EARLY CHILDHOOD DEVELOPMENT
PSYCH 219

4 credit hours  3 lecture hours per week

Spring 2019  Mrs. Joan Faltot, M.Ed., LPC, LBS
T-Th 9:20 A.M. –10:50 A.M.  Office hours: Adjunct office
HSC 166  by appointment

I. Description

This course is designed to provide you with an overview of a chronological approach to the principles and theories of child development from birth to 11 years of age. Since this is an introductory level course, the material will cover a vast significance of information over a considerable amount of areas. This course fulfills the developmental psychology requirements for early education majors.

II. Text


III. Objectives

The student will:

A. Show knowledge of the theories and research methods in early child development.
B. Explain the genetic and biological components in early child growth and development
C. Show knowledge of physical, sensory, and cognitive development in children
D. Understand the concept of gender identity
E. Describe the factors influencing emotional and personality development
F. Explain the parent/child relationship; family and peer influences across all settings- home, school, and community.
IV. Content

A. Introduction to Child Development
B. Heredity, Environment, and Prenatal Development
C. Birth and the Newborn Infant
D. Physical Development and Health During Infancy and the Toddler Years
E. Cognitive and Language Development During Infancy and the Toddler Years
F. Social and Emotional Development During Infancy and the Toddler Years
G. Physical Growth and Health in Early Childhood
H. Cognitive Development During Early Childhood
I. Social and Emotional Development During Early Childhood
J. Physical Growth and Health in Middle Childhood
K. Cognitive Development During Middle Childhood
L. Social and Emotional Development During Early Childhood

V. Course Format

The format for this introductory course will be class lectures and activities, including group activities. It is important that you read the material in the textbook and come to class prepared to ask questions and discuss the content of what you have read.

VI. Student Evaluations

Quizzes, (group) projects, and/or written assignments, each totaling 30+ points. Research Term Paper-100 points- Final exam, totaling 100 pts; total for course- 400 pts.

**Term Paper:** The first half of your assignment will to start with generating a question about a topic relating to Early Childhood Development. Some examples may include “Does playing classical music to an unborn fetus increase his/her intelligence?” “Does daycare cause an insecure attachment in children?” “Do breastfed babies show greater cognitive development than bottle fed babies?” “What causes autism?” Further information will be provided later.
VII. Grading Policy

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<th>Percentage</th>
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<tr>
<td>93-100%</td>
<td>A</td>
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<tr>
<td>90-92</td>
<td>A-</td>
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<td>87-89</td>
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<td>60-62</td>
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VIII. Attendance Policy

Seventy-percent of learning retention is based on active participation. To actively participate, one must be present.

IX. Academic Integrity

All members of the Westminster Community, including students, faculty, staff, and administrators, are expected to maintain the highest standards of honesty and integrity, in keeping with the philosophy and mission of the College. (Westminster College Student Handbook, p. 22) Forms of academic dishonesty include (but are not limited to): cheating on an exam, lending your work to another student so that he/she may turn it in as his/her own, or copying and turning in another person’s work as one’s own (e.g., another current or previous student's work or material taken from the Internet). Students caught participating in such an activity will receive a course grade of "F." If you have any questions regarding academic integrity, please discuss them with the instructor.

X. Accessibility Statement

Westminster College actively strives for the full inclusion of all our students. Students with disabilities who require access solutions for environmental or curricular barriers should contact Faith Craig, Director of Disability Resources, located in 209 Thompson-Clark Hall, (724) 946-7192 e-mail: craigfa@westminster.edu