

SYLLABUS

HDFS 2410

Child Development
Autumn 2021 – Online

COURSE OVERVIEW

Instructor

Instructor: Jessica M. Phillips

Email address: Phillips.1507@osu.edu (email is best way to communicate)

Office hours: Available virtually upon request.

Course description

This course will expose students to the fundamental issues of growth and development for children prenatally through elementary school through authentic, individually-paced learning. Students will learn a holistic approach to child development that focuses on physical, cognitive-language, and emotional/social domains of development. Students will learn about the biological and environmental factors which influence development, along with other key factors influencing development in the 21st century. This course satisfies a GEC Social Science requirement (Individuals and Groups). Social science courses develop students' understanding of the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate and use human, natural, and economic resources.

Course learning outcomes

By the end of this course, students should successfully be able to:

- Expose students to the fundamental issues of growth and development from prenatal through elementary school.
- Learn holistic approach to child development in areas of physical, cognitive-language, and social-emotional development.
- Learn about biological and environmental factors which influence development.

HOW THIS COURSE WORKS

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame. Using the “Modules” section of the course on the left menu of Carmen is the best way to navigate and get to important information for your week.

Credit hours and work expectations: This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL**
Any live, scheduled events for the course, including my office hours, are optional.
- **Participating in discussion forums: 3+ TIMES PER WEEK**
As part of your participation, most weeks you can expect to post at least three times as part of our substantive class discussion on the week's topics.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

REQUIRED

- **Title:** *Infants and Children: Prenatal through Middle Childhood*
- **Author:** Berk, L.E. & Meyers, A. B.
- **Edition/Year:** 2016, 8th edition (9th edition also acceptable)
- **ISBN-10:** 013413012X / **ISBN-13:** 9780134130125

APA Citation for Textbook:

Berk, L.E. & Meyers, A.B. (2016). *Infants and Children: Prenatal through middle childhood* (8th Ed.). Boston, MA: Pearson Education Inc.

RECOMMENDED/OPTIONAL

- Many additional free articles and multimedia will be made available through the Carmen course.

Course technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

You can also take advantage of the Digital Flagship [Tech Tutoring](#) service for help with using technology for assignments or to be successful learning online.

BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

REQUIRED TECHNOLOGY SKILLS SPECIFIC TO THIS COURSE

- Depending upon your choices in the course you **may** use skills and technology to:
 - Record a slide presentation with audio narration
 - Record, edit, and upload video
 - Create a podcast
 - Create a PowerPoint
 - Develop a basic website
 - Create a flyer using a Microsoft Word template or other tool

REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

REQUIRED SOFTWARE

- **Microsoft Office 365:** All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](https://go.osu.edu/office365help).

CARMEN ACCESS

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click "Enter a Passcode" and then click the "Text me new codes" button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and the IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Quizzes (x15)	30
Discussions (x10) 10 required 4 optional (1-point extra credit for participation)	30
Assignments (x2)	20
Final Project (x1)	20
Total	100

Enrichment Opportunities (Course Reflection – available toward the end of the course)	1 (point possible)
4 optional discussions (1-point extra credit for participation)	4 (points possible)

See course schedule below for due dates.

Late assignments

Late submissions will not be accepted without prior communication. Please refer to Carmen for due dates.

Grading scale

93–100: A
 90–92.9: A-
 87–89.9: B+
 83–86.9: B
 80–82.9: B-
 77–79.9: C+
 73–76.9: C
 70–72.9: C-
 67–69.9: D+
 60–66.9: D
 Below 60: E

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **48 hours on days when class is in session at the university**. Plan ahead for asking questions about assignments, discussions, quizzes, or course topics so that you have time to receive an answer well ahead of due dates.
- **Course Q&A Discussion board:** This is best used for general questions about the course that others may have asked or may benefit from hearing the answer to. I will check and reply to messages in the discussion boards every **24-48 hours on school days**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

POLICIES FOR THIS ONLINE COURSE

- **Quizzes:** You must complete the weekly quizzes yourself, without any external help or communication. Course textbooks, articles, and videos may be used during quizzes as quizzes are primarily application-based (scenarios to respond to rather than memorization of course concepts).
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. However, in this course you will be asked and encouraged to repurpose your work throughout the course to contribute to your Final Project.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Creating an environment free from harassment, discrimination, and sexual misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. **Online reporting form at equity.osu.edu,**
2. **Call 614-247-5838 or TTY 614-688-8605,**
3. **Or Email equity@osu.edu**

Your mental health

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact Ohio State University Counseling and Consultation Service (614-292-5766; www.ccs.osu.edu) for assistance, support and advocacy. This service is free and confidential.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES OR THOSE IMPACTED BY COVID-19

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your

accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)

COURSE SCHEDULE

Week	Dates	Topics, Readings, Assignments, Deadlines
0	Weeks run Monday - Sunday	TOPIC: Course Preparation Reading: Course Syllabus Quiz: Syllabus and Course Policies Quiz (2 points)
1	8/24 – 8/29	TOPIC: Foundations in Research and Theory Reading: Textbook Chapter 1: History, Theory and Research Strategies (p. 2-47), Carmen Page “Age Group Overview and Final Project”, Peer Play (Video) Quiz: Child Development Foundations (2 points) Discussion: Introductions and Video Observation (3 points)
2	8/30 – 9/5	TOPIC(S): Prenatal Development: In the Womb + Influencer Highlight: Genetics, Biology, and Environment Reading: Textbook Chapter 2: Genetic and Environmental Foundations (p. 50-88), Textbook Chapter 3: Prenatal Development (p. 90-120) Quiz: Development in the Womb (2 points) Discussion: Prenatal Health Care (3 points)
3	9/7 – 9/13 (Labor Day extension)	TOPIC(S): Prenatal Development: Birth and the Days Following + Influencer Highlight: Culture Reading: Textbook Chapter 4: Birth and Newborn Baby (p. 122-156) Quiz: Infant/Toddler Physical Development (2 points) Discussion: Birth Around the World (3 points)

Week	Dates	Topics, Readings, Assignments, Deadlines
4	9/14 – 9/19	<p>TOPIC(S): Infant/Toddler Development: Physical Domain + Influencer Highlight: Nutrition</p> <p>Reading: Textbook Chapter 5: Physical Development in Infancy and Toddlerhood (p. 158-198), CDC Healthy Schools Nutrition Facts (webpage), Feeding Behaviour of Infants and Young Children and Its Impact on Child Psychosocial and Emotional Development (Article)</p> <p>Quiz: Infant/Toddler Physical Development (2 points) Discussion: Nutrition Education for Families (3 points)</p>
5	9/20 – 9/26	<p>TOPIC(S): Infant/Toddler Development: Cognitive Domain + Influencer Highlight: Environment</p> <p>Reading: Textbook Chapter 6: Cognitive Development in Infancy and Toddlerhood (p. 200-243), Language and Relationships (Video), DJ Pryor and Son (Article), 10 Effective DAP Teaching Strategies (Webpage), Standard 9: NAEYC accreditation criteria for physical environment standard (PDF Article, p. 105-115), Wardle, F. (n.d.). Creating indoor environments for young children (Article), Creating nurturing environments: A science-based framework for promoting child health and development within high-poverty neighborhoods (Article)</p> <p>Quiz: Infant/Toddler Cognitive Development (3 points) Discussion: DJ Pryor Video Reflection Assignment: Virtual Site Tour (10 points)</p>
6	9/27 – 10/3	<p>TOPIC(S): Infant/Toddler Development – Emotional and Social Development, Influencer Highlight: Technology</p> <p>Reading: Textbook Chapter 7: Emotional and Social Development in Infancy and Toddlerhood (p. 244-280), Challenging Social Interactions (Video), Limiting Technoference: Healthy Screen Time Habits for New Parents (Article), Conflicting Guidelines on Young Children's Screen Time and Use of Digital Technology Create Policy and Practice Dilemmas (Article), Young Children's Screen Time: The Complex Role of Parents and Child Factors (Article)</p> <p>Quiz: Infant/Toddler Emotional and Social Development (2 points) Discussion: Video Observation (3 points)</p>
7	10/4 – 10/10	<p>TOPIC(S): Infant/Toddler Milestones Review + Hot Topic: Global Similarities and Differences</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p>Reading: Textbook Chapter 7: Milestones (p. 282), “Babies” Documentary (Video – Accessed through the ODEE Secured Media Library), Peer Play (Video – Rewatch)</p> <p>Quiz: Infant/Toddler Milestones (2 points) Discussion: Revisit Week One Video Observation (Optional Extra Credit 1 point) Assignment: “Babies” documentary reflection (10 points)</p>
8	10/11 – 10/18 (Week adjusted for Fall Break)	<p>TOPIC(S): Early Childhood Physical Domain + Influencer Highlight: Families</p> <p>Reading: Textbook Chapter 8: Physical Development in Early Childhood (p. 284-308), Carmen Page “Issues Impacting Families in the 21st Century”</p> <p>Quiz: Early Childhood Physical Development (2 points) Discussion: Common Issues for Families and What Practitioners/Community Can Do (Optional – 1 point)</p>
9	10/19 – 10/24	<p>TOPIC(S): Early Childhood Cognitive Domain + Influencer Highlight: Quality</p> <p>Reading: Textbook Chapter 9: Cognitive Development in Early Childhood (p. 310-354), Child Care Center Checklist (Article)</p> <p>Quiz: Early Childhood Cognitive Development (2 points) Discussion: Research Quality Care in Your Community (3 points)</p>
10	10/25 – 10/31	<p>TOPIC(S): Early Childhood Social and Emotional Domain + Influencer Highlight: Culture, Structure, and Consistency</p> <p>Reading: Textbook Chapter 10: Emotional and Social Development in Early Childhood (p. 356-400), Guide to building partnerships: Developing relationships with families (Article)</p> <p>Quiz: Early Childhood Social and Emotional Development (2 points) Discussion: Cultural Implications to Classroom Structure (3 points)</p>
11	11/1 – 11/7	<p>TOPIC(S): Early Childhood Milestones + Hot Topic: Future Trends and Practices</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p>Reading: Textbook Chapter 10: Milestones (p. 402), Emerging Trends and Issues in Early Childhood Education (Article from 1974)</p> <p>Quiz: Early Childhood Milestones (2 points) Discussion: Trends Impacting Child Development and Education (3 points)</p>
12	11/8 – 11/14	<p>TOPIC(S): Middle Childhood Physical Domain + Influencer Highlight: Stress</p> <p>Reading: Textbook Chapter 11: Physical Development in Middle Childhood (p. 404-426), Stress in Childhood (Article), Is your child stressed? (Article)</p> <p>Quiz: Middle Childhood Physical Development (2 points) Discussion: Signals of Stress Case Study (Optional Extra Credit 1 point)</p>
13	11/15 – 11/21	<p>TOPIC(S): Middle Childhood Cognitive Domain + Influencer Highlight: Testing</p> <p>Reading: Textbook Chapter 12: Cognitive Development in Middle Childhood (p. 428-470)</p> <p>Quiz: Middle Childhood Cognitive Development (2 points) Discussion: To test or not to test? (Optional Extra Credit 1 points) Final Project: Digital Info Kit for Families Link Submitted to Check Access (1 point)</p>
14	11/22 – 12/3 (Adjusted for Thanksgiving)	<p>TOPIC(S): Middle Childhood Social and Emotional Domain, Milestones Review + Influencer Highlight: Family Structure</p> <p>Reading: Textbook Chapter 13: Emotional and Social Development in Middle Childhood (p. 472-513), Textbook Chapter 13: Milestones (p. 516), Children's Literature Rubric (Web page)</p> <p>Quiz: Middle Childhood Emotional and Social Development (2 points) Discussion: Children's Literature Review (3 points)</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		Complete extra credit opportunities (optional)
15	12/4 -12/10	Final Project: Digital Info Kit for Families (19 points) – DUE 12/10