**Instructor:** Judi Bradetich, MS, CFLE, MM

**Office:** Matthews Hall 316-J **Phone:** (940)565-3962 **E-mail:** via <https://learn.unt.edu>

**Office Hours:** MWF 1 to 2 pm; Tu/Th 9:30 am – 1 pm; or by appointment

**Mailbox**: Dept. of Educational Psychology Office, Matthews Hall 316

**Class Meets:** MWF 12-12:50 pm; Terrill Hall 120

**TEXT:**  Gross, D. (2012). *Infancy: Development from birth to age 3* (2nd ed.). Boston, MA: Pearson Learning Solutions

**COURSE DESCRIPTION:** DFST 3113.The growth and development of the child from conception to 3 years, including the influence of the family and environment.

**Learning Objectives:** Students willbe able to:

1. Describe basic developmental issues, concepts and theories related to Infants and Toddlers.
2. Identify connections between developmental domains and explain how they relate to growth.
3. Describe how parents, parenting, and the family system affect a child’s development.
4. Identify appropriate developmental expectations, activities and environmental safety factors.
5. Integrate research and theories about Child Development and locate relevant primary source research.
6. Identify social policy issues which affect children, families, and the professionals who work with them.

**COURSE REQUIREMENTS**

**RESEARCH PAPER PROJECT**

1. **Research Topic:** type a shortlist of 2–4 areas of research or research questions **within the field of Infants and Toddlers** that you would like to explore in-depth. For each topic, give a short explanation of why it interests you.
2. **Journal Citations and APA Reference page format:** Find a minimum of 3 articles related to the topic of your choice. You will use these to write your research paper (your final research paper must use at least 3 sources, you may use MORE). **Articles must be evidence-based research**, found in peer-reviewed journals **dated 2003-2014**. Write the correct APA citations for all 3 articles, as if on Reference page (double-spaced, alphabetical by author, hanging in-dents, etc.). Include 2 to 3 sentences for each article that describes the research-study.
3. **Research Paper (3 to 5 pages)**: This paper will explore in-depth an aspect of infant and toddler development that is of interest to you. The paper must thoughtfully integrate and evaluate scholarly and academic sources you find through library research. In the paper, you must correctly cite current, research-based, peer-reviewed journal articles that support your topic, and include their complete and correct citations on a reference page. The paper must be written in APA format. **The paper** **must be turned in through turnitin.com on** [**https://learn.unt.edu**](https://learn.unt.edu) **by Midnight on Sunday, March 30.** You must turn in a hard-copy of the paper during class on Monday, March 31.

**TEAM-BASED LEARNING**

Team-Based Learning is NOT about covering content. It **IS** about LEARNING TO DO SOMETHING with the information you are learning. Therefore, when you come to class prepared, you will be rewarded by having the opportunity to see why the concepts are important to you. Your pre-class preparation will be assessed by Reading Assessment Tests over larger conceptual blocks of content.

You will be placed in a team with 4 or 5 other students. You will need to plan to sit together to facilitate working as a team. All team-work will occur during the class period. Attendance will be taken through your team, and your participation will be evaluated by your peers. Team-Based Learning requires active participation by everyone in the team. The following is a list of what will occur in your teams:

* 1. **You will take** **RATs** (**Reading Assessment Tests**) as an individual and with your team to ensure that you understand the most important information that will be applied to the Team-Based Learning Activity. These RATs will take place at the beginning of each unit, prior to any lectures. Study Guides are in Learn.
  2. **You will solve specific problems,** aka Team-Based Learning Activities.You will be asked to generate your own *written solutions* in class, and also work with your team members to come to a consensus about the solution, which you will write, report, and defend as a team. These will be the basis for class discussions.
  3. **You will evaluate your team members** in terms of preparation, flexibility, contributions and respect for the group (i.e., on-time and regular attendance).
  4. **You MUST attend class regularly. It is mandatory.** Please arrive early, as we will start promptly at Noon. On the days that you have a RAT, the RAT will be given at the beginning of the class period.

You will begin the semester with 44 Attendance points; when you are absent or persistently tardy, points will be removed. **Non-attendance** will result in being dropped from the course with a WF beginning 2/21/2014.

**Assignments:** All assignments must be turned in by their due dates. **The Research Paper must be turned in via turnitin.com (on Learn).** You do not need a password when you upload it through this course.Be sure to keep a copy for your own records.

Team-Based Learning Activities include RATs in-class activities, and peer evaluations

**FINAL GRADE:** Students will be evaluated accordingly:

Attendance/in-class participation 10%

Research topic 5

Journal citations 10

Research Paper, in APA style 25

Team-Based Learning Activities 50

TOTAL 100%

It is **YOUR responsibility** to adopt a pattern of behavior which will allow for the completion of the requirements by the deadline. In the event that something does come up, contact the instructor as soon as possible to determine what actions need to be taken. **Dropping a class:** The date for dropping classes for this semester **without written consent** from the instructor is **1/28/2014**. Never assume you have been added to or dropped from a class without double-checking your Update Status.

Please activate and regularly check your EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit <https://eagleconnect.unt.edu>.

**Accommodations for Students with Disabilities:**

As a faculty member, I am more than happy to provide *reasonable accommodations* to students with disabilities, to not discriminate on the basis of disability. If you are a student with a disability, your responsibility primarily rests with informing me of your need for accommodation by providing me with your letter from the UNT Office of Disability Accommodation. Information regarding specific disability diagnostic criteria and policies for obtaining academic accommodations can be found at [www.unt.edu/oda](file:///\\coe-fs.unt.ad.unt.edu\home\jhb0038\DFST%203113%20Infants\3113%20Infants%20Fall%202012\www.unt.edu\oda). Also, you may visit the Office of Disability Accommodation in Sage Hall, rm. 167, or phone (940) 565-4323.

**Academic Integrity and Academic Dishonesty:** Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with the University Policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. You will find the policy and procedures at: <http://vpaa.unt.edu/academic-integrity.htm>.

The Student Evaluation of Teaching Effectiveness (**SETE**) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you with a chance to comment on how this class was taught.  I am very interested in the feedback I get from students, as I strive to continually improve my teaching. I consider the SETE an important part of your participation in this class.The administration of the SETE will remain open through the week of finals.

UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grow. As a faculty member, I am committed to helping you be successful as a student. Here’s how to succeed at UNT: **SHOW UP**. *FIND SUPPORT*. **TAKE CONTROL**. BE PREPARED. **GET INVOLVED**. *BE PERSISTENT*.

To learn more about campus resources and information on how you can achieve success, go to [succeed.unt.edu](https://success.unt.edu/).

**Instructions for all Assignments will be discussed in class and are available in the Assignments Tab on Learn**. Please be sure to read them thoroughly and ask questions in order to have the greatest success. Rubrics for the Journal Citations and Research Papers are also available. The research must be **CURRENT: all sources must be published between 2003 and 2014 in order to get full credit.** These assignments are expected to be written using APA format.

If you have access to a young child/infant who would be able to come to class (with a parent or guardian) during the first week of March (before Spring Break), please let Mrs. Bradetich know ASAP.

PLEASE MAKE NOTE!

Calendar DFST 3113.001 Spring 2014

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Dates | Topics | RAT Dates - Chapters | Team Activities | Individual Work |
| 1/13 | Introduction to course |  | Form teams | **Individual Work is d**ue by midnight on the due date listed below.  **The Research Paper must be turned in to turnitin.com via Learn.** |
| 1/15 | Historical overview, Beliefs about Babies | 1/15 Chapter 1 |  |
| 1/17 | Team-based activity |
| 1/22 | **Research in Infant Development** | 1/22 Chapter 2 |  |
| 1/24 | Team Activities |
| 1/27 |
| 1/29 |
| 1/31 |
| 2/3 | **Prenatal Development**  Genetics, conception | 2/3 Chapter 3 |  |  |
| 2/5 | Team Activities |
| 2/7 |
| 2/10 | Birth and the Newborn | 2/10 Chapter 4 |  |  |
| 2/12 | Team Activities |
| 2/14 |
| 2/17 | **Physical Development**  Health, Nutrition | 2/17 Chapter 5 |  | Topics List due 2/21 |
| 2/19 | Team Activities |
| 2/21 |
| 2/24 | Sensation, Perception, and Motor Development | 2/24 Chapter 6 |  |  |
| 2/26 | Team Activities |
| 2/28 |
| 3/3 | **Cognitive Development**  Cognition, Learning and Intelligence | 3/3 Chapter 7 |  | Bring citations to class on 3/3 to editJournal Citations 3/7Peer Evaluations |
| 3/5 | \*Baby visitors!!\* |
| 3/7 |
| Spring Break | | | |
| 3/17 | Vygotsky, Piaget, Cognitive Science |  | Team Activities |  |
| 3/19 |
| 3/21 |
| 3/24 | Language and communication | 3/24 Chapter 8 |  | Research Paperdue 3/30 by Midnight |
| 3/26 | Team Activities |
| 3/28 |
| 3/31 | \*\*\* Bring Research paper to class and share topic with team and turn in \*\*\* | | | |
| 4/2 | Social-Emotional Development Relationships and Social Development | 4/2 Chapter 9 |  |  |
| 4/4 | Team Activities |
| 4/7 |
| 4/9 |
| 4/11 | Temperament | 4/11 Chapter 10 |  |  |
| 4/14 | Team Activities |
| 4/16 |
| 4/18 |
| 4/21 | **Social Development** Childcare, Early Intervention | 4/21 Chapter 11 |  |  |
| 4/23 | Team Activities |
| 4/25 |
| 4/28 | Music, Media and Computers | 4/28 Chapter 12 |  | *Peer Evaluations* |
| 4/30 | Team Activities |
| 5/2 |

This calendar is subject to change or modification with prior written and verbal notice given to the students.