

## Child Development 39 - Summer 2009

### **Instructor Information:**

**Patricia Angel**

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Office Hours: By appointment.

### **Course Information CHDEV39:**

Number of Units: 3

Class Meets: Monday thru Thursday 8:00 to 9:50. Reedley College SS 36

Text: Infants, Children, And Adolescents 6<sup>th</sup> Edition By: Laura E. Berk

Observation Assignment Hours: 12. Students may need a current TB skin test to do their observation hours.

### **Course Objectives:**

**In the process of completing this course, students will:**

- A. compare and contrast the historical perspectives/theories of child development to modern perspectives/theories describe the common research methods used to study children, and explain their strengths and limitations.
- B. describe the developmental changes that take place in children with typical and atypical development.
- C. identify those variable that lead to typical development and those that contribute to atypical development.
- D. demonstrate effective techniques in observing typical and atypical development in children.
- E. relate developmental and learning theories to language and communication skills in children birth to age twelve.
- F. relate developmental and learning theories to familial relationships, child-care setting, attachment relationships, strange anxiety, and separation anxiety.
- G. recognize the impact of biological, environmental, social political and nutritional factors on health and well being of children and their families.
- H. describe the effective use of discipline, shaping, reinforcement and modeling behavior.

### **Course Outcomes:**

**Upon completion of this course, students will be able to:**

- A. compare historical theories of child development to current theories.
- B. apply current theories of child development to assess a child's physical, emotional, social, and cognitive development.
- C. differentiate between typical and atypical development in children.
- D. complete a case study on a child.

### **SYLLABUS DISCLAIMER:**

This syllabus constitutes a contract between the instructor of this course and the student enrolled in the course. The student's decision to attend the class denotes:

1. acceptance of this syllabus.
2. acceptance of the expectations of this course as outlined in this syllabus.
3. the student's understanding that the course schedule outlined in this syllabus, except assignment due dates, is subject to change without notification to the student, dependent upon the instructor's evaluation of the progress of the whole class.
4. the student's understanding that it is their responsibility to read all assignments, complete all assignments and turn in all assignments by the designated times.
5. should the instructor alter the lecture schedule, students will not be help accountable for materials in time frames not covered by lecture.

## Class Policies & Assignments

### Important Dates to Remember:

Students are responsible for dropping themselves from class in order to avoid a letter grade.

- Last day to register for class

- Last day to drop to avoid a "W"

**Last day to drop to avoid a letter grad**

### Tentative Course Schedule

Week	Dates	Topic(s)	Readings & Assignments
1	6/29	Class Expectations Overview of Child Development Study/Theories	Chapter 1
		Genetics	Chapter 2
		Prenatal Development Birth	Chapter 3/4
2	7/6	Birth Continues Newborn and Infancy	Prenatal Observation Due
		<b>TEST #1 – Chapters 1, 2,3 &amp;4</b> Growth & Health	Chapter 5/8
		Growth & Health continues Perceptual and Motor Development	Chapter 5 Infant Observation Due
3	7/13	Piaget's Theory of Cognitive Development	Chapter 6
		Vyogotsky's View Information-Processing Approach to Cognitive Dev/ Memory	Chapter 6/9 Physical Development Observation Due
		Intelligence and Individual Difference in Cognitive	Cognitive Observation Due
4	7/20	<b>TEST #2 – Chapters 5, 6, 8 &amp; 9</b> Language and Communication	Chapter 9
		Emotional Development	Chapter 10
		Understanding Self and Others	Language Observation Due Chapter 13
5	7/27	<b>No Class – Spring Break</b>	
		Moral Understanding and Behavior	Chapter 13 Social-Emotional Observation Due
		<b>TEST #3 – Chapters 10 -13</b> Gender Development	Gender Observation Due
6	8/3	Family Relationships	Chapter 13/14
		Influences Beyond the Family	Chapter 15 Moral Observation Due
		Continue with Development and Review for Final Exam	
		<b>TEST #4 – FINAL EXAM – Chapters 14 &amp; 15</b>	

**THE INSTRUCTOR RESERVES THE RIGHT TO MODIFY THE SCHEDULE AND DATES OF LECTURE MATERIAL, READINGS, AND ASSIGNMENTS. STUDENTS WILL BE GIVEN REASONABLE NOTICE OF ALL CHANGES.**

**Assignments and Points:**

225 points - 4 Exams @ 75 points each

- 4 Exams given – Lowest Exam dropped
- Missing an exam due to absence will be considered the dropped exam

120 points – Observation Assignments

- Chose 8 of 10 Observations @15 points each
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72 points – Participation @ 24 classes x 3 points per class

- 3 points if participates for the entire class time – or an excused absence
- 1 point if arrives late or leaves early
- 0 points if absent
- See attendance #3 policy on reduction of participations points

**Grades:**

Your grade will be calculated by dividing your total points earned from the assignments by the total points possible giving you a percent grade. The instructor can adjust all assignments and grading. The grading scale is as follows:

100-90% = A  
89-80% = B  
79-70% = C  
69-60% = D  
59- 0% =F

**Observations:** There are 8 observations due for this class and 10 observation areas to choose from. There is often more than one choice for each observation topic, students can select the choice that works best for them. Students are strongly encouraged to review the observation choices well in advance; observations require making arrangements to observe children of various ages and in various environments. Due dates are written in the syllabus under **Readings & Assignments** listed on the **Tentative Course Schedule**.

**Late observations will not be accepted .**

**Observation choices:**

- A. Birth Observation
- B. Infant Observation
- C. Physical Development Observation
- D. Cognitive Development Observation
- E. Language Development Observation
- F. Emotional Development Observation
- G. Moral Development Observation
- H. Gender Development Observation
- I. Family/Parenting Observation
- J. Social Development Observation

**Class Policies:**

**1. Student Responsibility**

**a. Attendance**

1. If you are not here when roll is taken – **you are tardy**. If you come in late it is your responsibility to stay after class to have the instructor record that you came in late, otherwise it is considered an absence.
2. If you miss four classes or have excessive tardies, the instructor may drop you.

3. If you cannot attend class, students are advised to have another student in the class pick up handouts and share notes, etc.
4. Attending class is for registered students only.

**b. Dropping class**

1. **It is ultimately the student's responsibility to drop a class they no longer intend to participate in, to avoid receiving an "F" grade.**

**c. Academic success**

1. In order to succeed at the highest level in college, be sure to utilize the college services that are available. If you need help accessing these resources please inform the instructor and she will help you.
  - a. Tutorial
  - b. Disabled Student Services
  - c. Computer lab
  - d. Library
  - e. Counseling
2. College success means planning ahead and scheduling everything.

**d. Accommodation for student with disabilities**

1. If you have any special needs as addressed by the American with Disabilities (ADA) act including alternate media requests, please notify your course instructor immediately. Reasonable efforts will be made to accommodate your special need.

**e. Respect**

1. Students are expected to manage their schedule and arrive on time.
2. If you need to leave early, notify the instructor ahead of time.
3. Because of the large student load, it is helpful to have important questions or comments submitted in writing. A sticky note works well.
4. **Instructor set-up time** - 10 minutes prior to class beginning is the instructors set up time, therefore individual questions would be better addressed during office hours.
5. **Instructor schedule** – the instructor may not be able to stay after class on certain days. Please respect the instructors teaching schedule and see me during office hours.
  - I have an open door policy during office hours. If I am on the phone or with another student, please wait patiently.
6. If you would like a copy of something, allow 2-5 days for processing.
7. **Please turn off cell phones and pagers during class time.**
8. **TIMING IS EVERYTHING – use common sense and consideration.**

**2. Class Work**

1. **Assignments are to be turned in on time. NO LATE ASSIGNMENTS ALLOWED.**

**A. It is best to turn in the assignment directly to the instructor on the day it is due. Assignments have been lost when a student tries to give it to someone else to turn in for them. An acceptable alternate method to turn in assignments is at the Reedley College Administration Office. Make sure they stamp the date on it, and they will route it to me. If you fail to turn the assignment in during class, I cannot accept papers without a date stamped on it. Students may not enter the faculty mailbox area to turn in assignments. Anything not turned in during class is done at the risk of the student. Be sure to keep a copy of everything you turn in.**

2. **Student Name** – first and last name are required on all written work to receive credit.
  1. **Exams: students are responsible for erasures on scantron type exams. Student's lowest exam score will be dropped. Missed exams cannot be made up. One missed exam will be considered your lowest score and the exam that is dropped.**

2. Students will be required to read assigned chapters of text and articles given and be prepared for group discussions on the material.
3. Suggestion: If you are absent, call another student to find out what you have *missed*. Classmate's name and phone number \_\_\_\_\_.
4. **Cheating:** Students are expected to conduct themselves according to the Student Conduct Standards. Cause for discipline include, but are not limited to:
  - A. Dishonesty, including but not limited to cheating, plagiarism, or furnishing false information to the college.
  - B. Threat of physical abuse, on or off college property, of the person or property of any member of the college community or of members of his/her family.
5. Plastic folders for written work make it hard for the instructor to grade the paper and make comments. Please avoid using this type of device.
6. All projects, tests and papers will be returned during class time. If you are absent when they are returned, please pick them up in my office. Items not picked up by the end of the semester (finals week), will be disposed of.

### 3. Grades

- a. Grades are confidential. I would be happy to discuss grades during office hours. Discussion of grades cannot take place in the classroom, while other students are present.
- b. If the instructor has calculated an in progress grade for you during the semester, remember, this is "**IN PROGRESS**", and the **final grade** may not be the same as the "IN PROGRESS" grade, should the student fail to complete the remainder of assignments with the same level of quality.
- c. Always talk to the teacher of record for anything pertaining to this class.
- d. Finals week is too late to notify the instructor of problems. Be sure to talk to the instructor early in the semester, when something can be done.

