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| CHDEV-39 Child Growth and Development |
| Section 53851-Spring 2017 |
| Instructor: Becky Zamora |
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***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.*

***Course Outcomes:***

*Upon 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.

**Text:** Please note that you will not be able to pass this course without the text book!

* **Required—**CHILD Martorell (McGraw Hill)
* **You will find this textbook at the Reedley College bookstore under my name and section number.**

**Requirements for assignments**

* Double spaced, 12 point easy to read font, no larger than 1 inch margins
* Make sure all assignments are clearly labeled with your name and course title at the top right hand corner
* All assignments must be submitted using the turn-it-in link. If you are having difficulties with this link please notify me via email immediately before the assignment is due.
* I highly advise always making a copy of your work.
* Make sure to read **ALL OF THE INSTRUCTIONS** for a given assignment. You will lose a significant amount of points for failing to do this.

**Assignments**

Observations: Through the course of the semester you will complete 3 observations. Each of these observations will be **at least** 2 pages long. If you expect to receive a grade higher than average (a C grade) your observations will be longer than this minimum. The exact details and format I expect you to follow for this assignment, as well as examples can be found under “**Observations**”. I highly recommend reading through the format and assignment requirements completely before beginning the assignments. The format I expect needs to be **followed exactly** or you will lose points for the assignment.

Quizzes: There will be a total of 16 quizzes; one quiz per chapter, and the intro quiz. Each multiple choice quiz will be worth a total of 15 points. The content within the quiz relates to the materials read in the chapter as well as any additional information I have directed you to read. Make sure you are studying and reading each week. The quizzes are due at two times throughout the semester, **Quiz 1-7 March 5** and **May 14 for Quiz 8-16**. How you choose to complete the quizzes is up to you. Some students will choose to complete a quiz a week, some might choose to wait and do a few at one sitting. Just remember that quiz 1-7 must be completed by **March 5** and Quiz 8-16 must be completed by **May 14.** The quizzes are NOT timed. You will be able to open the quiz and save for later.

Chapter Assignments: **Each week** (unless otherwise stated in that week) there will be a chapter assignment due based on the readings or other content provided for that week. I will make each assignment available Monday by 8am. These must be completed and submitted by the end of that week, **Sunday 11:55pm**. You can submit these up to one week (7 days) late. Late assignments immediately lose 50% of the points possible. After 7 days they will **NOT** be accepted. This is a firm statement. You will find these assignments in the folder for the week. Some assignments will be reflective in nature and only require your opinion or thoughts on a certain subject. Other assignments will be more in depth and require more research and “work” to finish completely. Whether the assignment requires 15 minutes or an hour, it is worth 15 points. I expect you to put equal thought and effort into the assignment regardless of the time commitment. Typically to receive the full 15 points I expect to see reference to reading for the week (especially if I directly state “using the research presented in the text”.) Once again if the prompt for the assignment indicates it needs to be one full page to receive full credit, it must be one full page.

Class Discussions: You will have 16 opportunities to participate in class discussions by utilizing the Discussion Board on blackboard. Each week there will be a discussion listed which corresponds to the chapter we are studying. Each discussion board post is worth a total of 9 points. To receive credit you must post **three** times: one original post answering the question I have given (worth 5pts) and two other posts responding on your peer’s original post (each worth 2pts). These posts must be ***reflective*** in nature, and more in depth than “I agree with what you said”. This must be completed by the end of the week, Sunday at 11:55 pm. **No late discussion board posts accepted**.

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

**observations: 3@50 pts.                                              150**

**Tests:16@ 15pts-                                                          240**

**Discussions: 16 @9 pts.                                              144**

**Ch. Assign:  15@ 15pts                                                225**

**total points 759**

**A- 683-759**

**B- 614-682**

**C- 552-613**

**D- 496-551**

**496 and below-F**

**Class Policies and Procedures:**

**The statements below are taken directly from the Reedley College Catalog**

***Academic Dishonesty***

*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.*



***Cheating***

*Cheating is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner, such as having improper access to answers, in an attempt to gain an unearned academic advantage. Cheating may include, but is not limited to, copying from*

*another’s work, supplying one’s work to another, giving or receiving copies of examinations without an instructor’s permission, using or displaying notes or devices inappropriate to the conditions of the examination, allowing someone other than the officially enrolled student to represent the student, or*

*failing to disclose research results completely.*

***Plagiarism***

*Plagiarism is a specific form of cheating: the use of another’s words or ideas without identifying them as such or giving credit to the source. Plagiarism may include, but is not limited to, failing to provide complete citations and references for all work that draws on the ideas, words, or work of others, failing to identify the contributors to work done in collaboration, submitting duplicate work to be evaluated in different courses without the knowledge and consent of the instructors involved,*

*or failing to observe computer security systems and software copyrights. Incidents of cheating and plagiarism may result in any of a variety of sanctions and penalties, which may range*

*from a failing grade on the particular examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor and depending on*

***Cheating/Plagiarism:* Cheating and/or plagiarism will not be tolerated. A student will receive no credit for the assignment if in the opinion of the instructor the individual has cheated**

***Accommodations for Students with Disabilities****:* 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 of the Rehabilitation Act, please contact me as soon as possible.

***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 semester. 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:

* This syllabus as a contract outlining the student’s responsibilities to complete all required assignments by the due dates
* The policy that late assignments will not be accepted
* The changing syllabus statement
* The expectations of this course as outlined in this syllabus
* That final grades are determined on the basis of accumulated points from required assignments
* 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.

**Important Dates:**

* January 9 (M) Start of Spring 2017 semester January 9 –
* January 16 (M) Martin Luther King, Jr. Day observance (no classes held, campus closed)
* ***January 20 (F) Last day to drop a Spring 2017 full-term class for full refund***
* ***January 27 (F) Last day to register for a Spring 2017 full-term class in person***
* ***January 27 (F) Last day to drop a Spring 2017 full-term class to avoid a “W” in person***
* ***January 29 (SU) Last day to drop a Spring 2017 full-term class to avoid a “W” on WebAdvisor***
* February 17 (F) Lincoln Day observance (no classes held, campus closed
* February 20 (M) Washington Day observance (no classes held, campus closed)
* April 10-13 (M-Th) Spring recess (no classes held, campus open)
* April 14 (F) Good Friday observance (no classes held, campus closed) (classes reconvene April 17)
* May 15-19 (M-F) Spring 2017 final exams week
* May 19 (F) End of Spring 2017 semester/commencement

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| Week # & Date | **Reading** | **Assignments** |
| 1) Jan. 9-15 | Syllabus and Course Requirements | Log-on - purchase text –  Post intro on Discussion Board by Thursday January 12 11:55pm to avoid being dropped |
| 2) Jan. 16-22 | Chapter 1: Introduction to Child Development | Chapter 1 Assignment and Chapter 1 Discussion Board post- Due Sunday 11: 55pm |
| 3)Jan. 23-29 | Ch. 2: Conception, Heredity and the Environment | Chapter 2 Assignment and Chapter 2 Discussion Board – Due Sunday 11:55pm |
| 4) Jan. 30-Feb 5 | Chapter 3: Pregnancy and Prenatal Dev. | Chapter 3 Assignment and Chapter 3 Discussion Board  Due Sunday 11:55pm |
| 5) Feb. 6-12 | Chapter 4: Birth and the Newborn | Chapter 4 Assignment and Chapter 3 Discussion Board  Due Sunday 11:55pm |
| 6) Feb. 13-19 | Ch. 5 : Physical Development and Health, 0-3 | Ch. 5 Assignment and Chapter 5 Discussion Board  Due Sunday 11:55pm |
| 7) Feb. 20-26 | Ch. 6: Cognitive Dev., 0-3 | Ch. 6 Assignment and Chapter 5 Discussion Board  Due Sunday 11:55pm |
| 8) Feb. 27-Mar. 5 | Ch. 7: Psychosocial Dev., 0-3 | Chapter 7 Assignments and Chapter Discussion Board Due Sunday 11:55pm  QUIZZES Intro- Chapter 7 DUE Sunday 11: 55 pm |
| 9) Mar. 6-12 | Ch. 8: Physical Development and Health in Early Childhood | Chapter 8 Assignments and Chapter 7 Discussion Board Due Sunday 11:55pm |
| 10) Mar. 13-19 | Ch. 9: Cognitive Development in Early Childhood | Chapter 9 Assignment and Chapter Discussion Board Due Sunday 11:55pm  55pm  OBSERVATION 1 DUE SUNDAY 11:55 |
| 11) Mar. 20-26 | Ch. 10: Psychosocial Development in Early Childhood | Chapter 10 Assignments and Chapter Discussion Board Due Sunday 11:55pm |
| 12) Mar. 27-Apr. 2 | Ch. 11: Physical Development and Health in Middle Childhood | Chapter 11 Assignments and Chapter Discussion Board Due Sunday 11:55pm  OBSERVATION 2 DUE SUNDAY 11:55 |
| 13) Apr. 3-9 | Ch. 12 Cognitive Development in Middle Childhood | Chapter 12 Assignments and Chapter Discussion Board Due Sunday 11:55pm |
| Apr. 10-16  Spring Recess |  |  |
| 14) Apr 17-23 | Ch. 13 Psychosocial Development in Middle Childhood | Chapter 13 Assignments and Chapter Discussion Board Due Sunday 11:55pm |
| 15) Apr. 24-30 | Ch. 14 Physical Development and Health in Adolescence | Chapter 14 Assignments and Chapter Discussion Board Due Sunday 11:55pm  OBSERVATION 3 DUE SUNDAY 11:55 |
| 16) May 1-7 | Ch. 15 Cognitive Dev. in Adolescence. | Chapter 15 Assignments and Chapter Discussion Board Due Sunday 11:55pm |
| 17) May 8-14 | Ch. 16 Psychosocial Dev. in Adolescence: | Chapter16 Assignments and Chapter Discussion Board Due Sunday 11:55pm  Quiz 8-16 Due **SUNDAY** 11: 55pm |
| 18) May 15-19 | FINALS WEEK |  |