

ECFS 2743

The Study of Young Children

Course Description

This course presents a study of the young child in family and society, including the effects of environmental, cultural and socioeconomic influences. The focus is on observing and understanding the development of children from birth to six years of age (Infant-Toddler; Preschool and Kindergarten Child). It addresses physical, cognitive, and affective development. Fifteen (15) practicum hours are required.

Course Prerequisites

None.

Required Materials

- Understanding Child Development by Charlesworth, Rosalind, Edition: 10th. ISBN: 9781305501034

Accreditation

Southern Wesleyan University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4500 for questions about the accreditation of Southern Wesleyan University.

The teacher education programs at Southern Wesleyan University are accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs at the main campus in Central and all other learning centers operated by SWU. The university's teacher education programs are also approved by the South Carolina State Board of Education.

Course Learning Outcomes

CLO#1	The student will identify the various types of theories and theorists and describe the developmental areas relating to the cognitive, affective, physical and motor development of children.
CLO#2	The student will discuss the importance of the adult role in the lives of children from birth to primary from the Christian perspective.

CLO#3	The student will identify and compare typical and atypical development of infant/toddlers; three, four, five year olds; and six year olds.
CLO#4	The student will identify methods of a child study utilizing anecdotal and diary records, observations and interviews.
CLO#5	The student will articulate how learning takes place in young children, analyze prenatal and infancy stages of development and explain the growth and development of toddlers, preschoolers and kindergarten children
CLO#6	The student will describe and explain the sociocultural factors that affect the development of young children.
CLO#7	The student will define and analyze “play” by examining the theories of play and apply context for play and factors in peer group entry.

Course Learning Assignments and Assessments

Grading

Quizzes	25%
Discussion Posts	15%
Journal Articles	10%
Developmental Theorist Power Point with Multi-Media	10%
Newspaper Articles	10%
Child Study Project	30%
Total	100%

Quizzes – 25%

Students will be responsible for taking online quizzes. Quizzes must be completed the week that they are assigned. There are no make-ups for missed quizzes. Quizzes are “open book.” There will typically be around 40 questions for each quiz.

Discussion Posts – 15%

Each week, discussion topics are assigned. This is a very important component of this course. It is where students share ideas, discuss topics and show they have an understanding of and can

apply course concepts to real life. It is expected that students will spend sufficient time to make well-thought out posts and responses to posts of peers. Students must post their initial posts by Wednesdays at 11:59 pm. Responses to peers must be submitted by Saturday at 11:59 pm.

Journal Articles – 10%

Read and critique four (4) articles from current Early Childhood Journals (Young Children – National Association for the Education of Young Children-NAEYC). Childhood Education (Association for the Childhood Education International (ACEI)). Write a 1 ½ to 2 page review of each article and reflect on its value. Summarize and include how it pertains to you when you work with young children. See rubric.

Developmental Theorist Power Point with Multi-Media– 10%

Select one of the major child development theorists (Freud, Piaget, Erikson, Vygotsky) Create a Multi-Media Presentation (Power Point) that provides a brief description of the theorist, the key elements of the theorists and your opinion and response to the theory with an application to daily life. Please be Creative!

Newspaper Articles – 10%

“Child Development in the News” You are required to read (5) newspaper articles during this course that relate to the content. You will find that there are issues daily that relate to children and their development. Write a summary with the main ideas and facts in the article and your response. Discuss how it relates to course material. See rubric.

Child Study Project – 30%

You are required to spend (15) hours in a practicum experience with young children 2 ½ to 5 years old. The Child Study Project will be an opportunity for you to connect theory and practice. The purpose is for you to apply what you are learning about child development to your interactions with and observations of a young children 2 ½ to 5 years old. This will be an objectively written and documented summary report of a child’s development at a particular time. See the description of this assignment. Please note that this is a major requirement and is one fourth of your final grade.

GRADE EQUIVALENCY TABLE

All grades are reported in a system of eleven letter grades designated as “A” through “F” with appropriate plus and minus additions reflecting the following scheme:

Percentage Value	Letter Grade	Numeric Value for GPA
96-100	A	4.0
93-96	A-	3.7
90-93	B+	3.4
87-90	B	3.0
84-87	B-	2.7
81-84	C+	2.4
78-81	C	2.0
75-78	C-	1.7
73-75	D+	1.4
70-73	D	1.0
<70	F	0.0

Course Policies

Attendance Policy

Regular attendance is a key to success in the course. Please refer to the Attendance Policy outlined in the Catalog for full details of the SWU policy on attendance.

Online attendance is based on completion of at least one designated assignment by the due date/time posted within the course site for each session. Online activities may include lecture, assignments, readings, discussion forums, and assessments (e.g. quizzes, tests).

Late Assignment Policy

Assignments

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor feedback on assignments. Students are expected to submit their assignments on or before the due date. Assignments are due by midnight on the days specified.

In the case of extenuating circumstances (such as hospitalization, child birth, major accident, injury, military obligation, or bereavement), it is the responsibility of students to contact the

instructor as soon as practicable. The instructor may waive the penalty for late work if the circumstances are justified.

Students must submit final course assignments no later than the last day of the term. No assignments are accepted after the last day of the term.

Discussions

Students must submit discussion board postings during the time frame indicated.

Communication

The course site (Canvas) and SWU email are the primary tools for class communication, assignments, handouts, etc. All participants must have access to the course site and SWU e-mail and are expected to access them on a daily basis.

While it is important to maintain good communication with the instructor, Internet connectivity problems and home computer problems are not considered adequate excuses for missing assigned class work.

Technology Requirements

To be successful in this course, all participants are expected to ensure their technology equipment meets the [recommendations](#) provided by SWU's Technology Services.

Students requiring technical support related to their courses or other SWU-provided technologies should send an e-mail to helpdesk@swu.edu or call 864.644.5050.

Academic Honesty

Honesty in all matters - including honesty in academic endeavors - is a valued principle at Southern Wesleyan University. It is the expectation of the university that all those joining the academic program will act with integrity in all matters.

No forms of academic dishonesty will be tolerated. Students are encouraged to help each other maintain these high standards. All academic dishonesty should be reported to the faculty directly. Faculty, upon evidence of academic dishonesty (cheating, plagiarism, or misuse of another's intellectual property), either by voluntary confession, report of another student, or on the basis of work submitted, must follow the procedure outlined in the Catalog (under *Academic Honesty*). This includes but is not limited to a zero for the work involved, 10% course grade reduction, or a failing grade for the course. Unresolved cases may be appealed using the Appeal Process outlined in the Catalog (under *Academic Honesty*).

Accommodations for Students with Disabilities

Southern Wesleyan University is committed to providing equitable access to learning opportunities for all students. Accommodations can be made for students with disabilities, as outlined in “Services for Students with Disabilities” found in mySWU’s Student tab under The Learning Center. Any student desiring accommodations must send the request and all documentation to the Student Success Coordinator in Rickman Library 224. Call 864-644-5036 for more information.