

Child Development 39 – Fall 2008

Instructor Information:

Patricia Angel

Office:

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Office Hours:

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

Course Information CHDEV39:

Number of Units: 3

Class Meets: Tuesday @ 6:00 pm – 9:20 p.m.

Text: Children and Their Development 4th Edition, by Robert V. Kail/Infants, Children, & Adolescents, 6th Edition by Laura E. Berk

Observation Assignment Hours: 12

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 variable 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 well being 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. complete a case study on a child.

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	9/2	Class Expectations Overview of Child Development	Chapter 1
2	9/9	Genetics Prenatal Development	Chapter 2 Chapter 3
3	9/16	Prenatal Development - continues	A - Birth Observation 9/3
4	9/23	Birth Newborn	
5	9/30	TEST #1 9/15 – Chapters 1, 2, & 3 Growth & Health	Chapter 4 B - Infant Observation 9/17
6	10/7	Perceptual and Motor Development Theories of Cognitive Development	Chapter 5 C- Physical Observation 9/24
7	10/14	Cognitive Development continues	Chapter 6
8	10/21	Cognitive Processes and Academic Skills	Chapter 7 D- Cognitive Observation 10/8
9	10/28	Intelligence & Individual Difference TEST #2 10/15 – Chapters 4, 5, 6, & 7	Chapter 8
10	11/4	Language and Communication	Chapter 9 E- Language Observation 10/22
11	11/11	Emotional Development	Chapter 10
12	11/18	Understanding Self and Others	Chapter 11 F- Emotional Observation 11/3
13	11/25	Catch-up TEST #3 11/12 – Chapters 8, 9, 10, & 11	
14	12/2	Moral Understanding	Chapter 12 G- Moral Observation 11/17
15		Gender Development	Chapter 13 H- Gender Observation 11/24
16	12/9	Family Relationships	Chapter 14 I- Family Observation 12/1
17		Influences Beyond the Family	Chapter 15 J- Social Observation 12/8
18	12/16	Final – Tuesday 6:00 p.m. TEST #4 - Chapters 12, 13, 14, & 15	

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
- See observations below for more information

45 points - Participation @ 15 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
 - **1point** 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 Polices:

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 respect the instructors teaching 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 at the college admission desk, make sure they stamp the date on it.**
 - (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.

