Registration Number: 252992  
Class Location: Extension Gayley Center, 1145 Gayley Ave., Westwood #111  
Extension Westwood Center, 1010 Westwood Blvd., Westwood #310  
Days: Sun., January 25, February 1, 8, 22, March 1, & 8. *There is no class meeting on February 15.*  
Time: 8:30 a.m. – 5 p.m.  
Quarter Units: 5 quarter

Instructor: Holly S. Dye, M.A.  
Office Hours: Monday 12:00 PM-4:00 PM  
Location: UCLA Extension 639  
Office Phone: (310) 825-2960  
E-mail: Email through Canvas

Email inquiries will be responded to within 48 hours

Course Description:

The primary goal of this course is to provide an introductory course in child growth and development spanning prenatal through adolescent stages. Participants study biosocial, cognitive, language and psychosocial developmental domains within a cultural context, with special emphasis on the role of play in children’s development. *Applies toward Title 22 requirements, Child Development Permits (Title 5) and the Basic Core Program in Early Childhood Education.*

Professional Statements:

One of the nation’s largest and most comprehensive institutions of continuing higher education, UCLA Extension has served students in Southern California and beyond since 1917. Each year, Extension offers 4,500 courses, linking 60,000 adults of diverse backgrounds to enhanced career, academic, and personal growth opportunities through lifelong learning.

**VISION—*What we aspire to be***  
A world-class leader in lifelong learning.

**MISSION—*Why we exist***  
To provide knowledge and connections for people to achieve their personal and professional goals.
VALUES—*What’s important to us*

**Excellence**
We strive for the highest quality in our programs and services to students, instructors, and partners.

**Innovation**
We strive to be at the leading edge in program content, format, organizational management, and our response to evolving constituent needs.

**Accessibility**
We provide access to a wide range of educational opportunities scheduled at times, places, and in formats that fit our student’s lives.

**Diversity**
We embrace and invite diversity in our relationships with students, instructors, employees, and partners.

**Positive Workplace**
We foster an environment that values and respects people, encourages their professional development, and recognizes their accomplishments.

**Professionalism**
We are diligent, industrious, thorough, and expeditious in serving students, instructors, and partners, as well as co-workers who depend on us to accomplish their work.

**Accountability**
We act with integrity, accept responsibility for building a financially sustainable organization, and follow through on our commitments.

**Services for Students with Disabilities:**

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, UCLA Extension provides appropriate accommodations and support services to qualified applicants and students with disabilities. These include, but are not limited to, auxiliary aids/services, such as notetakers, audiotaping of courses, sign language interpreters, assistive-listening devices for hearing-impaired individuals, extended time for and proctoring of exams, and registration assistance. Accommodations and types of support services vary and are specifically designed to meet the disability-related needs of each student based on current, verifiable medical documentation.

Arrangements for auxiliary aids/services are available only through UCLA Extension Disabled Student Services at (310) 825-7851 (voice/TTY) or by email.
Please request such arrangements with at least five working days’ advance notice. All assistance is handled in confidence. Accommodations must be pre-approved. Requests for retroactive accommodation will not be accepted.

Every effort is made to locate and conduct courses that are structurally and programmatically accessible; however, prior arrangements may be necessary to provide access at Bunche Hall on the UCLA Campus. Direct any questions regarding accessibility to UCLA Extension Disabled Student Services at the telephone number or email address listed above.

**Nondiscrimination Policy:**

In compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Age Discrimination Act of 1975, and Americans with Disabilities Act of 1990, the University of California does not discriminate on the basis of race, color, national origin, religion, sex, disability, or age in any of its policies, procedures, or practices; nor does the University discriminate on the basis of sexual orientation.

This nondiscrimination policy covers admission and access to and treatment and employment in University programs and activities, including, but not limited to academic admissions, financial aid, education services, and student employment.

Students may complain of any action which they believe discriminates against them on the grounds of race, color, national origin, religion, sex, sexual orientation, disability, or age. Contact the Office of the Director of Student Services, UCLA Extension, Suite 214, 10995 Le Conte Ave., Westwood; Voice/TTY: (310) 825-8845.

**Technology:**

For formal admission to credential program, each student must:
1. Own or have ample access to a computer (in UCLA computer labs, at home or at work)
2. Have general knowledge of the operation of and care for a computer, computer hardware/software, and be able to implement some basic troubleshooting techniques (check connections, restart the computer, etc.)
3. Must have a valid email address.
4. Have a basic understanding of how to use the internet.

Students should anticipate that their use of these skills will be integrated into course within their program. Students who fail to meet any of the above expectations are strongly advised to take an introductory computer course before they are formally admitted to the Education Specialist Credential Program.
Course Objectives:

Upon completion of the course, the student will be able to:

- Demonstrate an understanding of human development including prenatal development and birth
- Identify the major domains and contexts of development
- Compare and contrast major theories of development
- Recognize the impact of heredity and environment on human development
- Distinguish biosocial, cognitive, language and psychosocial milestones of infancy, toddlerhood, preschool and school-age development and their implications for designing developmentally appropriate early childhood curricula
- Explain the characteristics of children’s play patterns and the role of play in promoting optimal development.
- Understand the range of children with special needs
- Employ child observation techniques

Required Readings:


Suggested World Wide Web Based References:

Chapter 1

For a site that deals with the ecological approach to fatherhood:
http://fatherhood.hhs.gov/concept.htm

How teachers can use children’s literature to explore how families function:
http://www.yale.edu/ynhti/curriculum/units/1990/5/90.05.05.x.html

Information on child statistics from US government for 2014:
http://www.childstats.gov/americaschildren/

The Children, Youth, and Families Education and Research Network’s site:
http://www.cyfernet.org/

For a quick look at the social construction of reality see:

Interview with Daniel Glazer about his research with mirror neurons:
http://www.pbs.org/wgbh/nova/sciencenow/3204/01.html
Article that details the importance of finding mirror neurons:
http://www.edge.org/3rd_culture/ramachandran/ramachandran_p1.html

Overview of the scientific method:
http://teacher.nsrl.rochester.edu/phy_labs/AppendixE/AppendixE.html

An overview of research methods including cross-sectional that gives the
advantages and disadvantages:
http://www.csulb.edu/~msaintg/ppa696/696preex.htm

A "clickable index" of the Scientific Method:
http://www.biologie.uni-hamburg.de/b-online/ibc99/koning/scimeth.html

The Ethics page of the American Psychological Association:
http://www.apa.org/ethics/homepage.html

Critical thinking about replication of scientific studies at:
http://skepdic.com/refuge/ctlessons/lesson6.html and more on this step in
the research method:
http://psychology.about.com/od/researchmethods/a/research_steps_5.htm

Web site that deals with ethics:
http://www.ethics.org/
and Aristotle’s ethics:
http://plato.stanford.edu/entries/aristotle-ethics/

Stem cell research and ethical considerations:

Bioethics discussion page with great topics for discussion:
http://www-hsc.usc.edu/~mbernst/

8th Edition websites for Chapters 2 – 13 are available on the publisher’s website:
http://bcs.worthpublishers.com/bergerca8e/default.asp?uid=0&rav=0#t_735
296____

9th Edition Textbook Companion is available on the publisher’s website:
http://bcs.worthpublishers.com/bergerca9e/
**Course Requirements and Assessment Procedures:**

**General Requirements**

1. Grades will be based on evaluation of directed teaching competencies to be reviewed in class and by the quality of completed course assignments as defined in this syllabus.

2. Students are expected to attend all class meetings. Anyone missing **ONE** session will be asked to drop/withdraw from the course and will be required to take this course at another time. You must attend the first day of class or you will be dropped from the roster and will need to re-enroll in the next quarter.

3. Attendance will be taken. Personal time management is a critical teaching competency, and your attendance and punctuality will bear strongly on our evaluation of your professionalism.

4. Students are expected to be prepared for class. Operationally defined, preparation includes having required reading assignments read, and written work completed when due so that you can discuss, relate and apply the information. If you have questions that arise during your preparation, contact the faculty member.

5. Due dates for all assignments are final unless prior arrangements (at least one week in advance of due date) have been made. All other late assignments will not be accepted.

6. All formal written work must be word-processed and carefully edited.

**A Word about Academic Integrity…**

All students are expected to complete all academic tasks in such a way that student honesty does not come into question.

1. All written assignments must be the original work of the enrolled student submitting the work.

2. Explicit citation of another author’s / illustrator’s work, including but not limited to author’s wording, ideas (factual statements and opinions), and graphics must in accordance to proper MLA format. This is required for both direct quotations and information that may simply be "rewarded."

3. Collaboration on assignments and/or tests, unless specified by the instructor, is considered culpable behavior.
Assignments

1. **Chapter Tests (30% of course grade):** Students will be given a test for each chapter covered in this course (chapters 1-13).

2. **Participation (30% of course grade):** Students will be expected to complete textbook readings before each class meeting. Participation includes, but is not limited to, small group work in class and contributing to class discussions. Theorist BIG Book and Timeline Activity are part of this grade.

3. **Observation Paper (20% of course grade):** Students will facilitate a series of tasks based on Piaget’s theories of conservation. Students will be expected to write a narrative essay, in MLA format with in-text citations and a works cited page. Content and format are important. Plagiarism compromises the academic integrity of your work and will have a negative impact upon your grade.

4. **Final Exam (20% of course grade):** Students will be given a cumulative final exam covering all thirteen textbook chapters, lectures, and discussions.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Certificate Candidate Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Certificate Candidate Performance: Participation, Theorist BIG Book, &amp; Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>18-20</td>
</tr>
<tr>
<td>B</td>
<td>16-17</td>
</tr>
<tr>
<td>C</td>
<td>14-15</td>
</tr>
<tr>
<td>D</td>
<td>12-13</td>
</tr>
<tr>
<td>F</td>
<td>&lt;12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Certificate Candidate Performance: Chapter Tests &amp; Final Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
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</tr>
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<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60%</td>
</tr>
</tbody>
</table>
# Participation Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Preparation: Evidence shows preparation for the class (has prepared notes and/or recalls the readings without the use of the open text)</th>
<th>Engagement: Quality of engagement is active, respectful, &amp; inclusive.</th>
<th>Initiative: Questions asked focus, clarify, &amp; summarize discussion.</th>
<th>Response: Quality of response reflects knowledge, comprehension, &amp; application of the readings.</th>
<th>Discussion: Quality of response extends the discussion with peers and reflects analysis, synthesis, &amp; evaluation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>(4) Superior</td>
<td>(4) Superior</td>
<td>(4) Superior</td>
<td>(4) Superior</td>
<td>(4) Superior</td>
</tr>
<tr>
<td>Description</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3) Very Good</td>
<td>(3) Very Good</td>
<td>(3) Very Good</td>
<td>(3) Very Good</td>
<td>(3) Very Good</td>
</tr>
<tr>
<td></td>
<td>(2) Satisfactory</td>
<td>(2) Satisfactory</td>
<td>(2) Satisfactory</td>
<td>(2) Satisfactory</td>
<td>(2) Satisfactory</td>
</tr>
<tr>
<td></td>
<td>(1) Poor</td>
<td></td>
<td></td>
<td>(1) Poor</td>
<td>(1) Poor</td>
</tr>
</tbody>
</table>


## Collaborative Work Skills: Theorist BIG Book

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contributions</strong></td>
<td>Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.</td>
<td>Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!</td>
<td>Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.</td>
<td>Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.</td>
</tr>
<tr>
<td><strong>Quality of Work</strong></td>
<td>Provides work of the highest quality.</td>
<td>Provides high quality work.</td>
<td>Provides work that occasionally needs to be checked/redone by other group members to ensure quality.</td>
<td>Provides work that usually needs to be checked/redone by others to ensure quality.</td>
</tr>
<tr>
<td><strong>Time-management</strong></td>
<td>Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person’s procrastination.</td>
<td>Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person’s procrastination.</td>
<td>Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person’s procrastination.</td>
<td>Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person’s inadequate time management.</td>
</tr>
<tr>
<td><strong>Focus on the task</strong></td>
<td>Consistently stays focused on the task and what needs to be done. Very self-directed.</td>
<td>Focuses on the task and what needs to be done most of the time. Other group members can count on this person.</td>
<td>Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.</td>
<td>Rarely focuses on the task and what needs to be done. Lets others do the work.</td>
</tr>
<tr>
<td><strong>Working with Others</strong></td>
<td>Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.</td>
<td>Usually listens to, shares with, and supports the efforts of others. Does not cause “waves” in the group.</td>
<td>Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.</td>
<td>Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.</td>
</tr>
</tbody>
</table>
# Timeline Activity

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>The timeline has a creative title that accurately describes the material and is easy to locate.</td>
<td>The timeline has an effective title that accurately describes the material and is easy to locate.</td>
<td>The timeline has a title that is easy to locate.</td>
<td>The title is missing or difficult to locate.</td>
</tr>
<tr>
<td>Dates</td>
<td>An accurate, complete date has been included for each event.</td>
<td>An accurate, complete date has been included for almost every event.</td>
<td>An accurate date has been included for almost every event.</td>
<td>Dates are inaccurate and/or missing for several events.</td>
</tr>
<tr>
<td>Graphics</td>
<td>All graphics are effective and balanced with text use.</td>
<td>All graphics are effective, but there appear to be too few or too many.</td>
<td>Some graphics are effective and their use is balanced with text use.</td>
<td>Several graphics are not effective.</td>
</tr>
<tr>
<td>Readability</td>
<td>The overall appearance of the timeline is pleasing and easy to read.</td>
<td>The overall appearance of the timeline is somewhat pleasing and easy to read.</td>
<td>The timeline is relatively readable.</td>
<td>The timeline is difficult to read.</td>
</tr>
<tr>
<td>Resources</td>
<td>The timeline contained at least 8-10 events related to the topic being studied.</td>
<td>The timeline contained at least 6-7 events related to the topic being studied.</td>
<td>The timeline contained at least 5 events related to the topic being studied.</td>
<td>The timeline contained fewer than 5 events.</td>
</tr>
</tbody>
</table>

Date Created: **Jan 02, 2013 10:54 pm (CST)**

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Observation Assignment – Development in Early Childhood – Grading Rubric

<table>
<thead>
<tr>
<th>Category:</th>
<th>Contents of Essay:</th>
</tr>
</thead>
</table>
| Outstanding (A) 90-100 points | - Subjects being observed represent preoperational and concrete operational thinking (Description of each child is detailed in essay);  
  - Three or more conservation tasks were selected (Name and explain each task and the testing environment);  
  - Initial quantities were acknowledged by subjects as being equal before administering conservation tasks;  
  - More than three follow-up questions were asked of subjects for purposes of egocentric thinking (Questions and responses are recorded verbatim in essay) including: Why does the sun shine? Why is there snow? Why does it rain?  
  - Advanced inquiry performed: Shut-your-eyes task, number of siblings, how many children do your parents have  
  - Essay is written in a narrative, MLA format detailing the selected subjects, testing environment, the conservation tasks chosen and the results, follow-up Q&A, results of advanced inquiry  
  - Included in essay are answers to the following questions: Do your subjects’ ages and test responses support Piaget’s stage theory of cognitive development? Why or why not? What might you do differently if you had the opportunity to do this project again?  
  - The essay is very thorough, indicates logical and critical thinking, and is supported with references to the textbook and/or other relevant books and articles (see in-text, MLA citation format); includes a works cited page at the end of the paper  
  - Essay is five pages typed, double-spaced, in 12-point Times New Roman font |
| Above Average (B) 89-80 points | - Subjects being observed represent preoperational and concrete operational thinking (Description of each child is detailed in essay);  
  - Three conservation tasks were selected (Name and explain each task and the testing environment);  
  - Initial quantities were acknowledged by subjects as being equal before administering conservation tasks;  
  - Three follow-up questions were asked of subjects for purposes of egocentric thinking (Questions and responses are recorded verbatim in essay) including: Why does the sun shine? Why is there snow? Why does it rain?  
  - Advanced inquiry performed: Shut-your-eyes task, number of siblings, how many children do your parents have  
  - Essay is written in a narrative, MLA format detailing the selected subjects, testing environment, the conservation tasks chosen and the results, follow-up Q&A, results of advanced inquiry |

11
<table>
<thead>
<tr>
<th>Adequate (C)</th>
<th>79-70 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjects being observed represent preoperational and concrete operational thinking (Description of each child is detailed in essay);</td>
<td></td>
</tr>
<tr>
<td>Three conservation tasks were selected (Name and explain each task and the testing environment);</td>
<td></td>
</tr>
<tr>
<td>At least two follow-up questions were asked of subjects for purposes of egocentric thinking: Why does the sun shine? Why is there snow? Why does it rain?</td>
<td></td>
</tr>
<tr>
<td>At least two of the advanced inquiry was performed: Shut-your-eyes task, number of siblings, and/or how many children do your parents have</td>
<td></td>
</tr>
<tr>
<td>Essay is written in a narrative, MLA format detailing the selected subjects, testing environment, the conservation tasks chosen and the results, follow-up Q&amp;A, results of advanced inquiry</td>
<td></td>
</tr>
<tr>
<td>Included in essay are answers to the following questions: Do your subjects’ ages and test responses support Piaget’s stage theory of cognitive development? Why or why not? What might you do differently if you had the opportunity to do this project again?</td>
<td></td>
</tr>
<tr>
<td>The essay is somewhat thorough and some ideas may be supported with references to the textbook.</td>
<td></td>
</tr>
<tr>
<td>Essay is three to four pages typed, double-spaced, in 12-point Times New Roman font</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Inadequate (D)</th>
<th>69-60 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjects being observed represent preoperational and concrete operational thinking;</td>
<td></td>
</tr>
<tr>
<td>One or two conservation tasks were selected;</td>
<td></td>
</tr>
<tr>
<td>One (or none) of the follow-up questions were asked of subjects for purposes of egocentric thinking;</td>
<td></td>
</tr>
<tr>
<td>One (or none) of the advanced inquiry was performed;</td>
<td></td>
</tr>
<tr>
<td>Essay is not written in a narrative format detailing the selected subjects, testing environment, the conservation tasks chosen and the results, follow-up Q&amp;A, results of advanced inquiry</td>
<td></td>
</tr>
</tbody>
</table>
- One (or none) of the following questions are addressed in the essay: Do your subjects’ ages and test responses support Piaget’s stage theory of cognitive development? Why or why not? What might you do differently if you had the opportunity to do this project again?
- The essay is not thorough and lacks references from the textbook in support of/refuting data.
- Essay is less than three, full pages typed, double-spaced, in 12-point Times New Roman font

<table>
<thead>
<tr>
<th>Significantly Inadequate (F)</th>
<th>59 points and below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjects being observed do not represent preoperational and concrete operational thinking;</td>
<td>One or two conservation tasks were selected;</td>
</tr>
<tr>
<td>One (or none) of the follow-up questions were asked of subjects for purposes of egocentric thinking;</td>
<td>One (or none) of the advanced inquiry was performed;</td>
</tr>
<tr>
<td>Essay is not written in a narrative format detailing the selected subjects, testing environment, the conservation tasks chosen and the results, follow-up Q&amp;A, results of advanced inquiry</td>
<td>One (or none) of the following questions are addressed in the essay: Do your subjects’ ages and test responses support Piaget’s stage theory of cognitive development? Why or why not? What might you do differently if you had the opportunity to do this project again?</td>
</tr>
<tr>
<td>The essay is not thorough and has no references from the textbook in support of/refuting data.</td>
<td>Essay is less than three, full pages typed, double-spaced, in 12-point Times New Roman font</td>
</tr>
</tbody>
</table>
## Sessions, topics, weekly readings and assignments

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics and PowerPoint lectures (Note-taking is necessary. Download hardcopy of note-taking frame from Canvas and bring to class. You'll fill in as I lecture.)</th>
<th>Textbook readings (To be completed before class meetings) – 9th edition</th>
<th>Class work</th>
</tr>
</thead>
</table>
| Week 1: Sun., Jan. 25 | Introduction and techniques in observation  
Theories of development  
Observation assignment revealed😊 | Chapter 1: pages 3-33  
Chapter 2: pages 35-61 | Theorist Big Book (small-group, in-class project)  
Observation assignment revealed😊 |
| Week 2: Sun., Feb. 1  | Heredity and environment  
Prenatal development and birth  
Life's Greatest Miracle video | Chapter 3: pages 63-91  
Chapter 4: pages 93-123 | Chapters 1-2 and 3-4 tests (open book);  
Theorist Big Book (finish in-class and each person presents part of it to the class)  
Timeline activity  
Connection between development and developmentally appropriate practices (DAP) |
| Week 3: Sun., Feb. 8  | The first two years: biosocial development  
The first two years: cognitive development  
Timeline activity  
Connection between development and developmentally appropriate practices (DAP) | Chapter 5: pages 127-159  
Chapter 6: pages 161-189 | Chapter 5 & 6 tests (open book);  
Timeline activity  
Connection between development and developmentally appropriate practices (DAP) |
| Week 4: Sun., Feb. 22 | The first two years: psychosocial development  
Early childhood: biosocial development  
Play in the lives of young children | Chapter 7: pages 191-220  
Chapter 8: pages 221-255 | Chapter 7 & 8 tests (open book)  
Play in the lives of young children |
| Week 5: Sun., Mar. 1  | Early childhood: cognitive development | Chapter 9: pages 257-287 | Chapter 9 & 10 tests (open book) |
| Early childhood: psychosocial development | Chapter 10: pages 289-318 | Books and storytelling  
**Chapters 11-13 take-home test. Due Sun., Mar. 16.** |
|------------------------------------------|--------------------------|--------------------------------------------------|
| **Week 6: Sun., Mar. 8**                 | Chapter 11: pages 319-349 | Turn in the following:  
- Chapters 11-13 test  
- Observation paper  
  Developmental milestones activity  
  Final exam: In-class, open book |
| Middle childhood: biosocial development  | Chapter 12: pages 351-375 |
| Middle childhood: cognitive development  | Chapter 13: 377-406      |
References


