

<b>Title</b>	
<b>SPED 12345 Typical and Atypical Development in Early Childhood Fall 2007</b>	
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<b>General Course Information</b>	
Call #	54321
Credits	3
Grading	Graded
Day and Time	Determined by individuals
Location	On the WWW at <a href="#">URL posted here</a>
<b>Instructor Information</b>	
Instructor	Sandy Robbins M.Ed.
Office	220 White Hall
Office Hours	Monday and Wednesday 3:00 to 5:00
Phone	(440)-554-9885
E-mail	sfowler2@kent.edu
Note: The instructor can be contacted through phone, e-mail, online discussion board, or personal visits by appointment. Best times to call are nights and weekends. For the quickest response, E-mail any time to ask questions or make an appointment.	
<b>Course Description</b>	
This course is an overview of the theories and research surrounding typical and atypical development in early childhood. The course is accessed via Blackboard, completely asynchronous, and includes weekly lectures and power points on video, weekly readings and responses, three online discussions, three online exams, and a final project.	
<b>Required Readings</b>	
Berk, L.E. (2005). <i>Infants and Children</i> . Pearson Education Inc., Boston, MA.	
Note: This text has an online component with chapter objectives, flashcards, annotated weblinks, ask yourself questions, suggested readings, and practice tests. This companion	

website can be found at [www.ablongman.com/berk](http://www.ablongman.com/berk)

Weekly required supplemental articles are posted on Blackboard on the course materials page under the heading Supplemental Readings.

### Course Expectations

- Students will adhere to all course policies relating to participation and professionalism
- Students are expected to communicate with classmates and the professor through the use of technology (e-mail, and online discussion boards)
- Students will be responsible for their own learning and will work through the course content at the same pace as their classmates
- Students are expected to use APA formatting when citing work and listing references
- Student are expected to complete all assignments on time (by midnight of the due date)

### Course Assignments

Course assignments are due by midnight on the date specified in the syllabus (see calendar of events). Five points will be subtracted each day an assignment is late unless prior arrangements have been made. In order to be granted an extension, students must contact the instructor **at least 3 days** prior to the due date.

Assignments will be handed in to the instructor as an attachment via e-mail.  
(sfowler2@kent.edu)

**\*\*\*Please include your name, the date, and the title of the assignment in the subject line.**

### Participation (10 points)

In order to earn 10 points for participation students must access all video clips, complete all assignments, and participate in all three online discussions. Student's individual reading and video responses will be posted on the discussion board in Blackboard under the heading Weekly Responses. Each student in the class is responsible for providing feedback to at least one person per week by posting a response on the discussion board.

### Weekly Readings

The weekly readings are posted on blackboard as well as on the calendar of events. Students are responsible for completing all weekly readings and responding to them by the due date specified in the syllabus.

### **Weekly Responses (10 @ 5 points each = 50 points)**

Each week, students will respond to the readings and videos by responding to the questions that can be found on Blackboard on the course materials page under the heading Weekly Response Questions. Responses should be no longer than two pages double-spaced and will be posted on the discussion board in Blackboard under the heading Weekly Responses. Please remember to use APA format when citing other's work.

### **Discussions (3 @ 10 points each = 30 points)**

Three discussions will be held based on the readings that are posted on blackboard. Students are expected to post once, early in the week so that others may have a chance to respond. Then students will post two more times during the week in response to other postings. Lastly the student will post a final summary of what was discussed during the week. APA format will be expected for all references or citations.

#### Guidelines for online discussions

- Use the first discussion to get to know your classmates. Tell them who you are, where you're from, and why you're here (interpersonal communications will be encouraged throughout the semester)
- In responding to all discussion prompts, don't be afraid to share your thoughts and opinions... we want to hear them. Personal examples and stories enhance the learning experience for everyone!
- It is OK to have and share differing viewpoints, in fact it's quite helpful, but remember to be respectful of other's thoughts and opinions
- Respond to each other's postings frequently... people like feedback and this encourages an ongoing discussion
- Whenever you post, remember that quality is better than quantity
- I will be reading all of your posts and providing feedback intermittently
- You will be responsible for your own learning in this course... help each other along by posting and responding with new ideas each time

### **Exams (3 @ 30 points each = 90 points)**

There will be three multiple-choice exams to be completed online. The exams are timed and students will have 35 minutes to complete each one. Directions for completing exams are posted on Blackboard on the course information page under the heading Directions for Completing Exams.

**Final Project (20 points)**

Choose one of the following 4 options for your final project:

1. Develop a handout for parents outlining the major milestones in early childhood development from conception to five years of age. Include physical, cognitive, language, and social-emotional development.
2. Choose one of the major theoretical perspectives and write a paper on early childhood development from that perspective from birth to five years of age.
3. Prepare a list of research-based recommendations on how to support physical, cognitive, language, and social emotional development from birth to five years of age.
4. Write a paper on early childhood development from birth to age 5 based on the Dynamic Systems approach. Explain why you chose to support the different parts of the theories.

**\*\*\*All options for the final project must include 5 or more references in APA format**

## Course Policies

Full descriptions and explanations of course policies are posted on Blackboard on the Course Information page under the heading Course Policies. Each student is responsible for reading and adhering to each course policy.

### **Grading Policy**

Weekly Responses (10 @ 5 points each = 50 points)

Discussions (3 @ 10 points each = 30 points)

Exams (3 @ 30 points each = 90 points)

Final Project (20 points)

Participation (10 points)

Total Points Possible = 200

180 - 200 point = A

160 - 179 points = B

140 - 159 points = C

### **Participation Policy**

### **Attendance Policy**

### **Professionalism Policy**

### **Plagiarism Policy**

### **Registration Policy**

**Students with Disabilities Policy:** University policy 3342-3-18 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Disability Services (contact 330-672-3391 or visit <http://registrars.kent.edu/disability/default.htm> for more information on registration procedures).

## ECIS Licensure Competencies

ECIS Licensure Competencies covered in this course can be found on Blackboard on the course information page under the heading Course Competencies.

Calendar of Events			
Week and Date	Topic	Readings	Assignment
Week 1 September 3 – September 7	Getting Started	Syllabus	Online Discussion September 3-7
Week 2 September 10 – September 14	History, Theory, and Research Strategies	Berk Chapter 1	Reading and Video Response 1 Due September 14
Week 3 September 17 – September 21	Biological and Environmental Foundations	Berk Chapter 2	Reading and Video Response 2 Due September 21
Week 4 September 24 – September 28	Prenatal Development	Berk Chapter 3	Reading and Video Response 3 Due September 28
Week 5 October 1 – October 5	Birth and the Newborn Baby	Berk Chapter 4	Reading and Video Response 4 Due October 5
Week 6 October 8 – October 12	Substance Abuse and Pregnancy	Articles Posted on Blackboard 2 more articles found on your own	Online Discussion October 8 – 12
Week 7 October 15 – October 19	Physical Development in Infancy and Toddlerhood	Review Chapters 1, 2, 3, 4	Exam 1 Oct 15, 16, or 17
		Berk Chapter 5	Reading and Video Response 5 Due October 19
Week 8 October 22 – October 26	Cognitive Development in Infancy and Toddlerhood	Berk Chapter 6	Reading and Video Response 6 Due October 26
Week 9 October 29 – November 2	Emotional and Social Development in Infancy and Toddlerhood	Berk Chapter 7	Reading and Video Response 7 Due November 2
Week 10 November 5 – November 9	Brain Development and Critical Periods	Articles Posted on Blackboard 2 more articles found on your own	Online Discussion November 5-9
Week 11 November 12 – November 16		Review Chapters 5, 6, and 7	Exam 2 November 12, 13, or 14

	Physical Development in Early Childhood	Berk Chapter 8	Reading and Video Response 8 Due November 16
Week 12 November 19 - November 23			No Class Thanksgiving Break
Week 13 November 26 – November 30	Cognitive Development in Early Childhood	Berk Chapter 9	Reading and Video Response 9 Due November 30
Week 14 December 3 – December 7	Emotional and Social Development in Early Childhood	Berk Chapter 10	Reading and Video Response 10 Due December 7
Week 15 December 10 – December 14	Child Abuse and resilient children	Articles Posted on Blackboard 2 more articles found on your own	Online Discussion December 10-14
Week 16 December 17 – December 21		Review Chapters 8, 9, and 10	Exam 3 December 17, 18, or 19  Final Project Due December 21