Date	Assignment Name	Assignment Type	Points
10/7	Presentation: Dramatic Play	Assignment	40
10/8	Eval of 3 Activities plan	Assignment	20
10/9	Journal Week 8*	Assignment	3
10/12	Brigance Screening Assessments (2) and Analysis	Assignment	10
10/14	Lab Week 9	Assignment	8
10/15	Group + 3 Activities	Assignment	22
10/16	Journal Week 9	Assignment	3
10/21	Lab Week 10	Assignment	8
10/23	Journal Week 10	Assignment	3
10/25	4 Activities Plan Implementation	Assignment	6
10/28	Lab Week 11	Assignment	8
10/29	Eval of 4 Activities Plan	Assignment	20
10/30	Journal Week 11	Assignment	3
11/1	Group + 3 Activities Plan Implementation	Assignment	6
11/2	Authority Assignment	Assignment	10
11/4	Lab Week 12	Assignment	8
11/5	Group + 4 Activities	Assignment	24

Due Date	Assignment Name	Assignment Type	Points
11/5	Evaluation of Group + 3 Activities	Assignment	20
11/6	Journal Week 12	Assignment	3
11/7	Justification for Play	Assignment	10
11/11	Lab Week 13	Assignment	8
11/13	Journal Week 13	Assignment	3
11/14	Ethical Issues In Early Childhood	Assignment	10
11/15	Video review #2*	Assignment	10
11/18	Lab Week 14	Assignment	0
11/20	Journal Week 14	Assignment	0
11/22	Group + 4 Activities Plan Implementation	Assignment	6
11/25	Lab Week 15	Assignment	8
11/26	Advocacy Letter	Assignment	10
11/26	Evaluation Group + 4 Activities	Assignment	20
11/27	Journal Week 15	Assignment	3
12/2	Lab Week 16	Assignment	8
12/2	One Week Lesson Plan Presentation 1	Assignment	100
12/3	Child Portfolio	Assignment	54
12/7	Professional E-Portfolio	Assignment	20

Transfer, Certification, Licensure, and Employment Information

The Family and Human Studies program (AS & AAS) alone does not lead to professional licensure in the State of Utah. Professional licensure requirements vary from state-to-state. Here is one suggested website for researching state licensure requirements: License Finder sponsored by the U.S. Department of Labor. If you have difficulty finding the licensure requirements for your state or intended profession, please contact your academic advisor or SLCC's state authorization coordinator for help.

Course Content Warnings/Trigger Warnings

Please be advised that this course may include discussions, readings, and other content that some students might find distressing or triggering. Specifically, the course may cover topics such as:

- Violence or traumatic events
- Sensitive social and political issues
- Discussions of mental health, including depression and anxiety
- Graphic or explicit descriptions and imagery
- Any other specific content relevant to the course

Our aim is to explore these topics thoughtfully and respectfully, understanding their importance in our field of study. However, we recognize that such material can be challenging. If you have concerns about your ability to engage with certain course materials due to past experiences or personal reasons, please feel free to discuss this with me privately. We can explore alternative ways for you to engage with the material while ensuring your educational experience is not compromised.

Your well-being is important, and support services are available through the college's counseling support services should you need them.

Advising and Counseling Support Services

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to

access them, please visit the Institutional Syllabus under the Advising and Counseling Support Services tab: https://slcc.instructure.com/courses/530981/pages/institutional-syllabus. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

How to Navigate to Canvas

Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, please visit the Institutional Syllabus under the Tutoring and Learning Support tab: https://slcc.instructure.com/courses/530981/pages/institutional-syllabus. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

Institutional Policies

As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

You can access the document by clicking on the following link: https://slcc.instructure.com/courses/530981/pages/institutional-syllabus

Student Academic Calendar

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)