College Name: Middlesex Community College

Title: Course Syllabus   Semester: Fall 2018   Course Number: ECE 176

Course Title: Health, Safety and Nutrition for the Young Child   CRN#: 3102

Course Duration: Tuesday August 29, 2018-Monday December 11, 2018

Credit Hours: 3 credits   Office Hours: **Tuesday 1:50-3:00pm & Thursday 2:00-6:30pm.**

Department: Social Science ((Early Childhood Education Program)   Instructor: Dr. Ijego Nwachuku

Course Location: Online – Blackboard Learn   Course Prerequisites: None

Meeting Time (days/hours): This is an online course and students are required to log in daily to complete class assignments. ***Always read the course syllabus section for the week, check the Announcement, Messages and Discussions' Q & A each time you log into the course.***

Phone: (860) 343-5814, this is my office phone number, do not use over the summer and it does not receive any "text" messages.

Email: Always use Blackboard internal mail, labeled as "***Course Messages***" in Course Menu. Use my official email only when you are unable to access Blackboard site, inwachuku@mxcc.commnet.edu.

College Email: You are required to access college emails to receive college information. Instruction on how to access your college email and forward your college email to your personal email can be found at http://mxcc.edu/distance/student-technology-resources (scroll down to College Email section)

I. Course Description:

The relationship between health, safety and nutrition and child development will be explored. Emphasis will be on the strategies needed to implement a safe, healthy and nutritionally sound program. Community agencies and resources that support children and families 'safety, health, and nutrition will be explored.

II. Course Textbook:

Robertson, C. (2016), Safety, Nutrition and Health in Early Education (6th Edition). Cengage Learning.

Other Required Resources Posted on Course Blackboard:

1. CSDE: Action Guide for Child Care Nutrition and Physical Activity Policies. June 2010. (Free copies from CSDE office).

2. CHDI's 2009 publication, "*A Framework for Child Health Services Supporting the Healthy Development and School Readiness of Connecticut's Children*". www.chdi.org or use Google

3. **CTELDS and/or** Connecticut State Department Preschool Guide; Preschool Curriculum Framework; Preschool Assessment Framework, and Flipchart. All available at: http://www.sde.ct.gov/sde, (Early Childhood link).

4. NAEYC Standards for Early Childhood Professional Preparation Programs (2009). Available at: http://www.naeyc.org/positionstatements

Phone: (860) 343-5814; My office phone does not receive any "text" messages.

Email: Always use Blackboard internal mail, labeled as "Mails" in Course Menu. Use my official email (inwachuku@mxcc.commnet.edu) only when Blackboard mail site is unaccessible

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III. Course Objectives:

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

1. Discuss the interrelationship of health, safety and nutrition in an early childhood education environment and develop skills necessary to plan and implement health, safety, and nutrition experiences and to integrate these experiences into daily curriculum.

2. Explore various agencies, organizations and websites that can be utilized as resources and referrals for health, safety and nutrition issues for children, families and teachers.
3. Practice teacher health appraisals of young children, identify, and discuss first aid practices for common and acute illnesses and injuries.
4. Plan and analyze nutritionally balanced menu for young children (appropriate feeding of infants, toddlers and preschoolers) using the CACFP guidelines.
5. Examine all developmental areas (physical, personal/social, cognitive and creativity) and discuss skills that can be enhanced in each area of development during snack and lunch time.
6. Conduct/practice Health Inspection in an early childhood education center using CT- guidelines.

IV. Course Outcomes:

At the end of this course students will be able to:
- Discuss how health, safety and nutrition are interrelated.
- Discuss ways that teachers can be proactive in promoting children's wellness in the areas of injury prevention, dental health, physical activity and mental health.
- Perform a daily children's health check
- Name and describe the symptoms and management strategies for common medical conditions that children experience
- Describe at least ten ways to make children's indoor and outdoor environments safe
- Describe safety practices that teachers should implement in the classroom and outdoors to safeguard children
- Identify two forms of negligence and discuss steps teachers can take to protect themselves from such charges.
- Know and observe management of childhood injuries and acute illnesses
- Know and explain the significance of Public Law 93-247
- Understand the Food Guide Pyramid, Know the Dietary Guidelines for Americans
- Discuss the major role that each food group plays in promoting healthy growth, development and learning
- Review Connecticut Child Care Nutrition Standards.
- Describe guidelines for feeding infants, toddlers and preschoolers
- Plan snacks for toddlers, preschoolers and school –aged children that meet their nutritional requirements and review CSDE Action Guide for Child Care Nutrition Policies.

V. Course Contents:

The following areas with different topics will be covered:
- An Introduction: A Holistic Environmental Approach to Healthy Development in Early Childhood Education
- Safety in Early Childhood Education
- Nutrition in Early Childhood Education
- Health in Early Childhood Education Environments
- Current Issues in Early Childhood Education Safety, Nutrition & Health

VI. COURSE REQUIREMENTS- OVERVIEW:

1. Course materials will be delivered via Blackboard and will enable students to complete their academic work in a flexible manner, completely online. The course is broken down into 7 units:

   Unit #1: Chapters 1-4,

   Unit #2: Chapters 5-8,

   Unit #3: Chapters 9-12,

   Unit #4: Chapters 13-15

2. The "lectures" for this course consist of PowerPoint materials. They will be posted on Blackboard for students to access. It is strongly recommended that students thoroughly read the PowerPoints.

3. You must contact the instructor **in advance** if you have a good reason to miss an assignment or exam. **Only students with a prearranged absence will be permitted to make up assignments or exams**.
4. Reading assignments must be completed before completing the discussion forum. Questions may be posted on the discussion forum to assure that the readings have been completed, the materials understood, and to stimulate class discussion.
5. Assignments must be turned in on time. **Late work will not be accepted**.
6. Your final grade is on 1000 points. See table below

COURSE REQUIREMENTS/EVALUATIONS TABLES - My 1000 Point Worksheet

Categories	Weight by %	Point Value	Actual Scores
Self-Introduction on Discussion Board	1%	10	
12 Discussions, Responses & Reflection (360/12 = 30 points each)	36%	360	
Watch Saturday morning children's television	10%	100	
Nutrition Activity – Menu Planning	10%	100	
Resource File	3%	30	
Exam #1-----------chapters 1-4	10%	100	
Exam #2-----------chapters 5-8	10%	100	
Exam #3-----------chapters 9-12	10%	100	
Exam #4-----------chapter 13-15	10%	100	
TOTAL POINTS:	100%	1000	

Total # of points/Letter Grade

Letter Grade	Point Ranges	Grade Point Value
A	930 - 1000	4.000
A-	880 - 929	3.667
B+	850 - 879	3.333
B	820 - 849	3.000
B-	780 - 819	2.667
C+	750 - 779	2.333
C	720 - 749	2.000
C-	680 - 719	1.667
D+	650-679	1.333
D	620-649	1.000
D-	580-619	0.667
F	579	0.000

Course Requirements Descriptions(From Grade table Above)
VII. Self-Introduction (10 points)
1. Tell us a about yourself, why you are in school, why you are taking this course. Share something of interesting about yourself such as hobbies, places traveled, languages spoken, food likes/dislikes, etc. (about ½ a page)
2. What is your major and academic goals?

3. What has been your experience with children?
4. What do you expect to learn from this class and how do you plan to achieve your goal from this class?
5. Where do you see yourself in the next 3 years or after you graduate from MxCC?

This introduction assignment is due on discussion board by **Sunday September 2, 2018.**

VIII. Weekly Discussions (30 points each)

Initial Post Requirements: **"Reality Check" Discussions -**Each chapter has a *"Reality Check"* article and set of questions relating to the *"Reality Check".* You are to choose one *"Reality Check"* with its set of questions (Located in the course textbook). Write the *"Reality Check"* article title, the questions, the chapter number and page numbers). Give an overview of the article and answer the questions at the bottom of the article.

- Each week discussion questions opens Saturday at 12:00 am
- **Due Wednesdays of the week.**
- 450 words in length
- 12 font double space – Times New Roman
- Proper grammar, punctuation, and sentence structure
- Supported by Two Scholarly Sources – one will be the course textbook and the second is your free choice.
- **In text citations and references required**
    (Use APA Style Guide for in-text citation and the list of references)
- Plagiarism and proper citations rules must be followed.

Reflection Posts: Reflections is on "What Would You Do"? In all assigned chapters, students will choose just one *"What Would You Do"?* Write down the question(s) and respond to the questions. **Example:** What Would You Do? Page 14: - You have decided to open a family day care for infants and toddlers. What measures would you take to establish an environment that was as risk free as possible?

- **Due Sundays** of the week
- 450 words in length.
- **Post at the same time and under Initial Post (Do Not post as a separate file)**
- 12 font double space – Times New Roman
- Proper grammar, punctuation, and sentence structure
- **Use APA Style Guide for in-text citation and the list of references**.

Response Posts Requirements: Then respond to at least ONE student's *"Reality Check"* article.

- **Due Sundays of the week**
- Respond to at least **ONE** course mates' initial post.
- Each post must be at least 200 words in length.
- 12 font double space – Times New Roman
- Proper grammar, punctuation, and sentence structure

NOTE: All 3 sections must be posted at the same discussion link. Student are expected to adhere to the

Netiquette Guide as well as the Discussion Grading Rubric when posting to the discussion board.

DISCUSSIONS GRADING RUBRIC: The purpose of this rubric is to measure individual student's Discussion responses on discussion Board. Points has been assigned for both original post and one reply. Individual posts and replies to another student work must be substantive and thoughtful. Agree, not agree, like, not like, etc. responses will not be seen as thoughtful and substantive.

Items	Met/Exceeded Expectation	Somewhat Met Expectation	Expectation Unmet	Total

Initial Post 10 pts due Wed. 11:59pm	Provided detail & very informative response to the selected **"Reality Check"** topic with clear references from the course textbook and others. 8-**10 pts.**	Provided good response to the selected **"Reality Check" topic** with references from the course textbook & others. 5-7 **pts.**	Provided some responses to selected **"Reality Check" topic** but no references from book or others. **<4 pts**	
Reflection Post 10 pts due Wed. 11:59pm	Provided clear & informative reflection on the question - *"What Would You Do"?* 8-**10 pts.**	Provided good reflection on the question - *"What Would You Do"?* . 5-7 **pts.**	Provided unclear reflection on the question - *"What Would You Do"?* **<4 pts**.	
Response 10 pts due Sunday 11:59pm	Provided meaningful response to at least **ONE** student's initial posted summary with clear explanations. 6-**10 pts.**	Provided some meaningful response to at least **ONE** student's initial posted summary with moderate explanations. 1-5 **pts.**	Responded to no student initial post. **0 points**	

IX. Resource File

Each student should creatively gather articles from 5 sources for each section of the text: Safety, Nutrition, Health and Special Topics. Each of these sources must cover a different topic. Each article must have a short one paragraph synopsis of what it means and have for the families and teachers. These 20 articles placed together act as a resource file for the student. This assignment starts second week of semester. It should be submitted in the appropriate link on the Course Menu on due date.

X. Nutrition Activity: (Menu Planning)

- Individuals will prepare an appropriate menu for children. Using CSDE Action Guide for Child Care Nutrition Policies, the CACFP guidelines in chapter 9 (p.336-354) and the menu planning checklist (p.347), plan 10 days (M-F) each for toddler and preschool menu for **breakfast** (morning snack), **lunch,** and **afternoon** snack.
- You will be graded on meeting the correct nutritional guidelines for each meal as well as age-group, variety, texture, color, and creative presentation of the menu plan.
- You are also required to **separately list the serving sizes** of the foods included in the menu depending on the age of children you planned for. Your creativity is very important and *final project must be typed and probably laminated.*
- Menu should come with the serving sizes.

XI. Watch one hour of Saturday morning children's television:

- Name the show(s) you watched and write down the food products that were advertised during this time.
- What percentage of advertisements was for healthy foods and what percentage was for junk foods?
- What "hooks" or incentives did these advertisements give children to want to purchase the foods?
- Now compare your findings with the Saturday Morning program and the Food Pyramid found in chapter six.
- How does this compare to the new "My Pyramid or Color Your Diet?
- Describe/elaborate how can you get children to eat healthy nutritious snacks
- Compare and contrast the Food Pyramids in your course textbook with the current suggested Food Pyramid (Please research for it if you do not know it). Include both pictures.

XII. EXAMS:

- There will be _FOUR UNIT EXAMS_ which will be **ONLY** online with a 5 hour time limit. They may be a combination of multiple choice and true and false. Exams are not cumulative. The materials comes from course textbook readings, lecture material, chapter PowerPoints, or any other material posted in the Blackboard.
- Exams must be completed before the deadline of 11:59 pm on the due dates. Late submissions will not be accepted.
- Please make certain to read all the chapters materials and complete all assignments prior to starting the exam.

- Please note that it is the student responsibility to make sure you have a continuous internet connection for the duration of the exam. Exams will not be reset if you lose internet access during the exam duration.
- **Cheating of any kind will not be tolerated and will result in an "F" for the course and will immediately be referred to Administration for further disciplinary action.**
- **ALWAYS** click on Save Answer button under **EVERY** question you have answered.
- All exams are open book and you are given 5 hours to complete after you have started the exam
- While mobile devices provide convenient access to check in and read information about your courses, they should not be used to perform work such as taking tests, quizzes, completing assignments, or submitting substantive discussion posts."

Attention for Mobile Users:
- You are able to access the course in a mobile device. Search for Blackboard Learn Mobile app. in your device and download it for free. Open the app and search for "Connecticut Community Colleges" log in page. You will log in with your 8-digit ID and password. Some course content as presented in Blackboard Learn is not fully supported on mobile devices at this time. While mobile devices provide convenient access to check in and read information about your courses, they should not be used to perform work such as taking tests, quizzes, completing assignments, or submitting substantive discussion posts."

Fall 2018 – ECE 176 Topics Covered with Learning Objectives:
- The table below is a list of topics that will provide a guide for students during the semester.
- The students should become familiar with each of these topics.
- Each topic includes important concepts and vocabulary with which the students will develop competencies.

Fall 2017 ECE 176 Course Outline Readings and Assignment

Units	Instructional Unit	Specific Unit Objectives
Unit 1	**Chapters 1-4**	
	A Holistic Environmental Approach To Wellness in Early Childhood Education Environments **Ch1**	• Define a holistic approach to the safety, nutrition, and health of children. • Describe an ecological perspective and explain how the environment may affect the safety, nutrition, and health of a young child. • Describe and discuss the differences between health and wellness promotion, disease prevention, and risk management as they apply to early childhood education environments. • Discuss how a teacher can provide high-quality early childhood education for safety, nutrition, and health. • Apply strategies to engage diverse families and practice cultural competence. • Construct curriculum to develop strategies for delivering information for children 0-8 years.
	Creating Safe Environments. **Ch2**	• Define and discuss safety policies and their use as tools for safety, risk prevention, protection, and promotion. • Discuss the importance of safe environments and describe a safe environment for all types of early childhood education. • Discuss the factors involved in childhood injury and describe strategies for use in injury prevention. • Explain the development of a safety plan for an early childhood education environment. • Apply strategies to engage diverse families and practice cultural competence. • Construct curriculum to develop strategies for delivering information for children 0-8 years.
	Indoor Safety **Ch3**	• Describe and discuss safety policies for indoor environments as tools for risk prevention, protection, and promotion. • Indicate and discuss specific guidelines for making any indoor early childhood education environment free from risk and protected for safety. • Relate and discuss the safety hazards of indoor equipment in early childhood education environments. • Describe and discuss the importance of safe, risk-free toys for infants, toddlers, and preschoolers. • Describe and discuss clear rules of consequences of behavior and appropriate methods of conflict resolution. • Indicate the methods and means of poison control and risk prevention in early childhood education environments. • Describe and discuss methods of fire and burn prevention in early childhood education environments. • Apply strategies to engage diverse families and practice cultural competence. • Construct curriculum to develop strategies for delivering information for children 0-8 years.

	Outdoor Safety **Ch4**	• Describe and discuss safety policies for outdoor environments as tools for risk prevention, safety protection, and safety promotion. • Identify and describe how to organize the outdoor environment for safety addressing developmental levels, space, time and active supervision. • Indicate and discuss specific guidelines for making the early childhood education playground environment free from risk and protected for safety. • Relate and discuss the safety hazards of outdoor equipment as they relate to early childhood education situations and general safety. • Relate the guidelines for safe transportation and traffic involved in early childhood education environments. • Apply strategies to engage diverse families and practice cultural competence. • Construct curriculum to develop strategies for delivering information for children 0-8 years.
Unit 2	Chapters 5-8	
	Emergency Response Procedures for ECE Environ **Ch5**	• Describe and discuss safety policies for response to childhood accidents and injuries. • Define and discuss the differences between what constitutes an emergency and what necessitates only basic first aid. • Indicate the steps to go through in addressing the proper responses to a real emergency and how it is to be performed. • Define, discuss, and summarize the methods of basic cardiopulmonary resuscitation (CPR) and first aid to infants and children. • Discuss methods and practices for emergency care of children with disabilities and other special needs. • Define, discuss, and summarize the basic methods of disaster preparedness for early childhood education environments. • Indicate the need for engaging diverse families to prepare for emergency situations building curriculum for children in regards • 8. Develop and prepare curriculum to prevent and handle emergencies from childhood injuries and accidents.
	Basic Nutrition in ECE Environments **Ch6**	• Define and discuss basic nutrition policies and their use for the nutritional well-being of children. • Describe the importance of the Dietary Guidelines for Americans, the MyPlate Food System, Daily Recommended Intakes, and other information sources that provide guidelines for nutritional well-being. • Describe and discuss the basic nutrition process. • Define the three basic macronutrients in the diet and discuss their importance to overall wellbeing. • Define the three basic micronutrients in the diet and discuss their importance to overall wellbeing. • Describe nutritional screening assessment and how children's diets relate to well-being and how diet can be improved. • 7. Indicate the need for engaging diverse families to help children received proper nutrition to promote healthy development 8. Design curriculum for children to provide basic nutrition knowledge to promote healthy development.
	Protecting Good Nutrition & Wellness **Ch7**	• Define and discuss the nutritional challenges that pose risks for children in the early childhood education environment and the creation of policies to address these risks. • Define and discuss nutrition in regard to the challenges of food insecurity, malnutrition, and overnutrition as they apply to children in early childhood education. • Define and discuss childhood overweight and obesity in regard to the impact it may have on the provision of food to children in the early childhood education environment. • Define and discuss the importance of including physical activity and exercise as part of the diet in early childhood education environments. • Apply strategies and cultural competence to engage diverse families to help protect food nutrition in children. • 6. Design and apply curriculum to encourage healthier food and physical activity choices for children.
	Providing Good Nutrition for Diverse Children **Ch8**	• Define and discuss the need for nutrition policies that address growth and development to prevent risk, provide protection, and promote nutritional well-being. • Discuss breastfeeding, bottle feeding, and the introduction of solids into the infant's diet, including developmental implications and practices for the teacher. • Discuss the impact of development on the feeding behavior of the toddler and describe strategies for the teacher to redirect that behavior. • Discuss the food behaviors of the preschooler and the strategies for the teacher to guide the child to behaviors that foster well-being. • Discuss the nutritional needs of the school-aged child and the strategies for the teacher to meet these needs that may be compromised by outside influences. • Explain how disabilities and other special needs might affect the nutrition and feeding of a child and discuss specific strategies to meet the child's nutritional challenges. • Relate the strategies for supporting and engaging families to help meet the nutritional needs of their children. • 8. Design and apply curriculum for children to ensure good nutrition for children in early childhood education environments.
Unit 3	Chapters 9-12	
	Menu Planning and Food Safety. **Ch9**	• Define and discuss nutritional policies in relation to menu planning and food safety in the early childhood education environment. • Discuss the guidelines for subsidized food programs available for early childhood education environments.

		• Indicate the importance of proper menu planning for children's well-being, including strategies for planning healthy breakfasts, snacks, and lunches. • Define and discuss the issues that may affect menu planning such as disabilities or other special needs, religious practices and vegetarian diets that may affect food selection and food allergies that require the avoidance of certain foods. • Summarize the need for food sanitation and safety and practice strategies for providing it in the early childhood education environment. • Relate the strategies for engaging diverse families and supporting them to help provide safe and healthy meals for their children. • 7. Construct curriculum to develop strategies to deliver information on nutrition to children.
	Tools for Promoting Good Health in Children **Ch10**	• Define and discuss health policies and their use as a tool for health prevention, protection, and promotion. • Discuss the contents and importance of health records, including up-to-date immunizations. • Discuss the importance of health policies for staff, including staff health records and promoting staff health. • Describe and detail the processes of recording, appraisal, screening, and assessment. • Summarize the components of a child's health and how they are assessed. • Discuss the importance of engaging diverse families to improve children's health. • 7. Related ways to build curriculum for good health and wellness.
	Prevention of Illness through Infection Control **Ch11**	• Define and discuss health for the prevention of childhood infectious diseases. • Explain the mechanisms of communicable disease spread. • Relate the importance of immunizations in the prevention and reduction of communicable diseases. • Summarize sanitation methods used in the prevention of spread of disease in the early childhood education environment. • Discuss factors in the environment that quality control can help to curb the spread of disease. • Relate the strategies for engaging diverse families for children in the prevention of communicable diseases. • 7. Create curriculum to help children learn how to help prevent the spread of communicable diseases.
	Promoting Wellness through Supportive HealthCare. **Ch12**	• Describe and discuss health policies for the identification and management of childhood communicable diseases. • Describe the methods and means of identifying childhood infectious diseases for early interventions and prevention of disease spread. • Describe the methods and practices for managing childhood infectious diseases for early identification and prevention of disease spread. • Summarize and indicate the importance of policies and protocols for care of mildly ill children in early childhood education environments. • Relate the strategies for engaging diverse families for children to manage childhood communicable disease in the early education environment. • 6. Create curriculum for children to learn to stay healthy and avoid childhood communicable diseases.
Unit 4	Chapters 13-15	
	Providing for Special Health Care Needs. **Ch13**	• Define and discuss health policies in relation to caring for chronically ill children or other children with special health care needs in the early childhood education environment. • Describe and discuss special considerations for caring for children with chronic health conditions. • Using a team approach, describe and discuss whether or not a child qualifies for services under the Individuals with Disabilities Education Act (IDEA), and how the team would operate. • Describe and discuss the inclusion of a health consultant in the early childhood education program and the advantages of having a medical home for every child. • Relate the strategies for engaging diverse families in helping to manage chronic illnesses present in the early education setting. • 6. Relate curriculum for children to help them learn to take care of their health.
	Child Maltreatment **Ch14**	• Define and discuss the need for policies for child abuse and neglect that may affect the early childhood education environment. • Describe and discuss measures for preventing child maltreatment. • Describe and discuss how to recognize, document, and report child maltreatment, and methods for caring for an abused child. • Describe and discuss the common problems and their solutions that may arise in early childhood education environments when working with children from drug-abusing families. • Describe and discuss the importance of supporting and engaging families to prevent child maltreatment and protect children. • 6. Building curriculum for children on the sensitive topic of child maltreatment.
	Fostering Good Mental Health & Emotional Well-being in Children **Ch15**	• Define and discuss policies for mental health policies and their place protecting the mental health and emotional well-being of children. • Describe and discuss the issues that may threaten or cause concern for children's good mental health and emotional well-being. • Describe the factors that may cause stress to children and how to help alleviate that stress in the early childhood setting. • Indicate the importance that stable, responsive, and consistent caregiving and good communication has on providing children with an optimum environment for good mental health.

		• Describe strategies for engaging families and helping children to establish a mentally and emotionally healthy environment. • 6. Creating curriculum for children to maintain a mentally and emotionally healthy environment.

NOTE FOR ALL ASSIGNMENTS:

All assignments must be typed with 12-size font double-spaced and must be submitted on due dates. No hand written assignment will be accepted.

➢ *All assignments must creatively have cover page or background page to include the following:*
   i.   Student name:
   ii.   Instructor's name:
   iii.   Course title and number:
   iv.   Course CRN#:
   v.   Assignment topic/heading:
   vi.   Submission date:
➢ Assignment Schedule and Assignments are subject to Change as a result of some unpreventable situation such as blackboard breakdown. Instructor will inform students of changes in advance. Students are responsible for reading and completing all assignments. Please take note of assignment **DUE Dates.**
➢ All biographic notations of any articles, sources reviewed to complete assignments, or sources cited in a report must be acknowledged in the reference list.

Fall 2018 – August 28-December 13; Online ECE 176 Assignments Due Dates

Sun	Mon	Tue	Wed	Thu	Fri	Sat
AUGUST						
26	27	28 **First Day of Class** Preparation and Self-Introduction	29 Preparation and Self-Introduction	30 Preparation and Self-Introduction	31 Preparation and Self-Introduction	
SEPTEMBER						1 Readings Ch 1-2
2 Self-Introduction Due	3 **Labor Day**	4 Readings Ch. 1-2	5 **Discussion Due**	6 Readings Ch. 1-2	7 Readings Ch. 1-2	8 Readings Ch. 1-2
9 Response posts Due Chapter reflection **due**	10 Readings Ch. 3	11 Readings Ch. 3	12 **Discussion Due**	13 Readings Ch. 3	14 Readings Ch. 3	15 Readings Ch. 3
16 Response posts Due Chapter reflection **due**	17 Readings Ch.4	18 Readings Ch.4	19 **Discussion Due**	20 Readings Ch.4	21 Readings Ch.4	22 Readings Ch.4
23 Response posts Due Chapter reflection **due** **Exam #1 –Ch1-4**	24 Readings Ch.5	25 Readings Ch.5	26 **Discussion Due**	27 Readings Ch.5	28 Readings Ch5	29 Readings Ch5
30 Response posts Due Chapter reflection **due**						
OCTOBER						
	1 Readings Ch.6	2 Readings Ch6	3 **Discussion Due**	4 Readings Ch.7	5 Readings/Study Ch6	6 Readings Ch6
7 Response posts Due Chapter reflection **due**	8 Readings Ch.7	9 Readings Ch.7	10 **Discussion Due**	11 Readings Ch.7	12 Readings Ch7	13 Readings Ch.7
14 Response posts Due Chapter reflection **due** Saturday morning children's television due	15 Readings Ch8	16 **Reading Day**	17 **Discussion Due**	18 Readings Ch8	19 Readings Ch8	20 Readings Ch8
21 Response posts Due Chapter reflection **due** **Exam #2 –Ch5-8**	22 Readings Ch9	23 Readings Ch9	24 **Discussion Due**	25 Readings Ch9	26 Readings Ch9	27 Readings Ch9
27 Response posts Due Chapter reflection **due**	28 Readings Ch10	29 Readings Ch10	30 **Discussion Due**			
NOVEMBER				1 Readings Ch10	2 Readings Ch10	3 Readings Ch10
4 Response posts Due Chapter reflection **due**	5 Readings Ch11-12.	6 Readings Ch11-12	7 **Discussion Due**	8 Readings Ch11-12	9 Readings Ch.11-12	10 Readings Ch.11-12
11 Response posts Due Chapter reflection **due** **Exam #3 –Ch9-12**	12 Readings Ch13.	13 Readings Ch.13	14 **Discussion Due**	15 Readings Ch13	16 Readings Ch13	17 Readings Ch13
18 Response posts Due Chapter reflection **due**	19 **Menu Planning due**	20 **Menu Planning due**	21 **NO CLASSES**	22 **NO CLASSES**	23 **NO CLASSES**	24 **NO CLASSES**
25 NO CLASSES	26 Readings Ch14	27 Readings Ch.14	28 **Discussion Due**	29 Readings Ch.14	30 Readings Ch.14	
DECEMBER						1 Readings Ch.14
2 Response posts Due Chapter reflection **due** **Resource File due**	3 Readings Ch15	4 Readings Ch15	5 Readings/Study Ch15	6 Readings Ch15	7 Readings/Study Ch15	8 Readings Ch15
9 **Final Exam –Ch13-15**	10 **FINAL EXAM OPENS**	11 **FINAL EXAM**	12 **FINAL EXAM ENDS**			

It is STRONGLY recommended that students print this calendar and post it by their computer

WRITTEN COMMUNICATION STANDARDS

Proper written communication is a vital professional skill. All written course work must include Standard English Practices. These include: spelling and punctuation, capitalization, sentence and paragraph structure, grammar, clarity of expression, and organization.

MINIMUM STUDY TIME

This class is an online class which means it meets every day of the week at the comfort of your own home. It is very imperative that you study in order to learn the material. A general "rule of thumb" is that for every one hour you spend in class, you should spend a minimum of two hours studying for the class. This means that you should spend at least six hours each week studying for this course. You must spend time and learn the materials in the textbook, readings, and study PowerPoint notes as well as what is covered in course. Research shows that the more time a college student spends studying, the more the student learns.

ADA Accommodations Statement:

Students with physical or learning disabilities who may require accommodations are encouraged to contact the Counseling Office. After disclosing the nature of the disability, students are urged to discuss their needs with individual instructors. This should be done at the beginning of each semester. Instructors, in conjunction with appropriate college officials, will provide assistance and/or accommodations only to those students who have completed this process.

Use of Computing Resources:

All resources and facilities of the Data Processing Labs, including the computer classroom sites, are to be used solely for the legitimate and authorized academic and administrative purposes. Any unauthorized or illegitimate use of the computer systems, resources, and/or facilities will be subject to appropriate disciplinary action, including but not subject to criminal prosecution in accordance with Section 53a-250, et seq., of the General Statutes.

Academic Honesty Statement:

At Middlesex Community College we expect the highest standards of academic honesty. Academic dishonesty is prohibited in accordance with the Board of Trustees' Proscribed Conduct Policy in Section 5.2.1 of the Board of Trustees' Policy Manual. This policy prohibits cheating on examinations, unauthorized collaboration on assignments, unauthorized access to examinations or course materials, plagiarism, and other proscribed activities. Plagiarism is defined as the use of another's idea(s) or phrase(s) and representing that/those idea(s) as your own, either intentionally or unintentionally.

Withdrawal Policy Statement

You may withdraw from this class any time before the end of the 11th week of the semester. A completed and signed withdrawal form must be on file in the Records Office by the deadline in order to receive a "W" on your transcript. If you fail to complete this process on time, you will receive a letter grade at the end of the semester, which will include zeroes for any work not submitted. Course withdrawals may affect financial aid and veteran's benefits. Please make this decision carefully and with the help of your advisor. See the Academic Calendar and the College Catalog for specific dates and procedures regarding the withdrawal process.

This course is important because it will strengthen the student's critical thinking skills and help them make the connection between psychology and everyday life. It will provide the student with a better understanding of why people behave the way they do, why psychologists conduct research, and be cognizant of the theories that guide research. The student will become acquainted with the breadth of the field of psychology and will obtain the core competencies as stated below, as well as a wealth on knowledge that will excite the student's curiosity and

increase their understanding of people's behavior. The core competencies will provide the tools that will maximize the student's ability to learn and retain the subject matter of psychology.

<div align="center">

Middlesex **Community College**

Core Competencies

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1. Communication Skills: Communication skills include reading, writing, speaking and research. We expect our graduates will have good critical reading skills so that they can discriminate between primary and secondary sources and between more and less important ideas in what they read. We expect our students to write and speak clear, correct expository English to communicate their ideas as well as to frame sensible arguments to support their points of view in an intelligent, thoughtful and civilized way. Communication is an interactive process through which there is an exchange of verbal and/or nonverbal information.

2. Conceptual Skills / Critical Thinking Skills: Conceptual skills refer to organized, responsive and critical thought.   Many educators and philosophers define critical thinking as skillful, responsible, reflective thinking that facilitates good judgment because it: a) relies upon criteria developed or assessed, b) is self-correcting, and c) is sensitive to context.   Critical thinkers can distinguish between fact, inference, and opinion; construct worthwhile questions; arrive at and justify conclusions; prioritize ideas; apply strategies for dealing with error, improbability and ambiguity; value, and access information including that derived from textbooks, lectures and electronic media; give and accept criticism constructively.

3.   Quantitative Reasoning: Quantitative reasoning helps us learn about reality by applying measurement, mathematics, data collection and evaluation to the study of specific problems. Quantitative reasoning involves several skills or abilities: 1) to describe research problems or questions in terms of numerical, symbolic, and visual representation; 2) to solve problems by collecting and analyzing data, formulating alternative theories, and making reasonable conclusions based upon a body of evidence; 3) to communicate and critique quantitative arguments.

4.   Technological Literacy: Technological literacy requires us to understand the potential and limitations of technology and to identify and effectively use the appropriate technology to achieve a desired outcome.

5.   Information Literacy: Information literacy encompasses skills that enable individuals to determine when information is needed, efficiently access information, critically evaluate information and its sources, apply legal and ethical standards in using information, and appropriately apply information to one's needs.

6. Aesthetic Perspective: The most elusive area in a well-rounded education is that of aesthetics. Students should be aware of aesthetics both in daily life and in the context of their academic studies. Aesthetics encompasses forms of personal expression both in the natural world and in the world of man-made things (buildings, objects of art, etc.). In addition, aesthetics can be seen in more abstract, universal constructs such as the symmetry of an equation or the balanced physical structure of an atom. Students should be able to analyze and formulate opinions about the principles of design behind these formal and expressive structures.

7.   Understanding of Diversity: Diversity means difference.   People may be different with respect to their ethnicity, race, culture, religion or national origin.   Or these differences may be social and personal such as class, age, gender, sexual orientation, disability, or appearance.   We hope our graduates are able to recognize and appreciate these and other differences. This course is a D course. Psychology embraces a global perspective in presenting issues of diversity concerning cultural awareness, gender, ethnicity, sexuality and age.

8.   Values, ethics, and responsible citizenship: Psychology will help the student to recognize and analyze ethical issues, make and defend ethical decisions, demonstrate ethical behavior and social responsibility by engaging in community, social, civic, or cultural service.

These core competencies are important personally, academically, and professionally. The learning outcomes, as stated in the syllabus are covered in this course.

More academic policies and procedures can be found at http://mxcc.edu/catalog/syllabus-policies

IMPORTANT COLLEGE POLICIES!! PLEASE READ CAREFULLY!

accessibility/disability services, attendance, audio-recording in the classroom, grade appeals, plagiarism, religious accommodations, weather and emergency closings, and more, please go to the following website: **www.mxcc.edu/catalog/syllabus-policies/** or scan the QR code with your smart phone. Also, please become familiar with the policies regarding nondiscrimination, sexual misconduct, and general student conduct at the following website: **www.mxcc.edu/nondiscrimination/.**

<u>NON-DISCRIMINATION STATEMENT</u>

Middlesex Community College does not discriminate on the basis of race, color, religious creed, age, sex, national origin, marital status, ancestry, present or past history of mental disorder, learning disability or physical disability, sexual orientation, gender identity and expression or genetic information in its programs and activities. In addition, the College does not discriminate in employment on the additional basis of veteran status or criminal record.   The following people have been designated to handle inquiries or complaints regarding non-discrimination policies and practices:

• Primary Title IX Coordinator Dr. Adrienne Maslin Dean of Students/Title IX and Section 504/ADA Coordinator amaslin@mxcc.edu; 860-343-5759; Founders Hall Room 123|

• Secondary Title IX Coordinator Ms. Queen Fordham Coordinator of the Meriden Center Welcome Desk qfordham@mxcc.edu; 203-608-3011

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