

## FCS 4851 Infant Development – Fall 2012

Instructor: Dr. M. Meadows, CFCS

Telephone: 217-581-6349

Office: 1431 Klehm Hall

Monday 3:00-4:00pm, Tuesday 8:00-9:00 am and 12:00pm-1:00pm (in Child Development Laboratories), Thursday 1:00pm-3:00pm

e-mail: mlmeadows@eiu.edu – correspondence will occur during office hours

**Course Description:** Study of current theories and research on infant and toddler development and care. Application of knowledge through supervised observation and participation in Family and Consumer Sciences Infant Development Laboratory.

### Text:

Gonzalez-Mena, J. (2001) *Multicultural issues in child care* (3<sup>rd</sup> ed.). Mountain View, CA: Mayfield Publishing Co.

Gonzalez-Mena, J. & Eyer, D.W. (2001). *Infants, toddlers, and caregivers* (5<sup>th</sup> ed.). Mountain View, CA: Mayfield Publishing Group.

**Course Objectives:** The students will...

1. examine both current theory and research and their application to understanding conception, fetal growth, birth, and the first two years of life,
2. examine the relationship between growth, development, and behavior modifications during these stages,
3. examine the trends of pediatric management for optimum health and welfare,
4. examine interaction and participation of infants within the family unit and the laboratory setting, and
5. prepare for family service/child development professions and family/parent relationships.

**Note:** This upper division laboratory course requires a level of professionalism and accountability unseen in many other courses. In this course each and every student enrolled will be working closely with an infant and his or her family. Current research shows that one of the most important aspects of high-quality infant care is sensitive attention from consistent caregivers. Every infant is assigned two caregivers from the students enrolled in the course. Each student will be required to attend one laboratory session per week (either Tuesday or Thursday), care for their infant, and interact with their infant's contact person. On the day that the student does not attend the laboratory session, the alternate caregiver will attend. If for any reason the caregiver assigned to the infant is unable to attend it is imperative that the alternative caregiver is contacted to provide care for the infant. In addition, the infant's family should be contacted and apprised of the change in schedule. Any change in schedule should also be reported to either Dr. Meadows or Ms. Sowers immediately.

Written assignments prepared out of class are required to be typed, double-spaced, and proof-read by the student. Evaluations may be based, in part, on the appearance of the work, including grammatical or typographical errors. APA style is to be used and used correctly. Students may be assured of confidentiality when submitting any assignment. Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Students Conduct Code (1.1). To encourage original and authentic written work, any written assignment created in

this course may be submitted for review to *Turnitin.com* and will become a searchable document with the *Turnitin*-protected and restricted database. Any concerns, questions, or comments must be addressed to instructor within one class period after the assignments are graded and returned to the student. Grade appeals will not be entertained after that point. You may be assured of confidentiality when submitting any assignment.

Assignments should not show more than 15% material obtained from another source (excluding references and direct quotes) as per Turnitin's originality reports. The use of originality reports are strongly recommended and are explained within the HELP files (upper right corner) of the Turnitin home page. Assignments should not show more than 25% material obtained from another source when direct quotes are considered. Assignments over 15% originality (25% when considering direct quotes) will be graded based on original material. For example – if an assignment worth 100 points contains 40% source material 40% (40 points) will automatically be lost. Loss of points will not occur for 15% or 25%.

Late assignments will be accepted with the loss of one letter grade per class period (Example: paper due on Monday and turned in on Friday will lose two letter grades).

**STUDENTS MUST HAVE A CURRENT TWO-STEP TB SKIN TEST FROM HEALTH SERVICES BEFORE WORKING WITH CHILDREN!!!!!!**

### **Methods of evaluation:**

#### *Partnership Work and In-class Activities:*

Students are expected to attend and actively participate in each scheduled laboratory session as well as each lecture and discussion session. Periodically activities and assignments, worth a variety of points, will be completed in class. Student must be present in class to receive credit, make-up work will not be accommodated. In addition, each student is expected to work in partnership with another student to care for his or her assigned infant. Various aspects of the partnership will require written paperwork that will be graded. Students sleeping, texting, or on the internet during class will be marked absent for the course session. The partnership work, activities, and in-class assignments will add up to a total of 300 points for the semester.

#### *Reading Reaction Exercises:*

Students will read one chapter per week from the textbook, *Infants, toddlers, and caregivers*, and answer two of the reflection questions at the end of the chapter. Any two questions can be chosen and a 1 to 1½-page reaction to the questions is to be turned in each Thursday. One point will be deducted for each class period assignment is late. Each Reading Reaction will be worth 5 points for a total of 70 points.

#### *Diversity Research Project:*

Using the textbook *Multicultural Issues in Childcare* a comprehensive study of diversity and culturally sensitive infant care will be prepared. The project consists of an in-depth examination of culture, both in general and as it pertains to the infant's daily life. See supplementary handout for detailed guidelines on preparing the project. 100 points

#### *Topical Newsletter Report:*

Each student will prepare an application-oriented article related to infant development, which will be developed into a parent newsletter. Two research articles will be reviewed and used to write a

2-page paper, which will then be edited and shared with parents. See supplemental handout for detailed instructions on preparing the article summary and parent newsletter. 30 points undergraduate students – 80 points graduate students.

*Case Study/Infant Portfolio:*

Comprehensive study of each infant enrolled in the laboratory session. Case study/Portfolio includes developmental reports, information from child's personal file, observations and assessments, photographs, and insights gained from required home visit. Information gathered in this assignment is highly confidential and should be treated as such. See supplemental handout for detailed instructions on preparing the assignment. 200 points undergraduate students – 250 points graduate students.

**Grading scale:**

Undergraduate students:

A = 630-700 points

B = 559-629 points

C = 488-558 points

D = 417-487 points

F = 416 points or below

Graduate students:

A = 720-800

B = 639-719

C = 558-638

D = 477-557

F = 476 points or below

\*\*\*\*\*If you have a documented disability and wish to receive academic accommodations, contact the Coordinator of the Office of Disability Services at 581-6583.