



# HDFS310

## INFANT AND CHILD DEVELOPMENT IN CONTEXT

### SYLLABUS

#### **INSTRUCTOR INFORMATION**

Instructor: Day Halsey

Email: [Day.Halsey@colostate.edu](mailto:Day.Halsey@colostate.edu)

Canvas Inbox is preferred for email communication. Responses will be provided within 36 hours during weekdays.

#### **TECHNICAL SUPPORT**

Need technical assistance with your online course? Try the following:

- Visit the [Canvas Student Resources](#) for guides and videos.
- Visit [Central I.T. Technical Support Helpdesk](#) for technical support.
- Call 970-491-7276.
- Email [Help Desk Support](#).

#### **COURSE DESCRIPTION**

This course covers physical, cognitive, and socioemotional development from conception through middle childhood in context of family, relationships, and culture.

This course will explore human development from conception through middle childhood (age 12). Students will learn how humans develop physically, cognitively, and socially to gain the ability to reason, speak, and form relationships. Students will also become familiar with theories and research relevant to the study and practices related to infant and child development.

#### **COURSE PREREQUISITES AND COREQUISITES**

HDFS101 or PSY100; completion of 30 credits.

#### **COURSE GOALS**

Upon the completion of this course, you should be able to:

1. Examine the principal processes and core developmental theories related to both typical and atypical child development from conception through age 12 years.
2. Identify, examine, and, when appropriate, appraise contextual frameworks that may influence infant and childhood development.
3. Access, critically appraise, and apply diverse forms of information (e.g. Web sites, Internet sources, parenting information, and other media sources) regarding infant and child development.
4. Examine current empirical research and identify potential gaps in research relevant to infant and child development.
5. Critically evaluate and apply research methods and concepts used in empirical research related to infant and child development and relevant contexts (e.g. family, school).
6. Demonstrate effective written skills and discussion skills appropriate to the field of infant and child development topics.
7. Demonstrate the ability to both differentiate and acknowledge diverse and multicultural influences and perspectives in infant and child development topics.
8. Demonstrate an understanding of professional skills, including ethical and culturally sensitive standards of conduct, as relevant to infant and child development.

## **REQUIRED TEXTS**

Berger, K. S. (2018). *The Developing Person through Childhood* (8<sup>th</sup> edition). New York: Worth Publishers. ISBN: 1319061648.

Siegel, D. J., & Bryson, T. P. (2011). *The Whole-Brain Child: 12 Revolutionary Strategies to Nurture Your Child's Developing Mind*. New York: Delacorte. ISBN: 0553807919.

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> edition). Washington, DC: American Psychological Association.

## **OTHER REQUIRED OR SUPPLEMENTAL MATERIALS**

Additional readings and materials are provided in the Canvas learning management system (LMS).

## **COURSE PRESENTATION AND PROCEDURES**

This course is organized into 16 modules presented in a weekly timeline during the traditional 16-week semester. During the four-week summer session, you complete four modules per week. Modules may include learning objectives, presentations, readings, videos, discussions and

assignments. You are expected to complete all tasks in a module before proceeding to the next module.

## GRADING

As a student enrolled in this course, one of your responsibilities is to submit course work by the due dates listed in the Canvas. With that said, I take my role as your instructor very seriously, and, in fact, I care about how well you do in this course and that you have a satisfying, rewarding experience.

To that end, it is my commitment to you to respond individually to the work you submit in this class and to return your work in a timely manner. Smaller module assignments will be returned within five-to-seven days, and major assignments will be returned within seven-to-nine days. (If, however, due to unforeseeable circumstances, the grading of your work takes longer than the times I have listed here, I will keep you informed of my progress and make every effort to return your work with feedback as soon as I can.)

ASSIGNMENT*	GRADE POINTS	GRADE PERCENTAGE
Discussions	150	22%
Research Paper	150	22%
Exams	300	42%
Translational Assignment	100	14%
<b>Total:</b>	<b>700</b>	<b>100%</b>

\*Keep a copy of all work created for the course, including work submitted through Canvas course learning management system.

## ASSIGNMENT DETAILS

**Research Paper:** This semester, you will be required to complete a Research Paper that analyzes the study from an empirical article of your choice. Your paper will include the following components: summary of the study in your article, integration of course material, study limitations and future research and APA formatting and writing quality. You will complete aspects of this paper throughout the course to ensure you stay on track.

**Exams:** You will complete three multiple-choice exams in this course. The exams are not cumulative, and you may use your course materials to complete them.

**Translational Assignment:** In this course, you will practice your ability to articulate research-based content into ideas that parents, educators, or other laypeople could use when working with/rearing children. Essentially, you will be asked to “translate” and synthesize some of the course information in a meaningful way to parents and/or other lay audiences. As such, you will create a presentation product (e.g., brochure, pamphlet, handout, PowerPoint presentation,

Pinterest, podcast, blog, etc.) based on the information presented in Siegel and Bryson’s *The Whole-Brain Child*. You will complete one aspect of this assignment early in the course to ensure you are on track.

## **PARTICIPATION EXPECTATIONS**

Class discussion is a key aspect of this course, and keeping up with the reading assignments is crucial to class participation. Module discussions are posted and ask you to integrate readings, presentations, videos, and personal experiences. Grading on discussion boards is based in part on completion, that you actually participate in the discussion, and in part on content—that you responded to the prompt and provided evidence of your understanding of the topic. Your discussion grade will be determined by the quality of your participation. Refer to the discussion rubric in Canvas for your grading criteria.

## **GRADE DESCRIPTION**

**Undergraduate:**

<b>98-100 % = A+</b>	<b>93-97 % = A</b>	<b>90-92 % = A-</b>
<b>88-89 % = B+</b>	<b>83-87 % = B</b>	<b>80-82 % = B-</b>
<b>78-79 % = C+</b>	<b>73-77 % = C</b>	<b>70-72 % = C-</b>
<b>68-69 % = D+</b>	<b>63-67 % = D</b>	<b>60-62 % = D-</b>
	<b>0-59 % = F</b>	

## **MAKE UP POLICY**

Late work will not be accepted. Requests for extensions will not be granted unless your situation qualifies as a verifiable emergency.

## **ACADEMIC INTEGRITY POLICY**

This course will adhere to CSU’s [Academic Integrity/Misconduct](#) policy as found in the General Catalog and the [Student Conduct Code](#).

Academic integrity is conceptualized as doing and taking credit for one’s own work. Violations of the university’s academic integrity standards include, but are not limited to:

- Cheating—includes using unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work or engaging in any behavior specifically prohibited by the faculty member.

- Plagiarism—includes the copying of language, structure, ideas, or thoughts of another, and representing them as one’s own without proper acknowledgment.
- Unauthorized Possession or Disposition of Academic Materials—includes the unauthorized selling or purchasing of examinations or other academic work; stealing another student’s work; unauthorized entry to or use of material in a computer file; and using information from or possessing exams that an instructor did not authorize for release to students.
- Falsification—includes any untruth, either verbal or written, in one’s academic work.
- Facilitation—includes knowingly assisting another to commit an act of academic misconduct.

At a minimum, violations will result in a grading penalty in this course and a report to the Office of Conflict Resolution and Student Conduct Services.

## **CSU HONOR PLEDGE**

Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, I will ask that you affirm the CSU Honor Pledge as part of completing your work in this course. *While you will not be required to affirm the honor pledge, you will be asked to affirm the following statement:*

*"I have not given, received, or used any unauthorized assistance."*

Further information about Academic Integrity is available at CSU’s [Practicing Academic Integrity](#).

### **Human Development and Family Studies (HDFS) Academic (and Professional) Honesty Policy:**

It is expected that students will use their own knowledge and skill for assignments and tests unless directed to do otherwise. Incidents of cheating, plagiarism, or knowingly providing false or incorrect information are considered serious and will be treated seriously. Consequences of these incidents are at the discretion of the faculty member involved and may consist of confiscation of assignments/tests, an F grade, and/or removal from the Professional Curriculum (or withdrawal of the right to apply for the Professional Curriculum).

It is expected that students will demonstrate concern for others, and respect the confidentiality of information about, the intellectual property of, and the decisions made by others.

## UNIVERSAL DESIGN FOR LEARNING

I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

If you are a student who will need accommodations in this class, please contact me to discuss your individual needs. Any accommodation must be discussed in a timely manner prior to implementation. A verifying memo from [Student Disability Center](#) may be required before any accommodation is provided.

## INSTRUCTOR AND STUDENT RESPONSIBILITIES

**Instructor Responsibility:** The role of the instructor is to foster a learning environment that honors differences and works toward the common integration of students' personal and applied experiences with the scholarly content of the course. I am committed to staying in touch with you throughout the semester. I am available to discuss both the process of the class and the content of the class. The standards for this course are high for both the instructor and the student. Therefore, you can expect support throughout your learning experience. The course has been developed to offer you a balance of structure with clear goals, as well as choice.

**Student Responsibility:** Students are in charge of their own academic pursuits. Therefore, each student is personally responsible for all course material, requirements, and assessments. If you are having trouble with any aspect of the course, are concerned about your grade, and/or experience extenuating circumstances that affect your role as a student in this course, **it is *your* responsibility to initiate timely communication (before the due date or the end of the semester) with the instructor about your situation. In addition, it is *your* responsibility to make note of due dates and to complete each assigned piece of work for this course on time. If you cannot complete required work by the due dates, you need to discuss this with the instructor *in advance*.** Late work will not be accepted.

## SYSTEM, MULTIMEDIA, AND SOFTWARE REQUIREMENTS

If you are having trouble with the multimedia in this course or with accessing Microsoft Office products, find solutions to a number of common problems at [System, Multimedia, and Software](#)

**Requirements.** Also, it is highly recommended that you access your course via a **high-speed Internet connection**.

Still having issues? Call the **CSU Help Desk at 970-491-7276** or [Email Help Desk Support](#).

You must have speakers installed and working properly on your computer before beginning the course.

## **THIRD-PARTY TOOLS/PRIVACY**

Please note that this course may require you to use third-party tools (tools outside of the Canvas learning management system), such as Skype, Educreations, Google Hangouts and others. Some of these tools may collect and share information about their users. Because your privacy is important, you are encouraged to consult the privacy policies for any third-party tools in this course so that you are aware of how your personal information is collected, used and shared.

## **COPYRIGHTED COURSE MATERIALS**

Please do not share material from this course in online, print, or other media. Course material is the property of the instructor who developed the course. Materials authored by third parties and used in the course are also subject to copyright protections. Posting course materials on external sites (commercial or not) violates both copyright law and the CSU Student Conduct Code. Students who share course content without the instructor's express permission, including with online sites that post materials to sell to other students, could face appropriate disciplinary or legal action.

## **SUGGESTED STUDY METHODS**

Online education requires skills and habits that may be less essential in traditional courses. In order to be successful in your online course you will need:

- Space—Establish a comfortable and well-organized physical workplace.
- Time management skills—Set personal study and "classroom" time as you would do for a traditional course.
- Organization skills—Print out all class material (modules, PowerPoints, assignments, additional resources, and any work you generate) and keep everything in a single location. Maintain electronic backups of all class materials.
- Communication skills—Demonstrate a willingness to interact with your instructor and classmates through email, phone calls, discussion boards, and active participation in all class activities.
- Initiative—Seek help from your instructor and classmates, ask questions as they arise.
- Discipline—Pace yourself, complete all activities and assignments before the due date, follow through on all class requirements to completion.

The more closely you adhere to the recommendations above the greater your chances of having a successful semester and a rewarding online experience.