

## Child Development 39 - 54019

### **Instructor Information:**

**Patricia Angel**

Phone: (559)638-0300

E-Mail: [patty.angel@reedleycollege.edu](mailto:patty.angel@reedleycollege.edu)

Office Hours: By Arrangement.

### **Course Information CHDEV39**

Number of Units: 3

Class Meets: WEB/ONLINE

Text: **Open Educational Resources (OER)**

### **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 variables 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 wellbeing 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. Describe the importance of early development, effects of genetic and environmental factors on development

### **SYLLBUS 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 the syllabus, including 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.

**Important Dates to Remember:**

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

January 11 - Spring Semester 2021 begins.

January 22 - Last day to drop a full term class for full refund.

January 31 - Last day to register for a full term class.

March 12 - Last day to drop to avoid a letter grade

March 29 - Spring Recess

May 17-21 - FINALS WEEK

**Tentative Course Schedule**

<b>Week</b>	<b>Dates</b>	<b>Topic(s)</b>	<b>Readings &amp; Assignments</b>
1	<b>January 11</b>	Introduction/Class Expectations Overview of Child Development	<b>Assignment #1</b>
2	<b>January 18</b>	History, Theories, Methods of Child Development	<b>Reflection #1</b>
3	<b>January 25</b>	Heredity and Conception	<b>Video Observation #1 Due</b>
4	<b>February 1</b>	Prenatal Development	<b>Assessment #1</b>
5	<b>February 8</b>	<b>Labor Day Holiday- No School</b> Birth and the Newborn Baby	<b>Assignment #2</b>
6	<b>February 15</b>	Infancy – Physical Development	<b>Reflection #2</b>
7	<b>February 22</b>	Infancy – Cognitive Development	<b>Video Observation #2 Due</b>
8	<b>March 1</b>	Infancy – Social & Emotional Development	<b>Assessment #2</b>
9	<b>March 8</b>	Physical Development & Health In Early Childhood	<b>Assignment #3</b>
10	<b>March 15</b>	Cognitive Development In Early Childhood	<b>Reflection #3</b>
11	<b>March 22</b>	Social & Emotional Development/Early Childhood	<b>Video Observation #3</b>
	<b>3/29-4/2</b>	<b>SPRING RECESS</b>	
12	<b>April 5</b>	Physical Development Health/Middle Childhood	<b>Assessment #3</b>
<b>13</b>	<b>April 12</b>	Cognitive Development In Middle Childhood	<b>Assignment #4</b>
14	<b>April 19</b>	Psychosocial Development In Middle Childhood	<b>Reflection #4</b>
15	<b>April 26</b>	Physical Development & Health In Adolescence	<b>Video Observation #4</b>
16	<b>May 3</b>	Cognitive Development In Adolescence	<b>Assessment #4</b>
17	<b>May 10</b>	Psychosocial Development In Adolescence Review	
18	<b>May 17-21</b>	<b>Finals Week</b>	<b>Final Exam</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 THROUGH CANVAS, EMAIL AND/OR IN CLASS ANNOUNCEMENT. PLEASE BE RESPONSIBLE AND CHECK NOTIFICATIONS.

## **Grading Scale - Assignments and Points: 338 Points Total**

**40 points each** – 4 Assessments and/or exams to be completed

- **There are no make-up assessments/exams.**

**20 points each** – Video Observation Due on CANVAS

### **4 Observations**

- See observations below for more information

### **Class Participation/Activities - 18 points total.**

- Student must check in and participate to receive points
- See attendance #3 policy on reduction of participation points
- No make-ups for in class activities

**10 points each** – **Reflection/Assignments will be due on CANVAS** (Four total)

- Due Dates written on syllabus

- **You will have a week to complete each requirement for that week.**

**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 4 video observations due for this class. Each video observation is 1 hour long. Video observations will be on PBS.org/Nova or You Tube Education. Further information to follow. Due dates are written listed under **Tentative Course Schedule** on the syllabus. See **late policies for observations turned in after their assigned date.**

### **Video Observations may include:**

Physical Development  
Cognitive Development  
Emotional Development  
Social Development

### **Video Observation grading rubric:**

#### Section 1: Video Review

- **20-16 points** completeness of video review. A thorough explanation, good connection to the information in the textbook, justifying your interpretation of the video. Free of grammatical errors, spelling, etc...
- **15-10 points** for vague interpretation and limited connection to the textbook. Three to 5 grammatical errors, spelling etc.
- **9-5 points** for poor interpretation and no connection to textbook. Five or more grammatical errors, spelling, etc...

## **Class Policies:**

### **1. Student Responsibility**

#### **a. Attendance**

1. For the online class you are required to log into CANVAS each week by Wednesday at 11:55 p.m. The attendance check-in serves two purposes, it verifies attendance so that students who are not participating can be dropped and students on the waitlist can be added, **you must check in the first week, or you will be dropped.** It encourages students to log on and view the weekly assignments. If you do not check in each Wednesday by 11:55 p.m. you will be counted as absent for the week. Please check CANVAS weekly for assignments, discussion boards, etc.

2. The instructor has the right to drop students for excessive absences or having 3 consecutive absences. **Please make note of drop dates.**
  3. Online classes are 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.
  2.
    - a. Tutorial
    - b. Disabled Student Services
    - c. Computer lab
    - d. Library
    - e. Counseling
  3. College success means planning and scheduling everything.
- d. Accommodation for students 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 in a timely manner.
  2. If you are having difficulty with the course, please notify the instructor ahead of time.
  3. Because of the large student load, it is helpful to have important questions or comments submitted through CANVAS Inbox.
  4. **Instructor set-up time – (For in class meeting)10 minutes prior to class beginning is the instructors set up time, therefore individual questions would be better addressed during a scheduled office hour.**
  5. **Instructor schedule** – the instructor will make every effort to respond to your questions/emails within 3 days. Please respect the instructors teaching schedule.
  6. **Turn off cell phones** during class time. This refers to a **face to face class**.
  7. **TIMING IS EVERYTHING – use common sense and consideration.**

**Assignment Information:**

Assignments are to be completed on time. All required work will be done through CANVAS.

**Late assignments will result in the deduction of points by 50% and must be submitted within one week past the due date through CANVAS INBOX.**

**Assignments submitted after one week will not be accepted.**

Be sure to keep a copy of all work.

**(1) Submission of assignments through Reedley College e-mail, will not be accepted.**

**Student Name** – first and last name are required on all written work to receive credit.

Students will be required to read assigned chapters of text and articles given and be prepared for group discussions on the material.

**Cheating:** Students are expected to conduct themselves according to the ***Student Conduct Standards***. Cause for discipline include, but are not limited to:

Dishonesty, including but not limited to cheating, plagiarism, or furnishing false information to the college.

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.

**3. Grades:**

- a. Grades are confidential. Discussion of grades can be during an arranged office/Zoom hour. 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.