I. Course Description:

Impact of early experience on human development; prenatal, neonatal, and infant growth and development birth through three years.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership and continued professional and intellectual development.

In the College of Education at Stephen F. Austin State University, we value and are committed to:

- Academic excellence through critical, reflective and creative thinking
- Life-long learning
- Collaboration and shared decision making
- Openness to new ideas, culturally diverse people and innovation and change
- Integrity, responsibility, diligence, and ethical behavior, and
- Service that enriches the community

Program Learning Outcomes

1. The student will display the professional dispositions (academic excellence, life-long learning, collaboration, openness, integrity, and service) relative to the field of Human Sciences.
2. The student will exhibit the professional behavior (strong communication skills, a professional image, a good work ethic and adequate preparation for employment in his/her specific discipline) expected in the field of Human Sciences.
3. The student will demonstrate competence in his/her specific discipline using oral and written forms.

**Student Learning Outcomes:**

**Upon successful completion of the course, the student will:**

1. Understand theoretical growth and development (Erikson, Piaget, Freud, Skinner, and Bandura).
2. Understand the principles of development that apply to the prenatal and infancy periods.
3. Understand environmental, social and cultural factors that influence the development of the individual during the prenatal and infancy years.
4. Identify issues that confront parents and caregivers in working with infants.
5. Assess developmental changes that occur during the prenatal and infancy years.
6. Understand assessment tools which are appropriate for infants.
7. Have a knowledge base of developmentally appropriate activities for infants which a parent or caregiver could utilize.
8. Understand appropriate interaction techniques for use with infants.

**III. Course Assignments, Activities, Instructional Strategies, use of Technology:**

**Course Assignments/ Activities:** online assignments/discussions and exams/quizzes.

**Instructional Strategies** may include: online lectures, assignments/discussions, online guest speaker, and videos.

**Use of Technology may include:** D2L, individual or group assignments/discussions, internet assignments/activities/research, and word processing.

Students are responsible for checking course site for assignments and instructions.

All posted assignments must be typed in 12 point, Arial or Times New Roman font. Having problems with the computer and/or printer, or failing to view the assignment are unacceptable reasons for failing to complete an assignment on the due date. All assignments are to be submitted as a Microsoft Word (.doc), Assignments Rich Text Format (.rtf), or PowerPoint. No assignment should be submitted as pdf file, Microsoft Works, Publisher, or WordPerfect, etc. No assignments will be accepted via email. All assignments are due by 11:30 PM-CST (Central Standard Time) on each assignment due date. Be sure to read the instructions for each assignment. Pay close attention to guidelines for uploading assignments. Assignments submitted incorrectly, will automatically have 5 points deducted from the total points earned.
Assignments submitted after the due date will not be accepted and a zero will be recorded for that assignment.

IV. Evaluation and Assessments (Grading) (subject to change!):

   a. Getting Started Quiz (25 points),
   b. Exam I (100 points),
   c. Exam II (100 points),
   d. Final Exam (100 points),
   e. Chapter Assignments (includes individual chapter assignments and online group Discussion Boards) (220 points),

**Total Points Available** = 545 points are available for this course.

545 – 523 = A

436 – 522 = B

481 – 435 = C

434 – 327 = D

327 and below = F

Students should check the Homepage on a daily basis for notices, mail, new content and assignments. It is the student’s responsibility to print and review the syllabus and course timeline frequently.

In the event of widespread technical difficulty (i.e., hurricane) due dates for assignments and exam deadlines will be adjusted.

Each student should have a backup plan for submitting assignments and taking exams on or before the due date in the event of individual technical difficulty. Individual computer problems and inability to access Internet is not an excuse for late assignments or missed exams.

Once a grade for an assignment or exam has been posted, students have one week to clarify or make inquiries regarding the posted grade.

Late work will not be accepted.

V. Tentative Course Outline/Calendar (may be subject to change!):
<table>
<thead>
<tr>
<th>DATE</th>
<th>Topic/Readings</th>
<th>Assignment/Exam Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Self-Introduction (see Discussions tab in D2L)</td>
<td>Self-Introductions Due: by 11:30 PM-CST, Friday, Jan. 22nd. Getting Started Quiz= Due: by 11:30 PM-CST on Friday, Jan. 22nd. <em>(You MUST take this quiz by the due date or you will be dropped from financial aid for this class. This is a federal law.)</em></td>
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<tr>
<td>Module I</td>
<td></td>
<td>Assignment #1 Due: by 11:30 PM-CST on Wednesday, Jan. 27th. Assignment #2 Due: by 11:30 PM-CST on Friday, Jan. 29th.</td>
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<tr>
<td>Week 2</td>
<td>Defining Development The Science of Development (Chapter 1)</td>
<td>Assignment #3 Due: by 11:30 PM-CST on Wednesday, Feb. 3rd. Assignment #4 Due: by 11:30 PM-CST on Friday, Feb. 5th.</td>
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<tr>
<td>Week 3</td>
<td>Heredity &amp; Environment (Chapter 3)</td>
<td>Assignment #5 Due: by 11:30 PM-CST on Wednesday, Feb. 10th. Assignment #6 Due: by 11:30 PM-CST on Friday, February 12th</td>
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<tr>
<td>Week 4</td>
<td>Exam #1 (Covers Chapters 1-4)</td>
<td>Exam #1 opens at 6:00 PM-CST on Sunday, Feb. 7th and closes promptly on Monday, Feb. 8th at 11:30 PM-CST.</td>
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<td>Module II</td>
<td></td>
<td>Assignment #6 Due: by 11:30 PM-CST on Friday, January 12th. Assignment #7 Due: by 11:30 PM-CST on Friday, January 14th</td>
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<tr>
<td>Week 4</td>
<td>Biosocial Development: The First Two Years (Chapter 5)</td>
<td>Assignment #8 Due: by 11:30 PM-CST on Friday, January 16th. Assignment #9 Due: by 11:30 PM-CST on Friday, January 18th</td>
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*(The days in which items are due may vary each week, due to this being a compressed 8-week course. Please place all due dates on your calendar and set reminders on your phone. Late work is NEVER accepted!)*
<table>
<thead>
<tr>
<th>Week 5</th>
<th>Psychosocial Development The First Two Years (Chapter 7)</th>
<th>Assignment #7 Due: by 11:30 PM-CST on Wednesday, Feb. 17th</th>
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<tr>
<td>Feb. 15-19</td>
<td>Exam #2 (Covers Chapters 5-7)</td>
<td>Exam #2 opens at 6:00 PM-CST on Thursday, Feb. 18th and closes promptly on Friday, Feb. 19th at 11:30 PM-CST.</td>
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Module III

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<tr>
<th>Week 6</th>
<th>Biosocial Development: 24-36 months (Chapter 8)</th>
<th>Assignment #8 Due: by 11:30 PM-CST on Wednesday, Feb. 24th</th>
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<tbody>
<tr>
<td>Feb. 22-26</td>
<td>Biosocial Development: 24-36 months (Chapter 8)</td>
<td>Assignment #8 Due: by 11:30 PM-CST on Friday, Feb. 26th</td>
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<tr>
<th>Week 7</th>
<th>Cognitive Development: 24-36 months (Chapter 9)</th>
<th>Assignment #9 Due: by 11:30 PM-CST on Wednesday, March 2nd.</th>
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<tbody>
<tr>
<td>Feb. 29-Mar. 4</td>
<td>Psychosocial Development: 24-36 months (Chapter 10)</td>
<td>Assignment #10 Due: by 11:30 PM-CST on Friday, March 4th</td>
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<tr>
<th>Week 8</th>
<th>Prepare for Final Exam</th>
<th>Chapters 1-10</th>
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<td>March 7 &amp; 8</td>
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<tr>
<th>Final Exam</th>
<th>Comprehensive Final Exam (Chapters 1-10)</th>
<th>HMS 443 Final Exam opens at 6:00 PM-CST on Thursday, March 8th and closes promptly at 5:00 PM-CST on Friday, March 9th. Plan in advance to take the final during this time.</th>
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<tr>
<td>March 9</td>
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VI. Readings:

Textbooks:


VII. Course Evaluation: PCOE will notify students via email regarding opening and closing dates for the course evaluation.
Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes such as course and program improvement, planning, and accreditation, and instruction evaluation purposes. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

**Attendance:** Attendance is critical in this course for success. Students are expected to log in on a regular basis and to participate in discussions. Any student having a PLANNED ABSENCE for an SFA University function MUST NOTIFY the professor IN WRITING (e-mail) prior to the absence. This note must be accompanied by an official, signed SFA memo stating the necessity of the absence. Notes not accompanied by such a memo will be verified on the web page for the Registrar’s Office that documents the absence of students for University related functions. It is the responsibility of the student to make arrangements for missed time before the absence occurs. Please contact the instructor through the email system provided in this course.

Students may be excused from attendance for reasons such as health, family emergencies (with verifiable documentation), or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

**Class participation:** Class participation is extremely important. You must log in on a regular basis and complete the activities, submit assignments and exams prior to the due date.

**Students with Disabilities:** To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided.
Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Academic Integrity:** Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty:** Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when it is at least partly the work of another person; (2) submitting work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Turnitin will be used on all assignments in this course.

**Penalties for Academic Dishonesty:** Penalties may include but are not limited to reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals:**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3)

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

**Withheld Grades Semester Grades Policy (A-54):** At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Acceptable Student Behavior:** Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other
penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare Program at SFA. Information about this program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

   Cyberbullying will not be tolerated in any form.

**LiveText:** There are no LiveText Assignments for this course.

**IX. Other Relevant Course Information:**

**Disclaimer:** This syllabus represents a “best” plan for this course; however, plans can change when circumstances necessitate change. Any changes to this syllabus will be announced to the class in a timely manner. Your feedback is greatly appreciated to aid in the development of this class for future semesters.

**Final Exams:**

Final exam date and time is established by the university, and is not to be changed by the faculty. Please do not ask to change the final exam date or time.