



Course Information:

Course Name: ECE – Child Growth and Development

Section: 55004 Spring '22

Course Location: Online

Course Times: Online

Instructor Information:

Instructor: Eric Mendoza

Office Hours: By appointment only

Phone or Video Chat: schedule appointment via Canvas

Canvas Msg: Access via Canvas site or app

Email: eric.mendoza@reedleycollege.edu

Course Description:

This course examines the major physical, cognitive, social and emotional developmental milestones for children from conception through adolescence. Emphasis will be placed on the interactions between maturational process and environmental factors. Students will observe children, evaluate individual differences, and analyze characteristics of development at various stages according to developmental theories.

Required Text and Materials:

- This is a Zero Textbook Cost Course, All required reading will be provided.
- Regular Use of Canvas
- Regular Use of college email
- Regular use of computers & technology

Student Learning Outcomes (SLOs): In the process of completing this course, students will...

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

Course Expectations

Classroom Behavior:

The online classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this environment that respect for the rights of all class participants. Differences of viewpoint or concerns should be expressed in terms that are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion. Disrespectful behavior to peers or the instructor will be dealt with on a case-by-case basis and may result in the loss of points or, in extreme cases, dismissal from the course. While it is acceptable to express disagreement with the views of others, including mine, this must always be done in a respectful manner; it is never ok to disrespect another student or instructor for expressing their views.

Class Participation:

You will be expected to participate in large and small group discussions via discussion boards and on Zoom. **Active participation** is likely to enhance your understanding of the course material and facilitate a higher level of learning. You will be encouraged to share your own reactions to course materials, lab experiences, questions, and ideas, as these are what will enable you, your classmates, and your instructor to gain the most from our time together. Reading the assigned materials **prior** to class is **important**. Being able to critically analyze what you have read and discussed, as well as make connections to real world settings when applicable, are the ultimate goals.

Attendance Policy:

The Instructor of this course believes that, though not always measurable, important learning occurs in the online when we are engaged in discussions about course content. Because of this belief, the instructor has a policy that any students in this class, who miss three (3) or more weeks of class assignments, for any reason, will not receive credit for the class, regardless of scores earned on work completed. You are responsible for all assignments and information that you miss due to any kind of absence. In the event of an absence, it is **your** responsibility to communicate with a classmate or the professor for notes and information.

Communication:

All course communications should come to me through the **Canvas** messaging system or school email. I am a full time Elementary Teacher and also involved in several extracurricular activities, because of this I receive a large amount of electronic messages each day. I will do my best to respond in a timely manner, within 24 hours of receiving your correspondence.

Office and Weekend Hours:

I do not have an office on campus and I do not keep regular office hours. I am glad to meet with students via zoom or phone with an appointment. Please use canvas to send a message requesting an appointment.

Submitting Assignments:

Most papers must be turned in using the “Turn It In” link found on Canvas. If the assignment does not require an electronic submission you can submit the assignments on the appropriate assignment page. All assignments will be typed and completed using college level writing (see writing expectations)

Late Assignments:

Turning assignments in on time is very important, and enables the instructor to return graded assignments more quickly. Some assignments such as discussions boards will not be allowed to arrive late. Of the remaining assignments **ONE** assignment per student will be accepted up to **ONE WEEK** late and will automatically lose **20%** of the available points. All written assignments will be submitted through Turn It In through Canvas. Assignments submitted electronically have until 11:59 p.m. on the due date. If you need additional accommodations please let me know.

Writing Expectations:

You will see in the various assignment guidelines on Canvas as well as in the writing rubric below that writing quality is taken into consideration on all assignments. Overall writing quality includes grammar, usage, mechanics, style, as well as following proper APA citing style where applicable. All outside assignments are to be typed.

Proper writing is a basic expectation when someone has earned a college degree, and writing quality does matter; it matters here and ***it will matter in your profession***. 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. We often are required to communicate through our writing, and without good, consistent writing mechanics, it is difficult to communicate effectively.

College Policies

Students with Disabilities:

Upon identifying themselves to the instructor and the college, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Disabled Student Programs & Services (559) 638-0332 or TTY (559) 638-0382.

Academic Success:

In order to succeed at the highest level in college, be sure to utilize the college services that are available to all students. This includes the 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.

Writing & Tutoring Assistance:

The Writing Center (Humanities Building Room 58) offers free writing assistance to students on campus. For more information visit or call Writing Center Information at 638-3641 ext. 3619 or email rcwritingcenter@reedleycollege.edu. Also 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.

Canvas:

Information about this course, and resources for it, will be available on Canvas. Canvas is available at <http://reedleycollege.edu>. You will use your Reedley College username and password to login. Through Canvas 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 Instructor. You will also be able to use Canvas to check your grades online. Please 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 in the event that I make a recording error.

Please note that **only** your Reedley College email address is recognized by Canvas. Any messages that I send to the class will be sent through Canvas, and through your Reedley College email address. You are responsible for information disseminated through email, if you do not have access to email from home please utilize our campus resources.

Technical Assistance

District Help Desk: 559-499-6070

Use this number for help with login problems, WebAdvisor, or email.

Canvas Support: 844-629-6837

Use this number for Canvas questions and problems.

Honor Code:

As a community of learners together we will adhere to principles of academic integrity and mutual respect while engaged in college work and related activities. You should:

- a) Understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration).
- b) Neither gives nor receives unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) Take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Cheating and Plagiarism:

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the

intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from losing all points on a particular assignment, paper, examination or project, through an F for the course, at the discretion of the instructor (Reedley College, 2012, pg. 48). For more information on the college's policy regarding cheating and plagiarism, refer to the Reedley College Catalog 2012-2014, pg. 48.

Assignments

(Please see rubrics at the end of the syllabus)

Full Semester Assignment Summary

Please take note this is not a detailed list of assignment requirements. EACH assignment will have VERY specific directions which need to be followed. Please make sure to read each assignment directions individually when the time comes.

[Weekly Discussion Board](#)

Each week you will engage in a discussion with classmates. The topics will vary but will pertain to the weekly readings, videos or other resources provided. Knowledge gained through the weekly readings must be demonstrated for full points; this will be demonstrated through citation of sources and/or reference to weekly information. To complete the discussion board you must create an original post by Thursday at 11:59 pm and respond to 2 peers by Sunday 11:59 pm. Discussion board posts are worth 15 points.

[Weekly Quizzes](#)

You will have multiple quizzes per week. These can be found after every smaller lesson to help reinforce the content covered. The content within the quiz relates to the materials read/watched/reviewed in the module as well as any additional information I have directed you to read. The quiz could be multiple choice, short answer, T/F and/or matching. Make sure you are studying and reading each week. The quizzes are due the week they are assigned. The quizzes are NOT timed.

Weekly Assignments

Each week and possibly multiple times a week you will be given a 25 points assignment. The comprehensive directions for each assignment will be found in the assignment. You will be required to complete 2 child observations on a child from 2-7 years of age (each observation must total 2 hours).

Course Schedule

Week 4: July 11 - 17

[Week 4a: Early Childhood Physical Dev. and Health](#)

[Week 4b: Cognitive Dev. in Early Childhood](#)

[Week 4c: Early Childhood Social/Emotional Dev.](#)

Week 5: July 18 - 24

[Week 5a: Middle Childhood Physical Development and Health](#)

Course Calendar - Summer Accelerated

Week 1: June 20 - 26

[Week 1: Start Here: SYLLABUS & COURSE INFO](#)

[Week 1a: Introduction to Child Growth and Development](#)

[Week 1b: Theories of Child Development](#)

[Week 1c : Conception, Heredity and the Environment](#)

Week 2: June 27 - July 3

[Week 2a: Pregnancy and Prenatal Dev.](#)

[Week 2b: Reproductive Assistance and Genetics](#)

[Week 2c: Birth and The Newborn Baby](#)

Week 3: July 4 - 10

[Week 3a Infant-Toddler Physical Dev. and Health](#)

[Week 3b: Infant-Toddler Cognitive Development](#)

[Week 3c: Infant-Toddler Social/Emotional Dev](#)

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 by this syllabus.
3. The student understands that the course schedule outline in this syllabus, including assignment due dates, are subject to change. Students will be notified through canvas, email, or in class of any changes.
4. the student's understanding that it is their responsibility to read and complete all assignments and turn in all work by the designated times.

** The instructor reserves the right to make changes to the course syllabus or schedule as deemed necessary for the good of the class.