**Child Development 39 – Course Syllabus**

**CHILD GROWTH AND DEVELOPMENT**

**Instructor:** Dr. Laura Gonzalez **Office Hours:** TBA **Semester**: Spring 2016

**Email**: laura.gonzalez@reedleycollege.edu **Units**: 3 Semester Units **Course Section:** 56211

**Meeting Days and Times**: Monday & Wednesday 2:00 p.m. - 3:45 p.m.

**Basic Skills Advisories:** Eligibility for ENGL 125 or ENGL 126

**Course Description:**

This course studies basic theories, research, concepts and principles of physical, emotional, cognitive and social development at each stage of life from conception through adolescence.

**Student Learning Outcomes:** Upon “successful” completion of this course, students will be able to:

1. Describe the developmental changes that take place in children with typical and atypical development from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.
2. Identify the impact of biological, environmental, social, cultural, political, and nutritional factors on health and well-being of children and families.
3. Analyze children’s development based on various theoretical frameworks.
4. Apply current theories of child development to assess children in all developmental domains.
5. Identify those variables that lead to typical development and those that contribute to atypical development at various stages.
6. Describe the importance of early development and the effects of genetic and environmental factors on development.

**Required Textbook:**



Title: *Child from Birth to Adolescence* by Martorell

ISBN: 978-0-07-803551-7

**Other Readings:**

The instructor will be providing additional supplementary readings as required by progression of the course. It is the responsibility of the student to be in class to receive a copy of these additional readings.

**Grading Policy:**

**Objective Examination—Tests**

There will be four tests based on the textbook chapters. Each test will be made up of multiple choice and short answer questions. ***No make-up tests will be given. If you are absent on the day a test is given, then you miss the opportunity to gain the points for that test.***(See Course Outline and Schedule for exact test dates.) The final test will be a comprehensive test based on all 16 chapters covered throughout the semester.

**Writing Assignment—Student Paper**

Each student will be required to research and write a 3 - 6 page paper on a topic related to growth and development. The student paper is worth 100 points and will require a minimum of two sources in addition to the textbook. Please see Student Project handout for more information. ***NO late papers are accepted- no exceptions.***

**Participation Points**

 There will be various in class activities and homework throughout the semester that will total 100 points. Many of these activities require use of the textbook. Some activities may be worth more points than others. Please keep all your assignments until the end of your semester and track you points in the section below. ***NO late assignments are accepted- no exceptions***.

**Final Grades:** Grades are determined on the basis of accumulated points from all assignments.

**Percentage Points Range Grade Percentage Points Range Grade**

 90 – 100% 360 -400 A 60 – 69% 240 - 279 D

 80 – 89% 320 - 359 B 0 – 59% 0 – 239 F

 70 – 79% 280 - 319 C

**Point Breakdown and Tally Sheet: Points Possible Points Earned**

**Chapter Tests:**

Test #1 25 \_\_\_\_\_

Test #2 (Midterm) 50 \_\_\_\_\_

Test #3 25 \_\_\_\_\_

Test #4 (Final) 100 \_\_\_\_\_

 **Writing Assignment:**

Student Paper 100 \_\_\_\_\_

**Participation:**

Participation \_\_\_ \_\_\_\_\_

Participation \_\_\_ \_\_\_\_\_

Participation \_\_\_ \_\_\_\_\_

Participation \_\_\_ \_\_\_\_\_

Participation \_\_\_ \_\_\_\_\_

Participation \_\_\_ \_\_\_\_\_

Participation \_\_\_ \_\_\_\_\_

Total Points Possible: 400 Total:\_\_\_\_\_

**Course Outline and Schedule:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Wk** | **Date** | **In Class Assignments** | **Homework** |
| 1 | Jan.11 | Introduction to course, Syllabus course overview and Chapter 1: Introduction to Child Development | Read Syllabus and handouts;Begin reading chapter 1 |
| 2 | Jan.18 | Chapter 2: Conception, Heredity, and Environment | Read chapter complete necessary assignment  |
| 3 | Jan. 25 | Chapter 3: Pregnancy and Prenatal Development | Read chapter complete necessary assignment /prepare for test #1 |
| 4 | Feb.1 | Chapter 4: Birth and the Newborn **TEST #1 Feb. 3rd** | Read chapter complete necessary assignment |
| 5 | Feb.8 | Chapter 5: Physical Development, 0 to 3 | Read chapter complete necessary assignment |
| 6 | Feb. 15 | Chapter 6: Cognitive Development, 0 to 3 | Read chapter complete necessary assignment  |
| 7 | Feb.22 | Chapter 6: Cognitive Development, 0 to 3 | Read chapter complete necessary assignment  |
| 8 | Feb.29 | Chapter 7: Psychosocial Development, 0 to 3 | Read chapter complete necessary assignment and prepare for midterm |
| 9 | Mar. 7 | Chapter 8: Physical Development and Health in Early Childhood **MIDTERM Mar. 9th** | Read chapter complete necessary assignment,  |
| 10 | Mar. 14 | Chapter 9: Cognitive Development in Early Childhood | Read chapter complete necessary assignment, **submit paper topic** |
|  | Mar.21 | SPRING BREAK | Begin research on selected topic |
| 11 | Mar. 28 | Chapter 10: Psychosocial Development in Early Childhood | Read chapter complete necessary assignment prepare for test 3 |
| 12 | Apr.4 | Chapter 11: Physical Development and Health in Middle Childhood **TEST #3 Apr. 6th** | Read chapter complete necessary assignment  |
| 13 | Apr.11  | Chapter 12: Cognitive Development in Middle Childhood | Read chapter complete necessary assignment  |
| 14 | Apr. 18 | Chapter 13: Psychosocial Development in Middle Childhood | Read chapter complete necessary assignment  |
| 15 | Apr.25 | Chapter 14: Physical Development and Health in Adolescence | Read chapter complete necessary assignment **Paper DUE on 4/27** |
| 16 | May2 | Chapter 15: Cognitive Development in Adolescence | Read chapter complete necessary assignment |
| 17 | May 9 | Chapter 16: Psychosocial Development in Adolescence | Prepare for Final Exam |
| 18 | May16 | **FINAL EXAM** – Monday at 2:00 | Comprehensive Exam CH.1-16 |

**Important Dates**

January 11 (M) Spring 2016 instruction begins

January 18 (M) Martin Luther King, Jr. Day observed (no classes held, campus closed)

January 22 (F) Last day to request an Enrollment Fee Refund

January 29 (F) Last day to add a full-term class for Spring 2016

January 29 (F) Last day to drop a full-term class to avoid a “W” (in person) for Spring 2016

January 31 (SU) Last day to drop a full-term class to avoid a “W” (on WebAdvisor) for Spring 2016

February 5 (F) Last day to change a class to/from a Pass/No-Pass grading basis

February 12 (F) Lincoln Day observed (no classes held, campus closed)

February 15 (M) Washington Day observed (no classes held, campus closed)

March 11 (F) Last day to drop a full-term class (in person) (letter grades assigned after this date)

March 21-24 (M-Th) Spring Recess (no classes, campus open)

March 25 (F) Deadline to file Intent to Graduate via WebAdvisor

March 25 (F) Spring Holiday observed (no classes, campus closed, classes reconvene March 28)

May 16-20 (M-F) Spring 2016 final exams week

May 20 (F) End of spring semester/commencement. **Our final is on Monday 5/16/16 @ 2:00**

 **Students are expected to:**

* Demonstrate professionalism by being prompt to class, prompt in turning in assignments and responsible for returning materials.
* Be honest in all coursework

**Attendance: It is expected that students will:**

* attend every class session and be on time
* understand that an absence is assessed each time a student is not in attendance during a regularly scheduled class period
* 3 or more absences will result in a modification of your grade

**Cheating and Plagiarism**

Students at Reedley College are entitled to the best education that the college can make available to them, and they, their instructors, and their fellow students share the responsibility to ensure that this education is honestly attained. Because cheating, plagiarism, and collusion in dishonest activities erode the integrity of the college, each student is expected to exert an entirely honest effort in all academic endeavors. Academic dishonesty in any form is a very serious offense and will incur serious consequences.

Having Problems? If at any time you find you are having trouble succeeding in this course, whether because of a change in your life circumstances or because of something you don’t understand about the material, please see the instructor. There are a number of services available to assist Reedley College students in succeeding in their coursework.

**Written Work Expectations**

Proper writing is a basic expectation when someone has earned a college degree, and writing quality does matter as a college student and in the profession as an educator. If you intend to work with children and families, there will be many times when you need to communicate information that is crucial, including rationale for continued funding for your job and the children and families you serve. It is valuable to you if you are able to communicate through writing and that you used consistent writing mechanics.

All assignments completed in this class are expected to have college level quality writing which includes proper use of grammar, usage, mechanics, style, as well as proper APA citing style where applicable. All outside classroom assignments are to be typed. Assignments turned in hand written will result in a score of zero.

The Writing Center (Humanities Building Room 58) offers free writing assistance to students on campus. For more information on all they offer, visit or call Writing Center Information at 638-3641 ext. 3619 or email rcwritingcenter@reedleycollege.edu. Learning to study more effectively will also help with writing, and The Tutorial Center (Library Building LRC 111) has a variety of services to help you succeed in college through more effective learning strategies. For more information call the Tutorial Center at 559-638-0358.

**BlackBoard**

Information about this course, and resources for it, will be available on Blackboard. Blackboard is available at [http://](http://www.csufresno.edu)reedleycollege.edu. Your password is your first initial (upper case), your last initial (lower case), and your 6-digit date of birth. Through Blackboard, you will be able to access the syllabus, assignment guidelines, and any handouts that will supplement the texts and/or lectures. In addition, you will be able to send email to your classmates and me. You will also be able to use Blackboard to check your grades online. You should monitor your grades to be sure they are entered accurately and completely. If there is a mistake, please bring it to my attention as soon as you notice it. Please keep all returned assignments until your final grade has been posted at the end of the semester.

Please note that ONLY your RC (my.scccd) email address is recognized by Blackboard. Any messages that I send to the class will be sent through Blackboard, and therefore through your RC my.scccd email address. I will not respond to personal emails due to spam and other computer viruses. Please only use your Reedley College email when communicating with me via email. You are responsible for information disseminated through email; ignorance (“I didn’t check my email,” “My e-mail isn’t working,” I don’t have access to a computer,” etc.) is not an acceptable excuse.

# Academic Success

In order to succeed at the highest level in college, be sure to utilize the College services that is available to all students. This includes the Tutorial Center, Writing Center, Disabled Student Services, Computer Lab, Library, and Counseling Services.

If you have a verified need for an academic accommodation or materials in alternate media

(i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA)

or Section 504 or the Rehabilitation Act, please see me as soon as possible. The instructor

will comply with the requirements of the American’s with Disabilities Act (ADA), by appropriately accommodating any student with a verified disability.

**Changing Syllabus Statement**

This course syllabus is equivalent to a contract between the instructor and the student. However, the information in this syllabus is subject to change at any time during the term. All changes will be stated in class and students are responsible for noting such changes. In the event that you are absent on the day changes are made, it is your responsibility to find out the changes and adhere to them.

The student’s decision to attend the class denotes acceptance of:

1. This syllabus as a contract outlining the student’s responsibilities to complete all required assignments by the due dates
2. The policy that late assignments will have half of the possible points automatically deducted, with additional points deducted for errors, and will not be accepted more than 2 weeks late
3. The changing syllabus statement
4. The expectations of this course as outlined in this syllabus
5. That final grades are determined on the basis of accumulated points from required assignments
6. The policy that students are responsible for supplying evidence of any discrepancy in grades as determined by returned/graded assignments

 Students disagreeing with the above statements should withdrawal from this course section and enroll in a section of this course taught by another instructor.