

Reedley College: Department of Early Childhood and Education
ECE 302: Child Growth and Development | Section: 58614 | Fall 2022 | 100% Online

Instructor: Lauren Anderson, MAT

Email: lauren.johnson1@reedleycollege.edu

Communication Preference: Canvas Messenger

Availability:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Phone call - by appointment only	7 – 9pm, Canvas Phone call - by appointment only	7 – 9pm, Canvas Phone call - by appointment only	7 – 9pm, Canvas Phone call - by appointment only	7 – 9pm, Canvas Phone call - by appointment only	7 – 9pm, Canvas Phone call - by appointment only	Phone call - by appointment only

*Grading will typically happen on the weekends or during the week nights; **do not wait until the assignment due date to contact me regarding a concern or challenge**

****I will usually be unavailable Monday – Friday from 7am – 3pm;** occasionally, I answer messages during my breaks at work.

Course Description: This course examines the progression of development in the physical, cognitive, social, and emotional domains and identifies developmental milestones for children from conception through adolescence. Emphasis on interactions between biological processes and environmental factors. Students will observe children, evaluate individual differences, and analyze characteristics of development at various stages according to developmental theories.
ADVISORIES: English 1A or 1AH. (A, CSU-GE, UC, I) (C-ID CDEV 100)

Course Objectives:

1. Summarize major theories of child development.
2. Describe the impact of multiple factors on development and wellbeing, including those related to biology, environment, and social interactions.
3. Identify the typical progression of development across all domains.
4. Differentiate between characteristics of typical and atypical development.
5. Apply objective techniques and skills when observing, interviewing, describing, and evaluating behavior in children.

Course Student Learning Outcomes (CSLO's):

1. Explain children's development from conception through adolescence in the physical, social, emotional, and cognitive domains.
2. Describe cultural, economic, political, and historical contexts that impact children's development.
3. Apply knowledge of development and major theoretical frameworks to child observations.

Required Textbook and Materials:

- Open Educational Resources (OER) and Zero Textbook Cost (ZTC) – this means there is not a textbook required.
- Regular use of Canvas

The instructor reserves the right to make changes to this syllabus at any time.

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- Regular use of RC email

Class Performance Expectations:

- **Active Participation:** answering prompts, providing responses and opinions, and engaging in meaningful conversation with peers; this may be done through small and large group discussions, classroom activities, etc.
- **Complete Reading Assignments:** read material prior to discussions, quizzes, and assignments
- **Utilize Tutoring:** if necessary, seek tutoring for academic support

Students with Disabilities: The instructor will comply with the requirements of the Americans with Disabilities Act (ADA), by appropriately accommodating any student with a verified disability. If you have a verified need for academic accommodation or materials in alternative media (e.g. Braille, large print, electric text, etc.) per the Americans with Disabilities or Section 504 of Rehabilitation Act, please contact your instructor as soon as possible. For more information, contact Disabled Student Programs and Services (DSPS) – (559) 638-0332.

Academic Success:

To succeed at the collegiate level, please utilize the college services that are available to all students. These services include: Tutorial Center, Writing Center, Disabled Student Services, Computer Lab, Library, and Counseling Services. The instructor will comply with the requirements of the Americans with Disabilities Act (ADA), by appropriately accommodating any student with verified disabilities

Canvas:

Students are expected to complete all assignments, readings, exams, quizzes, correspondence, etc. through Canvas. The instructor is not responsible for technological challenges. Students need to contact the help desk at (559) 637-2555.

Attendance and Participation Policy:

Face-to-face instruction often requires signing in during a class session. Although this course is online, attendance will be measured through timely participation in online check-ins, discussions, quizzes, assignments, and so on. It is expected that students spend the required time reading materials, responding to peers, and completing assignments through Canvas. **If a student misses 2 weeks of instruction online, the student may be dropped by the instructor and receive no credit for any work completed.** If a student messages the instructor PRIOR to missing online instruction, the absence may be excused. If a student does not contact the instructor prior to missing class, the student will be marked absent. Students who enroll late (after the first 7 days) will not be able to make up any work.

Communication:

Course communication must be conducted through the Canvas Messaging System. If you prefer face-to-face support, please request this time through a Canvas message and I can schedule a Zoom meeting. Although I can answer phone calls, my children may join the call; however, I am very quick to respond to texts.

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Weekend Hours:

I may answer questions on the weekends; however, I will not guarantee availability.

Participation / Accountability:

In an online learning community, respectful expressions of opinions and viewpoints are expected in both individual and group participation. Respectful responses are also submitted on time, so that peers have adequate time to respond thoughtfully. Disrespectful behavior can occur in a virtual classroom and will be dealt with on a case-by-case basis; disrespectful behavior may result in a loss of points or further disciplinary action. Failure to participate in a weekly discussion may result in you being marked absent.

Class Performance Expectations:

- Active Participation: answering prompts, providing responses and opinions, and engaging in meaningful conversation with peers; this may be done through small and large group discussions, classroom activities, etc.
- Quizzes: you may choose between a traditional quiz format or a student learning outcomes quiz format – you only need to do one per unit
- Discussions: these will be done weekly in a peer group of 5-6 students to ensure meaningful conversation
- Unit assignments are all due by the 17th week of the semester
- Mid-term assignment is due in week 9 and the final assignment is due in week 18
- Complete Reading Assignments: read material prior to discussions, quizzes, and assignments
- Utilize Tutoring: if necessary, seek tutoring for academic support

Late Assignments:

All assignments are to be turned in on time. This allows quality and timely grading, instructor feedback, and meaningful peer interaction(s). All discussion boards are due on Thursdays and Sundays, each week. The mid-term assignment is due in week nine and the final assignment is due in week 18. Students are provided a pacing guide for all unit assignments and quizzes, which are due by the 17th week of the semester. Because the majority of assignments are to be completed at the pace of the student, no late work will be accepted.

Writing Expectations:

Our course will follow APA formatting; if you need assistance in this area, there are examples and resources available in our Canvas course, as well as the Reedley College tutorial center. Rubrics outlining writing expectations for each written assignment will be provided to students.

Cheating and Plagiarism:

The 2022-2023 Reedley College Catalog states:

“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

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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 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 the severity and frequency of the incidents."

When beginning our course, reading the information regarding cheating and plagiarism is a module requirement. Penalties for cheating and plagiarism range from a "0" or an "F" on an assignment, paper, quiz, exam, or project, through an "F" in the course. Determinations are made at the discretion of the instructor.

Disruptive Virtual-Classroom Behavior:

Student conduct that disrupts the learning process will not be tolerated and may lead to disciplinary action. This includes but is not limited to discussions, Canvas messages, and interactions between students. Students will be provided information concerning proper "Netiquette" and this will be the expectation for online student-to-student and student-to-instructor interactions.

Starfish – "Get on the Path to Student Success"

In this course, you will likely receive alerts from Starfish.

This system supports you throughout the semester and connects you to counselors and instructors to make sure you are on the path for success. I highly recommend you use visit this [page](#) on our website for more information and tips on using Starfish.

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Important Dates for Summer and Fall 2022		
Date	Day	Event / Deadline
July 29	(F)	End of 6, 8, and 10-week Summer Sessions
August 8	(M)	Start of Fall 2022 semester
August 8 - October 7	(M-F)	Short-term classes, first nine weeks
August 19	(F)	Last day to drop a Fall 2022 full-term class for full refund
August 26	(F)	Last day to register for a Fall 2022 full-term class in person
August 26	(F)	Last day to drop a Fall 2022 full-term class in person to avoid a "W"
September 5	(M)	Labor Day Holiday (no classes held, campus closed)
October 7	(F)	Last Day to drop a full-term class (letter grades assigned after this date)
October 10 - December 9	(M-F)	Short-Term classes, second nine weeks
November 11	(F)	Veterans Day (no classes held, campus open)
November 24-25	(Th-F)	Thanksgiving holiday (no classes held, campus closed)
December 5-9	(M-F)	Fall 2022 final exams week
December 9	(F)	End of Fall 2022 semester

DISCLAIMER: Due dates and point values are subject to change pending the discretion of the instructor. It is always the student's responsibility to confirm due dates via Canvas and contact the instructor if there is a discrepancy.

Course Outline:

1. Current and Historical Theories of Child Development and Learning
2. Influences on Development
 1. Heredity and genetics
 2. Maturation
 3. Environmental influences
 4. Supporting optimal development in school and at home
 5. Contexts of development
 1. Cultural
 2. Socio-Economic
 3. Historical perspectives iv. Societal

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Grading Scale

Components		Total Raw Points	Letter Grade	Points / Percentage
Assignments	250	720-800	A	90-100%
Quizzes	190	640-712	B	80-89%
Discussions	360	560-632	C	70-79%
Total	800	480-552	D	60-69%
		472-0	F	0-59%

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