

Child Development 38 – Fall 2008

Instructor Information:

Patricia Angel

Office:

Phone:

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Office Hours:

***Additional times arranged between instructor & student**

Course Information CHDEV39:

Number of Units: 3

Class Meets: Thursday 6:00 to 9:20 p.m. Selma High School

Text: Lifespan Development by Laura E. Berk

Course Description:

Basic theories, research concepts and principles of physical, cognitive and psychosocial development at each major stage of life from conception to old age will be explored. This course is designed to promote critical self-understanding. Students will apply developmental theory to major topics that occur throughout one's lifespan.

Course Objectives:

In the process of completing this course, students will:

- A. Describe the developmental attributes and characteristics of a person at different stages in the lifespan.
- B. Compare and contrast the various theories of lifespan development within a given domain (i.e., cognitive learning).
- C. Identify those variables that lead to normal vs. abnormal development.
- D. Analyze research and its application to developmental theory.
- E. Describe the stresses and interdependent relationships of people at various stages of 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 this 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.

Class Policies & Assignments

Important Dates to Remember:

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

September 5 -Last day to register for class

September 5 -Last day to drop to avoid a "W"

October 17 – Last day to drop to avoid a letter grade

Tentative Course Schedule

Week	Dates	Topic(s)	Readings & Assignments
1	9/4	Class Expectations Overview of Human Development	Chapter 1
2	9/11	Biological Foundations	Chapter 2
3	9/18	Prenatal Development	Chapter 3
4	9/25	Review Chapters 1,2,3	
5	10/2	TEST #1 – Chapters 1, 2, & 3 Infancy and Toddlerhood	Chapter 4
6	10/9	Cognitive Development in Infancy	Chapter 5
7	10/16	Social Development	Chapter 6
8	10/23	Physical and Cognitive Development in Early Childhood	Chapter 7
9	10/30	Social Development in Early Childhood	Chapter 8
10	11/6	Test # 2 Chapters 4 thru 8 Physical and Cognitive Development in Middle Childhood	Chapter 9
11	11/13	Social Development in Middle Childhood	Chapter 10
12	11/20	Physical and Cognitive Development in Adolescence/Social and Emotional Development in Adolescence	Chapter 11/12
13	11/27	Test #3 Chapters 9, 10, 11, & 12 Physical and Cognitive Development in Early Adulthood/Social Emotional Development in Early Adulthood	Chapter 13/14
14	12/4	Physical/Cognitive Development in Middle Adulthood – Social/Emotional Development in Middle Adulthood	Chapter 15/16
15		Physical/Cognitive Dev. In Late Adulthood Social/Emotional Dev. In Later Adulthood	Chapter 17/18
16	12/11	Death,Dying and Bereavement	Chapter 19
17		<i>Review</i> ↓	
18	12/18	Final – Thursday – 6:00 TEST #4 - Chapters 13 - 19	

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.

Grading Scale - Assignments and Points:

225 points - 4 Exams @ 75 points each

- 4 Exams – Lowest Exam score dropped
- Study guide will be post on Blackboard under “Study Guides”

120 points – Observation Assignments

- Chose 8 of 10 Observations @15 points each
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38 points - Participation @ 16 classes x 3 points per class

- 3 points if participates for the entire class time – or an excused absence
- 1 point if arrives late or leaves early
- 0 points if absent
- See attendance #3 policy on reduction of participation points

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 8 observations due for this class and 10 observation areas to choose from. Details for each observation can be found under “Observations” on Blackboard. There is often more than one choice for each observation topic, students can select the choice that works best for them. Students are strongly encouraged to review the observation choices well in advance; observations require making arrangements to observe children of various ages and in various environments. Due dates are written in the syllabus under **Readings & Assignments** listed on the **Tentative Course Schedule**.

Late observations will not be accepted (see Classwork # 1).

Observation choices:

- A. Birth Observation
- B. Infant Observation
- C. Physical Development Observation
- D. Cognitive Development Observation
- E. Language Development Observation
- F. Emotional Development Observation
- G. Moral Development Observation
- H. Gender Development Observation
- I. Family/Parenting Observation
- J. Social Development Observation

Observation grading rubric:

- Section 1: Observation = 7 points
 - **7 points** for completeness of assignment (following directions, getting signatures, dates, answering all questions, etc).
 - **4 points** if missing one component
 - **1points** if missing more then one component.
- Section 2: Assessment of Observation = 5 points
 - **5 points** for thorough explanation and textbook references to justify your interpretation of the observation
 - **2 points** for vague interpretation
 - **0 points** for no interpretation
- Section 3: Quality of Work = 3 points
 - **3 points** for good grammar, spelling, (no more than 3 errors) following format, and presentation
 - **2 points** for 4 to 6 errors
 - **1 point** for more then 7 errors

Class Policies:

1. **Student Responsibility**

a. **Attendance**

1. If you are not here when roll is taken – **you are tardy**. If you come in late it is your responsibility to stay after class to have the instructor record that you came in late, otherwise it is considered an absence.
2. If you miss four classes or have excessive tardies, the instructor may drop you.
3. **Student's engaging in side-bar conversation, texting on cell phones, or disrupting class, will be asked to leave and lose 10 class participation points.**
4. If you cannot attend class, students are advised to have another student in the class pick up handouts and share notes, etc.
5. Attending class is 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.
 - a. Tutorial
 - b. Disabled Student Services
 - c. Computer lab
 - d. Library
 - e. Counseling
2. College success means planning ahead and scheduling everything.

d. **Accommodation for student 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 and arrive on time.
2. If you need to leave early; notify the instructor ahead of time.
3. Because of the large student load, it is helpful to have important questions or comments submitted in writing. A sticky note works well.
4. **Instructor set-up time** - 10 minutes prior to class beginning is the instructors set up time, therefore individual questions would be better addressed during office hours.
5. **Instructor schedule** – the instructor may not be able to stay after class on certain days. Please be respectful of the instructor's schedule.
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6. **Turn off cell phones and pagers** during class time.
7. **TIMING IS EVERYTHING – use common sense and consideration.**

2. Class Work

1. Assignments are to be turned in on time. **No late assignments accepted.**
 - A. It is best to turn in the assignment directly to the instructor on the day it is due. Assignments have been lost when a student tries to give it to someone else to turn in for them.
 - B. If you fail to turn the assignment in during class, I cannot accept it.
 - C. Anything not turned in during class is done at the risk of the student. **Be sure to keep a copy of everything you turn in.**
 - D. **Acceptable alternate methods are:**
 - (1) **Turn in assignments on required due date.**
 - (2) **Send it to my email, the time the email is received must be by the time class starts or it will be considered late.**

2. **Student Name** – first and last name are required on all written work to receive credit.
 1. **Exams: students are responsible for erasures on scantron type exams. Student's lowest exam score will be dropped. Missed exams can only be made up with an approved absence.**
 2. Students will be required to read assigned chapters of text and articles given and be prepared for group discussions on the material.
 3. Suggestion: If you are absent, call another student to find out what you have *missed*. Classmate's name and phone number _____.
 4. **Cheating:** Students are expected to conduct themselves according to the Student Conduct Standards. Cause for discipline include, but are not limited to:
 - A. Dishonesty, including but not limited to cheating, plagiarism, or furnishing false information to the college.
 - B. 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.
 5. Plastic folders for written work make it hard for the instructor to grade the paper and make comments. Please avoid using this type of device.
 6. All projects, tests and papers will be returned during class time. If you are absent when they are returned, please pick them up in my office. Items not picked up by the end of the semester (finals week), will be disposed of.

3. Grades

- a. Grades are confidential. I would be happy to discuss grades during office hours. 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.

