Course Syllabus

<table>
<thead>
<tr>
<th>Course Number: EEC 3700</th>
<th>Course Title: Child Development</th>
<th>Credits: 3</th>
<th>Semester Hours: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Department:</strong></td>
<td>Elementary Education &amp; Prekindergarten/Primary Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Office Location:</strong></td>
<td>GEC-B 200G</td>
<td><strong>Office Phone:</strong> 599-3125</td>
<td><strong>Email:</strong> <a href="mailto:nancy.fontaine@famu.edu">nancy.fontaine@famu.edu</a></td>
</tr>
<tr>
<td><strong>Faculty Name:</strong></td>
<td>Nancy Fontaine, Ph.D. Associate Professor</td>
<td><strong>Term/Year:</strong> Fall 09</td>
<td></td>
</tr>
<tr>
<td><strong>Office Hours:</strong></td>
<td>Mon, Wed 12:30 – 2:30, Friday, 9:00 – 11:00; Monday after class</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COURSE FOUNDATION

In response to Florida’s demand for accountability from their public schools, the 1997 State Legislature created the Florida System of School Improvement and Accountability, which is designed to improve student performance. The Elementary Education Department, in response to this initiative, strives to make a positive impact by ensuring that it produces high quality professional teachers who are committed to improving student performance and who will assist students in meeting the Florida Sunshine State Standards. The Elementary Education Department endeavors to provide a quality program through the implementation of an integrated curriculum based on the guidelines and competencies aligned with the Florida Sunshine State Standards, Florida Accomplished Practices, Florida Adopted Subject Area Competencies, Association for Childhood Education International, National Association for the Education of Young Children, and those of other learned organizations.

The conceptual framework which guides the work in the Elementary Education Department and the Prekindergarten/Primary Program is heavily tied to the integrative education principles and thinking which result in the development of the “Exemplary Professional.” The conceptual framework is grounded in a combination of theories by philosophers such as Dewey, social scientists such as Erikson and Dubois, practitioners such as Bethune, and developmental constructivist theorists such as Piaget and Vygotsky.
FAMU College of Education’s Conceptual Framework
The Conceptual Framework in the Professional Education Unit at Florida A&M University’s College of Education is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of many activities and themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the unit strives to produce. Figure 1 provides a diagram of the Exemplary Professional Conceptual Framework.

The four themes within the Conceptual Framework include: multiculturalism, educational technology, values, problem solving, professionalism, and urban and rural education. Through the student’s general studies work and other early activities, research and practices of faculty that is integrated within course content and instruction, coursework within the education major and specialty areas, field clinical experiences, and internships the student evolves into the “Exemplary Professional.”

The Elementary and Prekindergarten/Primary Education Program works within this Conceptual Framework to prepare the pre-professional to work effectively with young children within the context of their family, culture, and community. It assists the student in understanding and respecting the unique differences of individuals, particularly in regard to their cognitive, emotional, social, motor, and language skill development. Coursework, direct experience, practice, and external research enables students to examine current best practices in educating and facilitating the development of children. The emphasis of the Program is on developmental appropriateness through the utilization of a variety of curricula and activities.

The practical application of this information is also prioritized to facilitate a more thorough knowledge and skill in working in the real world. Students are provided with the education standards and competencies required for young children by the Florida Department of Education and school districts throughout the state.

**DIVERSITY**

**CF 1 Through this focal area, the FAMU professional education candidate will:**

| CF: 1.1 (K) | Understand diverse backgrounds of individuals. | F: 5,6,7 | I: 3 |
| CF: 1.2 (S,D) | Acquire the skills & dispositions to understand & support diverse student learning. | F: 5,7 | I: 3,8 |
| CF: 1.3 (S,D) | Accept and foster diversity. | F: 5,6 | I: 3,8 |
| CF: 1.4 (S) | Practice strategies such as: acceptance, tolerance, mediation & resolution. | F: 5,6 | I: 3 |
| CF: 1.5 (K, S) | Establish a comfortable environment in which all students can learn. | F: 5, 7, 9, 10 | I: 5 |
VALUES
Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 3.1 (S)</th>
<th>Work with colleagues in a professional manner.</th>
<th>F: 6</th>
<th>I: 2,5</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 3.3 (S,D)</td>
<td>Show respect for varied (groups) talents and perspectives.</td>
<td>F: 5,6</td>
<td>I: 3</td>
</tr>
<tr>
<td>CF: 3.4(D)</td>
<td>Be committed to individual excellence.</td>
<td>F: 3,9</td>
<td>I: 5,9</td>
</tr>
<tr>
<td>CF: 3.5(D)</td>
<td>Recognize the importance of peer relationships in establishing a climate for learning.</td>
<td>F: 7,2</td>
<td>I: 5,10</td>
</tr>
</tbody>
</table>

CRITICAL THINKING
Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 4.3 (D)</th>
<th>Value critical thinking and self-directed learning as habits of mind.</th>
<th>F: 4</th>
<th>I: 1,4</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 4.5 (S)</td>
<td>Demonstrate the use of higher order thinking skills.</td>
<td>F: 8</td>
<td>I: 4</td>
</tr>
</tbody>
</table>

PROFESSIONALISM
Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 5.1 (K)</th>
<th>Know the content</th>
<th>F: 8</th>
<th>I: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 5.2 (S)</td>
<td>Use the appropriate pedagogy to provide all students with the opportunity to learn.</td>
<td>F:7,9</td>
<td>I: 7</td>
</tr>
<tr>
<td>CF: 5.3 (D)</td>
<td>Demonstrate commitment to professional growth &amp; development.</td>
<td>F:3,7</td>
<td>I: 9</td>
</tr>
<tr>
<td>CF: 5.4 (K,S)</td>
<td>Use major concepts, principles, theories &amp; research related to the development of children and adults.</td>
<td>F: 7</td>
<td>I: 2</td>
</tr>
<tr>
<td>CF: 5.6 (S)</td>
<td>Display effective verbal &amp; non-verbal communication techniques to foster valuable interaction in the classroom.</td>
<td>F: 2</td>
<td>I: 6</td>
</tr>
<tr>
<td>CF: 5.7 (S,D)</td>
<td>Display appropriate code of conduct including dress, language, and respective behavior.</td>
<td>F: 9</td>
<td>I:5,9</td>
</tr>
</tbody>
</table>

URBAN/RURAL EDUCATION
Through this focal area, the FAMU professional education candidate will:

| CF: 6.3 (K)          | Understand the conditions of both rural and urban students and families. | F: 5,11 | I: 2,3 |

COURSE GOAL/DISPOSITION
By the end of the semester, students will have gained an overall understanding of the aspects of pre-professional level education. Through this knowledge, students will also enhance their respect for the profession and the importance of working with children within the context of their families in an ethical, fair, and individualized manner that will support their success.
COURSE OBJECTIVES
Students will:
• understand the continuity of development;
• describe the changes in the physical, social, emotional, language, and intellectual development of conception, infancy, preschool, and school-aged child;
• demonstrate a working knowledge of major developmental theories;
• understand the influence of culture, family, and other environmental factors (such as urbanism) on social, emotional, cognition, language (including ELL) and physical development;
• demonstrate an understanding of developmental research methodology;
• demonstrate effective observational skills;
• demonstrate an understanding of the use of technology in research and intervention
• demonstrate effective communication (verbal, written) by utilizing correct terminology relative to development;
• demonstrate value for developing young children; and
• demonstrate understanding and application of developmental processes to real life situations.

COURSE DESCRIPTION
The course will provide students with basic information on child development prenatally through school-age. The course will provide knowledge in regard to typical and atypical development; present theoretical frameworks for the development of the child; and promote a respect and an appreciation for the role of the family, culture, and community in the development of the child. Field observation required.

ACADEMIC LEARNING COMPACT

Diversity – Students will identify parenting and child rearing habits, beliefs, values of a population different than themselves

Values – Students will exhibit respect and appreciation for the differences identified as diverse.

Critical Thinking – Students will self reflect on their own beliefs about parenting and child rearing and compare it to the diverse population identified.

Professionalism – Students will integrate a disposition of professionalism as they discuss child development and the family.

COURSE SCHEDULE

Week 1
August 24 Course Introduction, Chapters 1 – 2 Entering a Child’s World

Week 2
August 31 Chapter 3 – Conception, Heredity, Environment

Week 3
September 7 LABOR DAY – No Class

Week 4
September 14 Chapter 4 - Pregnancy and Prenatal Development – Guest Speaker
Week 5
September 21  Chapter 5 - Birth and the Newborn Baby
  Assignment 1 or 2 DUE

Week 6
September 28  Chapter 6 – Physical Development (Birth – 3)
  Exam I DUE

Week 7
October 5  Chapter 7 – Cognitive Development (Birth – 3)

Week 8
October 12  Chapter 8 – Psychosocial Development (Birth – 3)

Week 9
October 19  Chapter 9 - Physical Development (3 – 4 years)
  Exam 2 DUE

Week 10
October 26  Chapter 10 - Cognitive Development (3 – 4 years)
  First Observation DUE

Week 11
November 2  Chapter 11 - Psychosocial Development (3 – 4 years)

Week 12
November 9  Chapter 12 - Physical Development (5 – 8 years) Guest Speakers
  Exam 3 DUE

Week 13
November 16  Chapter 13 - Cognitive Development (5 - 8 years)

Week 14
November 23  Chapter 14 - Psychosocial Development (5 – 8 years)
  Second Observation DUE

Week 15
November 30  Exam 4 DUE

Finals Week
December 7 – 11

TEACHING METHODS
The instructor utilizes an array of instructional techniques designed to build a foundation of knowledge and skill. Course material will be covered through direct instruction by the instructor and discussion by the students. Students will actively participate in case studies and role-playing activities. Please understand that while readings are assigned in the course text, several outside readings may be given to students to read and discuss.
Higher level critical thinking and learning will then be facilitated through the application of content in case studies. During field placement, students will apply best practices within daily lessons, care, and activities. During clinical practice sessions, specific, real-life examples from students’ field experiences will be presented and discussed.

FIELD EXPERIENCE (6 hours)
Students will be required to complete at least 6 hours of field experience observation in a child care setting.

USE OF TECHNOLOGY
Students will be responsible for developing a website that focuses on communication with children and families.

ASSIGNMENTS AND EXAMS
Exams
Four exams will be given to students. These will be multiple-choice in format. They will be broken up as follows: Exam 1: Chapters 1 – 5, Exam 2: Chapters 6 – 8, Exam 3: Chapters 9 – 11, Exam 4: Chapters 12 – 14. Each will be worth 25 points.

Assignments
(You may do assignment 1 or 2)
Assignment 1
Cultural Comparison
Conduct an Internet search for five articles or book chapters on pregnancy and childbirth and early child rearing in different non-North American cultures. The articles should focus on the following: ideas, beliefs and practices about pregnancy; teaching and practices of childbirth (eating during and after pregnancy, restrictions, who assists at birth, where birth occurs, activities during delivery, medications used during delivery, practices regarding isolation after birth, childbirth ceremonies and others). The articles should cover childrearing practices feeding, toileting, manners, social skills, relationships with adults, teaching in the home, religious practices and other relevant topics. In narrative report, compare similarities and differences of practices discussed. Submit a copy of each article or book chapter. Use a chart provided in class to compare the similarities and differences.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Course Objectives</th>
<th>INTASC Standards</th>
<th>Professional Organization</th>
<th>FEAP</th>
<th>FTCE SAE</th>
<th>ESOL</th>
<th>PEU Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview Diversity Projects</td>
<td>4</td>
<td>NAEYC 1 CEC 2</td>
<td>5,7,8,12</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1,3, 4</td>
</tr>
<tr>
<td>Article Critiques Article Reflections</td>
<td>1,7</td>
<td>NAEYC 1</td>
<td>2,5,7,8</td>
<td>1</td>
<td>2</td>
<td>4,5</td>
<td></td>
</tr>
<tr>
<td>Observation</td>
<td>2,3,5,7</td>
<td>NAEYC 1 CEC 2,3,6</td>
<td>5,7,8</td>
<td>1</td>
<td>1,4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test &amp; Quizzes</td>
<td>1-8</td>
<td>NAEYC 1 CEC 2</td>
<td>5,7,8</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
Prepare a narrative reflection that describes what you think/believe about this information, being sure to support your thinking/belief. Describe what you have learned from this information and how this information may be used when interacting with parents from other cultures. This information will be presented in class.

**Assignment 2**

**Interview Child Birth**

Interview an expectant mother or couple from a non-North American culture. Ask about childbirth preparation (during pregnancy), plans during childbirth itself, and during the postnatal period i.e., the period shortly after birth of the child, (ask about the beliefs, teaching, and practices). Write a narrative analysis of your interview, guided by the following questions:

1. What plans do these parents have for childbirth preparation, that is, while the mother is pregnant?
2. Where will delivery take place?
3. What plans do the parents have for birthing support?
4. What plans do the parents have for childbirth procedures (labor and delivery).
5. What are some beliefs or rituals that are to be carried out after birth?
6. What plans do the parents have for carrying out beliefs for the mother and child after the birth?
7. In what ways are these plans different or similar to the parent’s birth culture?
8. In what ways are these plans different or similar to traditional Western childbirth practices?
9. What alternative birthing processes are they aware of and/or interested in?
10. Does the article accurately reflect information reported by the parent? Why? Why not?

Provide the interview data above in a question and answer format. **Part 1 Questions asked, Part 2 Write a narrative report of your interview guided by the questions, Part 3 Write a reflection on this project by addressing each of the following: how this project demonstrates diversity, how knowledge gained from this project will inform your teaching and/or interaction with children and their families in the future**

<table>
<thead>
<tr>
<th>Assignment 1: Internet Research Assessment Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task</strong></td>
</tr>
<tr>
<td>Identification of each Cultural Group</td>
</tr>
<tr>
<td>Bibliography and abstract</td>
</tr>
</tbody>
</table>
Assignment 2: Interview Child Birth Assessment Rubric

<table>
<thead>
<tr>
<th>Task</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Marginal</th>
<th>Unsatisfactory</th>
</tr>
</thead>
</table>
-Interview covers only one of the required areas                                                                 |
| Internet search | Internet article thoroughly covers the same Non-North American childbirth preparation before, during, and after birth | Internet article mostly covers the same Non-North American childbirth preparation before, during, and after birth | Internet article minimally covers the same Non-North American childbirth preparation before, during, and after birth | -No validation of internet search  
-Internet search covers only one of the required areas                                                                 |
| Narrative       | Narrative clearly and thoroughly summarize Non-North American childbirth preparation before, during, and after birth and answers all questions | Narrative generally summarizes Non-North American childbirth preparation before, during, and after birth and answers most questions | Narrative minimally summarizes Non-North American childbirth preparation before, during, and after birth and answers most questions | Narrative lacks coverage that summarizes Non-North American childbirth preparation before, during, and after birth and does not answers all questions |

Assignment 3  
Observations  

Two, three hour observations will be conducted. This research method is designed to enhance your skills and increase your knowledge of child development. The observational process to be utilized will be taught and practiced in class. You will be provided an observational tool or form for each observation and observe a write up a report on a 10 – 24 month old Toddler and a 3 – 5 years Preschooler.

25 points each, total 50 points
Assignment 3: Observations Assessment Rubric

<table>
<thead>
<tr>
<th>Task</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Marginal</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative</td>
<td>Clear, concise, grammatically correct, no spelling errors, all key components comprehensively covered</td>
<td>Clear, 1-2 grammatical and/or spelling error, most key components covered</td>
<td>Passage understandable with 3 grammatical and/or spelling errors, most key components not covered comprehensively</td>
<td>Ambiguous, 4 or more grammatical and/or spelling errors, few key components are included</td>
</tr>
<tr>
<td>Main points</td>
<td>Each point identified and clearly articulated</td>
<td>Each point identified</td>
<td>One or more points missing</td>
<td>Two or more points missing unclear</td>
</tr>
<tr>
<td>Perspective</td>
<td>Clearly and comprehensively discussed. Sound rationale</td>
<td>General and discussion and rationale</td>
<td>Fair discussion and rationale with omissions of 2 major points</td>
<td>Addresses holistically</td>
</tr>
<tr>
<td>FEAP</td>
<td>Clearly and comprehensively discussed.</td>
<td>General and discussion</td>
<td>Fair discussion</td>
<td>Does not address or addresses incorrectly</td>
</tr>
<tr>
<td>Application</td>
<td>Identifies relevant and comprehensive teacher use</td>
<td>General reference to teacher use</td>
<td>Fair statement of teacher use</td>
<td>Does not address or addresses incorrectly</td>
</tr>
</tbody>
</table>

National and State Standards Addressed in the Course

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

Professional Organization/Learned Society Standards
NAEYC/NCATE
1 Child Development and Learning
CEC
2-S4 Apply knowledge of cultural and linguistic diversity and the significance of sociocultural and political contexts for development and learning
3 Individual Learning Differences
6 Language

Florida Educator Accomplished Practices (FEAPs)
2 Communication
5 Diversity
7 Human Development and Learning
8 Knowledge of Subject Matter
12 Technology

Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills
1 Human Growth and Development
ESOL
2. Recognize the major difference and similarities between the different cultural groups in the United States.

Topical Outline

Topical Outline

I. Development Defined(FASAC, FEGC, PEAP, CEC, ELL)
A. Overview
B. Cultural Context
C. Research Methodologies (FE, PEAP)

II. Theories of Development (NAEYC/NCATE, FASAC, PEAP, CEC)
III. Role of Play (NAEYC/NCATE, FEGC, FASAC, PEAP, CEC)
IV. Physical Development and Health in infant, toddler, preschool (NAEYC/NCATE, FEGC, FASAC, PEAP, CEC)
V. Cognitive, Perceptual, and Language Development in infant, toddler, preschool (NAEYC/NCATE, FEGC, FASAC, PEAP, CEC)
VI. Social and Personality Development in infant, toddler, preschool (NAEYC/NCATE, FEGC, FASAC, PEAP, CEC)
VII. Physical Development and Health in the School-aged Years (NAEYC/NCATE, FEGC, FASAC, PEAP, CEC)
VIII. Cognitive, Perceptual, and Language Development in the School-aged Years (NAEYC/NCATE, FEGC, FASAC, PEAP, CEC)
IX. Social and Personality Development in the School-aged Years (NAEYC/NCATE, FEGC, FASAC, PEAP, CEC, ELL)
X. ESOL Policies

**Student Professional Conduct and Disposition**

The administration and faculty of the FAMU College of Education have a responsibility to guide and support students in their learning and early opportunities to become exemplary professionals in knowledge, skill, and disposition. The Prekindergarten/Primary Education Program and Elementary Education Program and their courses have been developed based on the College of Education Conceptual Framework, and national and state standards and competencies. All Program aspects are continually revised to reflect current trends, issues, and requirements for professional educators.

A positive disposition is critical for high ethical and professional behavior. A willing and cooperative attitude is required for optimal learning. The following guidelines and rules are provided for your reference to guide you, a student, in making decisions regarding your academic career. Your instructors and advisors will continue to reinforce these dispositional requirements for all students.

- While the Department encourages communication of diverse values and beliefs, respect for others must be maintained. This requirement includes verbal and non-verbal respect for all faculty, administration, and staff. Take care with how you address other students and your instructors. Be courteous and treat others how you would want to be treated. Respect should also be shown to the traditional and practical value of the content and methods presented in courses, assignments, and field experience.

- Attendance is required for the classes in which you are enrolled. The University and College allows you to be absent in three hours of class time. If there are emergency situations, a note should be provided by a physician, pastor, or individual in a leadership position appropriate to the situation. Attendance also means being on time for classes. If you are late to class, you are officially, not in attendance.

- To ensure that you are appropriately completing your course of study, you will need to meet with your advisor at least once per semester.

- Complete your assignments on time and with the appropriate and required information. Complete your assignments with pride as a professional education student.

- When out in field experience, students should represent FAMU, the College, and the Programs in a respectable manner. Attendance, respect, and professional attitude and dress are required. Your behavior and disposition seriously reflect on the quality of our University, College, and Programs.
• Plagiarism (copying work from another source, such as a student or off the Internet) is not allowed. In addition, turning in assignments that have already been turned in as another course assignment is not acceptable. This is self-plagiarizing.

• Written and oral communication is essential for success as an individual in the society, the community, and in the world of work. Faculty instructors will assist students in obtaining a working knowledge and skill in grammar, spelling, punctuation, non-verbal communication required for professional. Assistance may include, but not be limited to required visits to the Writing Center, rewriting and revising assignments, individualized instruction, online tutoring programs, in class role plays, self videotaping.

• Faculty also will be identifying and working with students who may need assistance in areas that are assessed formally through instruments such as the CLAST and FTCE. Assistance may include required enrollment in test preparation courses, additional or different assignments, and online tutoring programs.

• Cell phones are to be completely turned off during classes. Putting them on vibrate is not permitted. It is extremely disturbing to the instructor and other classmates. Check your messages on breaks between or during class.

• To properly assist in the preparation of your technology education, you are required to purchase and utilize the Live Text software. This resource must be purchased in your first semester of taking education coursework. All College of Education faculties are also required to use Live Text. All course syllabi will be posted on Live Text. You will be using this software to post your assignments and collaborate with instructors and your student peers. These assignments will be used to work towards completion of your electronic portfolio. This document is required to be completed during your student internship.

• Beginning fall semester 2008, all students participating in field experience must show evidence of having current liability insurance. Fortunately, many of your professional organizations, such as the National Association for the Education of Young Children (NAEYC) offer low cost liability insurance to its student members. The COE faculty and administration strongly recommend that you take advantage of this opportunity to become a member and get involved in your student level organization.

• In addition to proof of liability insurance, you will need to have no criminal background record. Therefore, students are required to be fingerprinted before they are allowed to participate in field experience or internships. This process is coordinated through the Office of Student Teaching and the local school district.

As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student's file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student's department chair. The severity of the behavioral deficiency will influence the chairperson's handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.)

Policy Statement on Non-Discriminination
It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran
status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

**Academic Honor Policy**
The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

**ADA Compliance**
To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.
## ESOL-INFUSION SYLLABI ADDENDUM

Complete and attach the following addendum to the last page of each ESOL-Infused syllabi

Course Title and Number _______ EEC 3700 Child Development
Faculty who teach this course (full time, adjuncts, and TA’s ) ___ Nancy Fontaine, Gwen Dixon X Full time

### TEACHING STRATEGIES USED

<table>
<thead>
<tr>
<th>ESOL Performance Standards addressed in the course</th>
<th>Related Course Objectives</th>
<th>Related Readings, Class Activities, and Assignments</th>
<th>Related Assessments (Including Exams or Artifacts / Products that Demonstrate Mastery of ESOL Performance Standards and Indicators)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Recognize the major difference and similarities between the different cultural groups in the U.S. INDICATORS 1. Identify specific characteristics of U.S. Culture. 2. Compare and contrast features of U.S. culture with features of other cultures.</td>
<td>4. understand the influence of culture, family, and other environmental factors( such as urbanism) on social, emotional, cognition, language (including ELL) and physical development</td>
<td>Lecture Text material pp. 15-16; Section on language development Cha.7,10,13 Articles students read for Assignment 1</td>
<td>Exam Multicultural Projects Reflection Group Discussion Critique</td>
</tr>
</tbody>
</table>