

CHFD308

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Course : CHFD308 **Title :** Infant-Toddler Development

Length of Course : 8

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course is an examination of physical, cognitive, emotional and social development in the first 3 years of life. Course topics include developmental milestones, abnormal development and disease, parenting, family dynamics and appropriate care practices and environments from infancy through 36 months of age.

Course Scope:

This course will introduce students to the developmental and maturational theories and milestones that mark the development of the child from conception to early childhood. A holistic approach integrates the biological aspects of development with social- emotional and cultural factors, learning models, and cognitive and personality theories.

Objectives

Course objectives:

CO1.Evaluate the role of theory in child development.

CO2.Analyze how heredity and environment influence human development.

CO3.Evaluate cerebral cortex developmental characteristics of childhood.

CO4.Summarize concepts related to the most common views of cognitive development.

CO5.Describe the development of basic emotions.

CO6.Categorize changes in body size, proportions, and skeletal maturity during early childhood.

CO7.Examine factors that contribute to early metacognition.

CO8.Explain the development of self-consciousness during early childhood.

Outline

Week 1: History, Theory, and Research

Course Objectives

CO1. Evaluate the role of theory in child development.

Learning Objectives

LO 1 Describe the three basic issues on which major theories are based

LO2 Compare and contrast the theoretical perspectives that influenced child development research in the mid 20th century

LO3 Assess the strengths and limitation of commonly used methods to study children

LO 4 Explain why research involving children raises special ethical concerns.

Required Reading

Please see the links included under Required Readings in the Lesson section tab of the classroom.

Assignments

Week 1 Forum

Week 1 Assignment

Week 2: Genetic and Environmental Foundations

Course Objectives

CO2. Analyze how heredity and environment influences human development.

Learning Objectives

LO1. Explain how alleles influence the inheritance of traits, such as through dominant–recessive inheritance, incomplete dominance, X-linked inheritance, genomic imprinting, mutation, and polygenic inheritance.

LO2. Describe family functioning from the ecological systems perspective.

LO3. Discuss the impact of socioeconomic status on family functioning.

LO4. Discuss how cultural values and public policies influence the well-being of children

Required Reading

Please see the links included under Required Readings in the Lesson section tab of the classroom.

Assignments

Week 2 Forum

Week 2 Assignment

Week 3: Physical Development in Infancy and Toddlerhood

Course Objectives

CO3. Evaluate cerebral cortex developmental characteristics of childhood.

Learning Objectives

LO1. Describe brain development during infancy and toddlerhood at the larger level of the cerebral cortex.

LO2. Explain how infants learn through classical conditioning, operant conditioning, habituation and recovery, and imitation.

LO3. Explain the dynamic systems theory of motor development, highlighting cultural variations in motor development.

LO4. Explain the Gibsons' differentiation theory of perceptual development

Required Reading

Please see the links included under Required Readings in the Lesson section tab of the classroom.

Assignments

Week 3 Forum

Week 3 Assignment

Week 4: Cognitive Development in Infancy and Toddlerhood

Course Objectives

CO4. Summarize concepts related to the most common views of cognitive development.

Learning Objectives

LO1. Describe Piaget's view of development, noting how schemes change over the course of development.

LO2. Explain how Vygotsky's concept of the zone of proximal development expands our understanding of early cognitive development.

LO3. Discuss environmental influences on early mental development, including home, child care, and early interventions for at-risk infants and toddlers.

LO4. Discuss individual and cultural differences in early language development, including factors that influence these differences.

Required Reading

Please see the links included under Required Readings in the Lesson section tab of the classroom.

Assignments

Week 4 Forum

Week 4 Assignment

Week 5: Emotion and Social Development in Infancy and Toddlerhood

Course Objectives

CO5. Describe the development of basic emotions.

Learning Objectives

LO1. Discuss the first two stages of Erikson's psychosocial theory, noting the personality changes that take place during each stage.

LO2. Discuss the three underlying components of temperament.

LO3. Describe the unique features of the ethological theory of attachment.

LO4. Trace the emergence of self-awareness in infancy and toddlerhood, along with the emotional and social capacities it supports.

Required Reading

Please see the links included under Required Readings in the Lesson section tab of the classroom.

Assignments

Forum 5

Week 6: Physical Development in Early Childhood

Course Objectives

CO6. Categorize changes in body size, proportions, and skeletal maturity during early childhood.

Learning Objectives

LO1. Summarize the effects of heredity and hormones on physical growth and health in early childhood.

LO2. Discuss the impact of nutrition on early childhood physical growth and health.

LO3. Explain how infectious disease and immunizations impact early physical growth and health in early childhood.

LO4. Cite major milestones of gross- and fine-motor development in early childhood.

Required Reading

Please see the links included under Required Readings in the Lesson section tab of the classroom.

Assignments

Week 6 Forum

Week 6 Assignment

Week 7: Cognitive Development in Early Childhood

Course Objectives

CO7. Examine factors that contribute to early metacognition.

Learning Objectives

LO1. Describe advances in mental representation during the preschool years, including changes in make-believe play.

LO2. Describe advances in attention, memory, and problem solving during early childhood.

LO3. Trace the development of vocabulary, grammar, and conversational skills in early childhood.

LO4. Cite factors that support language learning in early childhood.

Required Reading

Please see the links included under Required Readings in the Lesson section tab of the classroom.

Assignments

Week 7 Forum

Week 7 Assignment

Week 8: Emotional and Social Development in Early Childhood

Course Objectives

CO8.Explain the development of self-consciousness during early childhood.

Learning Objectives

LO1. Discuss preschoolers' development of autobiographical memory and self-esteem.

LO2. Describe advances in peer sociability over the preschool years.

LO3. Compare the central features of psychoanalytic, social learning, and cognitive-developmental approaches to moral development.

LO4. Discuss genetic and environmental influences on gender-role development.

Required Reading

Please see the links included under Required Readings in the Lesson section tab of the classroom.

Assignments

Week 8 Forum

Evaluation

Grading:

Name	Grade %
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Materials

Book Title: Various resources from the APUS Library & the Open Web are used. Links provided inside the classroom in the Lessons section.

Author: No Author Specified

Publication Info:

ISBN: N/A

Course Guidelines

Citation and Reference Style

Attention Please: Students will follow the APA Format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA Format.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me **before** the due date so we can discuss the situation and determine an acceptable resolution. Late submissions that are submitted without prior approval may not be graded. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Forum Assignments – These are interactive dialog assignments designed to help you connect with your classmates in course related discourse and form a learning community. They are located under the “Forums” link on the left side of your course screen. Please carefully read the forum prompt each week. Post your initial response by 11:59 PM on Wednesday of the week and 2 reply posts to classmates by 11:59 PM on Sunday of the week. Late posts to the forum cannot be accepted for grading. Once the week ends, the forum ends. The grading rubric and requirements for forums can be found in the Forum section of the classroom.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

Technology Limitations: While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.

Humor Note: Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), J

APUS Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a

limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.

- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
 - **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
 - **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. [Tutor.com](https://www.tutor.com) connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.
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University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

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