

## Child Development/Psych 38

### **Instructor Information:**

**Patricia Angel**

Office:

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Office Hours:

**\*Additional times arranged between instructor and student**

### **Course Information:**

Number of Units: 3

Class Meets: Wednesday at 6:00 to 9:20 - Selma High School Rm:

Text: Exploring Lifespan Development by Laura E. Berk, 1<sup>st</sup> Edition.

### **Course Objectives:**

**In the process of completing this course, students will:**

- A. Describe the developmental changes that take place in human development.
- B. Identify variables that lead to typical and atypical development.
- C. Describe the effective use of discipline, shaping, reinforcement and modeling behavior.
- D. Understand different developmental domains (physical, social, emotional, & cognitive) characteristics of each.
- E. Assess social and cultural influence on parenting styles and family dynamics.
- F. Describe research methods used to study human development.
- G. Relate developmental and learning theories to family and human relationships.

### **Course Outcomes:**

**Upon completion of this course, students will be able to:**

- A. Compare historical theories of human development to current theories.
- B. Develop skills needed for effective parenting and the importance of nurturing young children.
- C. Address the explicit human developmental needs and the use of effective communication skills.
- D. Recognize the impact of biological, environmental, social political and nutritional factors on health and well being in human development.

### **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 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 4- Last day to register for class**

**September 4- Last day to drop to avoid a "W"**

**October 16 - Last day to drop to avoid a letter grade**

## Class Policies & Assignments

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### Tentative Course Schedule

Week	Dates	Topic(s)	Readings & Assignments
1	9/3	Class Expectations Overview of Lifespan Development	Chapter 1 & 2
2	9/10	Biological Foundations	Chapter 3
3	9/17	Prenatal Development Birth	Chapter 3 Birth Homework 9/3
4	9/24	Physical Development in Infancy and Toddlerhood	Chapter 4 Begin Research Paper presentation
5	10/1	<b>EXAM # 1 CHAPTERS 1,2,3,4</b> Cognitive Development/Piaget	Chapter 5
6	10/8	Emotional, Social Development	Chapter 6
7	10/15	Physical and Cognitive Development in Early Childhood	Chapter 7
8	10/22	Emotional and Social Development in Early Childhood	Chapter 8
9	10/29	<b>EXAM #2 5,6,7,8</b> Physical and Cognitive Development in Middle Childhood	Chapter 9
10	11/5	Emotional & Social Development in Middle Childhood	Chapter 10
11	11/12	Physical & Cognitive Development in Adolescence – Emotional/Social Development in Adolescence	Chapter 11/12
12	11/19	<b>EXAM # 3 – CHAPTERS 9,10,11,12</b>	
13	11/26	<b>No Class – Thanksgiving Holiday</b>	
14	12/3	Physical & Cognitive Development in Early Adulthood/Emotional/Social Dev.	Chapter 13/14
15	12/10	Physical/Cognitive Development in Middle Adulthood – Emotional/Social Dev.	Chapter 15/16
16	12/17	<b>FINAL EXAM #4 13,14,15,16</b>	
17			
18			

**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:

75 points each - 4 Exams

- Students who are absent due to illness on exam date are allowed one make-up with instructor's approval – make-up must be done within one week of schedule test date
- Study guide will be provided before each exam

50 points – Research Paper on Lifespan Development

- Topics to be provided by instructor
- To be presented in class
- Research grading rubric see below

3 points per class – Class Participation/In class Activities

3 pts. Full participation – 1 pt. for tardy/leaving early – 0 pt. for absence

- Student must check in and participate to receive 3 points
- See attendance #3 policy on reduction of participation points
- On class date when an in-class Activity is complete an additional 5 points will be given  
✓ Student must be present on the day of activity to receive the 5 points

10 points each – Various Chapter Assignments

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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

### Research grading rubric:

- Section 1:
  - **30 points** completeness of topic (following directions, getting signatures, dates, times, answering all questions, etc). 5 pages minimum.
  - **20 points** if missing one component of the topic
  - **10 points** if missing more than one component of research topic
- Section 2:
  - **10 points** thorough explanation and good connection to the information in the textbook justifying your interpretation of the observation
  - **5-7 points** vague interpretation and limited connection to the textbook
  - **0-4 points** poor or no interpretation and connection to textbook
- Section 5: Quality of Work = 10 points
  - **10 points** for good grammar, spelling, (no more than 3 errors on types summary) following format, and presentation
  - **3 points** more than 4-5 errors, poor grammar and/or presentation
  - **0 point** more than 5 spelling errors, paper not considered college level work

## Class Policies:

### 1. Student Responsibility

#### a. Attendance

1. If you are not here when roll is taken or do not have your i-clicker – **you are considered absent** and will not receive the 5 points of participation.
2. When coming in late you will need to enter through the assigned door and sit in assigned seating.
3. The instructor has the right to drop students for excessive absences or having 3 consecutive absences.
4. **Student's engaging in side-bar conversation, texting on cell phones, using person computer for anything other than taking notes for CHDEV38, or disrupting class, will be asked to leave and lose 10 class participation points.**

(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.**
  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.