Western Kentucky University Course Syllabus  
Spring 2014 (TopNet)

Course Number: FACS 577  
Course Title: Child Development Theory and Research  
Course Time and Place: W 5:00 pm-7:30 pm (Jan. 29 and Feb. 05; GRH 3005) & Web  
Credit Hours: 3 semester hours  
Instructor: Jonghee Shim, Ph.D.  
Office: Academic Complex 410B  
Office Phone: (270) 745-4613  
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REQUIRED TEXTS:


* The remaining required readings are on reserves in the library, on Blackboard, and can be found online as electronic journal articles through the WKU library website.

RECOMMENDED TEXT:


COURSE DESCRIPTION

Analysis of current theories and research relevant to the development of social, perceptual-cognitive, and physical-physiological processes in children.

COURSE OBJECTIVES

Students will be able to:

1. Read, summarize, synthesize, analyze, and critique published research articles on selected aspects of child development.  
2. Become competent consumers of published research.  
3. Demonstrate proficiency in discussing research data and conclusions in written form.  
4. Develop appropriate strategies for formulating and answering research questions on specific topics.
5. Practice generating real-life implications from research findings for planning interventions.
6. Successfully develop concrete plans for putting research into practice.

COURSE ORGANIZATION

The class meets from 5:00 pm to 7:30 pm on Jan. 29 (Week 1) and Feb. 05 (Week 2) at GRH 3005. For other weeks, this course will be conducted online via Blackboard. Attendance is required and if an absence is anticipated, advance notification is required.

SPECIAL INSTRUCTIONAL MATERIALS

Students enrolled in this class will need to be able to access the internet, maintain a valid WKU email address, and must use Microsoft Word for all assignments. Blackboard does not recognize Notepad or Works. Blackboard will not open WordPerfect, Works, or Notepad.

2010 NAEYC STANDARDS FOR INITIAL & ADVANCED EARLY CHILDHOOD PROFESSIONAL PREPARATION PROGRAMS

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8
1b: Knowing and understanding the multiple influences on early development and learning
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

2a: Knowing about and understanding diverse family and community characteristics
2b: Supporting and engaging families and communities through respectful, reciprocal relationships
2c: Demonstrating cultural competence and effective collaboration to involve families and communities in their children’s development and learning

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection
3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities
3d: Demonstrating ability to collaborate effectively to build assessment partnerships with
families and with professional colleagues to build effective learning environments

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES TO CONNECT WITH CHILDREN AND FAMILIES

4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches with a high level of cultural competence, understanding and responding to diversity in culture, language and ethnicity
4d: Reflecting on own practice to promote positive outcomes for each child

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child

STANDARD 6. GROWING AS A PROFESSIONAL

6a: Demonstrating professional identification with and leadership skills in the early childhood field to think strategically, build consensus, create change, effectively collaborate with and mentor others, and have a positive influence on outcomes for children, families and the profession
6b: In-depth understanding and thoughtful application of NAEYC Code of Ethical Conduct and other professional guidelines relevant to their professional role
6c: Using professional resources, inquiry skills and research methods to engage in continuous, collaborative learning and investigation relevant to practice and professional role
6d: Integrating knowledgeable, reflective, and critical perspectives on early education based upon mastery of relevant theory and research
6e: Engaging in informed advocacy for children and the profession, skillfully articulating and advocating for sound professional practices and public policies
6f: Demonstrating a high level of oral, written and technological communication skills with specialization for specific professional role(s) emphasized in the program

STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES

7a: Opportunities to observe and practice in at least two of the three early childhood age groups
(birth-age 3, 3-5, 5-8)

7b: Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

OTHER USEFUL WEBSITES

Society for Research in Child Development: www.srcd.org
National Association for the Education of Young Children: www.naeyc.org
Council for Exceptional Children: www.cec.spec.org
Division for Early Childhood: www.dec-spied.org
Kentucky State New Teacher Standards for Preparation and Certification- Interdisciplinary Early Childhood Education Birth to Primary: http://www.kyepsb.net/teacherprep/iecestandards.asp

COURSE POLICIES

Participation: Students are expected to participate in all class discussions and in all exercises. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

Late Assignments: Late assignments will not be accepted, unless there are extenuating circumstances. Appropriate documentation will be required. Students should make every effort to resolve any missing work upon their return to class. In general, late assignments will have points deducted from the grade.

Plagiarism Policy: To represent written work taken from another source as one’s own is plagiarism. Plagiarism is a serious offense and is considered an act of Academic Dishonesty. The academic work of a student must be his or her own. One must give any author credit for source material borrowed from him or her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. This policy also applies to any media material used in this class including but limited to photographs, floor plans, lesson plans, learning activities. Students who commit any act of academic dishonesty may receive a failing grade in the course. The faculty member may also present the case to the Office of the Dean for Student Life for disciplinary sanctions.

Academic Dishonesty: Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act was detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the Office of Student Life for disciplinary sanctions.

Drop Policy: Should the student decide to drop the class, it is their responsibility to do so. Failure to drop a class will result in a failing grade for that class.
Disability Accommodations Statement: Students with disabilities who require accommodations (academic adjustment and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. Please do not request accommodations directly from the professor or instructor without a letter of accommodation from the Office of Student Disabilities Services.

* This is an abbreviated syllabus. A detailed syllabus will be available to all enrolled students on the first day of class.