



# Bethesda University

730 North Euclid Street, Anaheim, California 92801 Tel: (714)517-1945, Fax: (714)683-1440

## EC101 Child Development

Professor Carol Parsons			
Class Hour:	4:00-6:30pm	Classroom:	205
Office:	<a href="#">Click here to enter text.</a>	Phone:	714-948-3954
Office Hours/ Consultation:	TBA	E-mail:	Steve-parsons@sbcglobal.net
TA:	TBA (To Be Arranged)	Credit Unit:	3

### A. Bethesda University Mission Statement

Bethesda University is a Christ-centered community of higher education preparing Korean/English speaking men and women with professional competence, academic excellence, and spiritual integrity to be servant leaders in the Church, community, and global society.

### B. Relationship of Course to Bethesda University's Mission

This course prepares adults and future educators to become spiritual and intellectual professionals in the field of Early Childhood.

### C. Course Description

This course is a study of curriculum development and principles, analysis of learning environment, instructional strategies, organization, and evaluation of programs for childhood education.

### D. Course Objectives & Student Outcomes

	<u>Expected Student Outcomes</u>	<u>Assessment Used to Measure Outcomes</u>
<b>Spiritually</b>	Students will journal the meaning of a spiritual quote of the Week	Weekly class writing allows students to describe the meaning of the quote in their own words.
<b>Intellectually</b>	Students will learn about Child development theorists.	Creating a graph of developmental theorists.
<b>Socio-Emotionally</b>	Students will learn about social-emotional development in early childhood.	Interviews with children ages infant-15 years old.
<b>Vocationally</b>	Preparing Students with the Knowledge	Presentation of interview



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	of Child Development as future teachers	
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## E. Teaching/Learning Methods

This class is taught using Christian values and developmentally appropriate practices for young children. We experience lessons for children with on-hand activities allowing future teachers to experience interactions with children in the classroom setting.

## F. Required Textbook(s)

No.	Title	Author	Publisher	Library code	Year
1	Child Development 9 <sup>th</sup> ed.	Beck, Laura E.	PHI Learning	ISBN-978-81-203-4692-5	2013

## G. Recommended Reading and Other Course Resources (All reserved for reading)

Please, provide at least 5-10 recommended book on the subject and prioritize by importance and popularity. The library will try to buy those books if not already there.

No.	Title	Author	Publisher	Library code	Year
1	Foundations and Best Practices in Early Childhood Education- History, Theories and Approaches to Learning 2 <sup>nd</sup> ed.	Follari, Lissanna M.	Pearson Education Inc.	LB1139.23.F66 2011	2011
2	Theories of Childhood- An Introduction to Dewey, Montessori, Piaget and Vygotsky, 2 <sup>nd</sup> ed.	Mooney, Carol Garhart			
3	A Basic Introduction to Child Development Theories		Department of Community Services		2002
4					
5					



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## H. Course Calendar/Schedule, include the following

N	Date	Theme	Reading	Assignments
1	2/23	Introductions-Review syllabus History, Theories and Applied Directions	Syllabus Chapter 1	Introduce Journals, Class assignments
Last Day to Request Add/Drop is Friday of First Week				
2	3/2	Research Strategies	Chapter 2	
3	3/9	Biological Foundations, Prenatal Development and Birth	Chapter 3	
4	3/16	Infancy: Early Learning, Motor Skills, and Perceptual Capacities	Chapter 4	
5	3/23	Physical Growth	Chapter 5	
6	3/30	Cognitive Development: Piagetian Core Knowledge and Vygotskian Perspectives	Chapter 6	Sensorimotor Interview
7	4/6	Cognitive Development: An Informational Processing Perspective	Chapter 7	Preoperational/Concrete Operational Interview
8	4/13	Intelligence	Chapter 8	
Last Day to Request Grade Withdrawal "W" is Friday of 8 <sup>th</sup> Week				
9	4/20	Language Development	Chapter 9	
10	4/27	Emotional Development	Chapter 10	
11	5/4	Self and Social Understanding	Chapter 11	
12	5/11	Moral Development	Chapter 12	Moral Development Interview
13	5/18	Development of Sex Differences and Gender Roles	Chapter 13	
14	5/25	The Family	Chapter 14	
15	6/1	Peers, Media and Schooling	Chapter 15	
Final				
16	6/8			Project Presentations



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## I. Assignments

Projects- Sensorimotor Interview with infant, Preoperational/Concrete Operational Interview with 3-7 year old, and Moral Development Interview with 8-15 year old child  
Journal  
Project presentation

## J. Evaluation/Assessment Rationale for Grade Determination

### 1. Grade Assessment

<b>Attendance</b>	<b>20pts</b>
<b>Participation</b>	<b>20pts</b>
<b>Projects</b>	<b>40pts</b>
<b>Journal –Quote of Week</b>	<b>10pts</b>
<b>Presentation</b>	<b>10pts</b>
<b>Total</b>	<b>100 pts</b>

### 2. Grade definition

A	Excellent
B	Good
C	Satisfactory
D	Poor
F	Failure

### 3. Grade scale

Letter Grade	Numeric Grade	Grade Points
A	95-100	4.0
A-	90-94	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7
C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7
D+	67-69	1.3
D	64-66	1.0
D-	60-63	0.7
F	59 or below	0



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## **K. Course Policies**

### 1. Attendance, Preparation, and Participation:

Attendance Policy- Students are expected to be in class. If you are unable to attend, please notify Professor prior to class start time.

All course work is due on the dates assigned. Students who fail to submit assignments on time will be subject to the course late grading policy. In all cases unless stated by instructor, all course work is due no later than December 8, 2014 by 6:30pm.

### 2. Deadlines:

Stated on Syllabus

### 3. Advance Assistance:

Arrange with Professor

### 4. Assignment Options:

Arrange with Professor

### 5. Make up work:

Arrange with Professor

### 6. Extra-credit work:

Arrange with Professor

### 7. Emergency procedures:

Contact Professor

### 8. Other policies on Withdrawal and Grade Permanence, Academic Integrity, and Appeals and Grievance procedures refer to the Student Handbooks and Catalog.



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**L. Support Services**

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**M. Bibliography**

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