

## Child Development 39 – Spring 1010

### Instructor Information:

**Patricia Angel**

Office:

Phone: 638-3641 message

E-Mail: [patty.angel@sccd.edu](mailto:patty.angel@sccd.edu)

Office Hours:

### Course Information CHDEV39:

Number of Units: 3

Class Meets: Wednesday Dinuba Vocational Center 6:00 p.m. Rm:

**Text:** Child Development 8<sup>th</sup> Edition, by **Laura E. Berk**

**Optional online resource: access code for mydevelopmentlab** (The bookstore is selling the textbook packaged with the mydevelopment access card for a discounted price. If you do not purchase the textbook as a package you can purchase the access code through <http://www.mydevelopmentlab.com/>)

### 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.

January 29 -Last day to register for class

January 29 -Last day to drop to avoid a "W"

March 12 – Last day to drop to avoid a letter grade

### Tentative Course Schedule

Week	Dates	Topic(s)	Readings & Assignments
1	1/13	Class Expectations Overview of Child Development	Chapter 1 & 2
2	1/20	Biological Foundations	Chapter 3
3	1/27	Prenatal Development Birth	Chapter 3 Birth Homework 9/3
4	2/3	Infancy: Early Learning, Motor Skills, and Perceptual Capacities	Chapter 4
5	2/10	<b>EXAM #1 9/15 – Chapters 1, 2, 3, 4</b> Physical Growth	Chapter 5 Physical Growth Homework 9/17
6	2/17	Cognitive Development: Piaget, Core Knowledge	Chapter 6
7	2/24	Cognitive Development: Vygotsky	Chapter 6 Physical Observation 9/29
8	3/3	Cognitive Development: Information- Processing Perspective continued	Chapter 7
9	3/10	Intelligence <b>EXAM #2 10/15– Chapters 5, 6, 7 &amp; 8</b>	Chapter 8 Multiple Intelligence Homework 10/13
10	3/17	Language and Communication	Chapter 9
11	3/24	Emotional Development	Chapter 10 Cognitive Observation 10/27
12	4/7	Self and Social Understanding	Chapter 11 Self-Esteem Homework 11/5
13	4/14	Moral Understanding <b>EXAM #3 4/16 – Chapters 9, 10, &amp; 11</b>	Emotional Observation 11/12
14	4/21	Catch-up	Chapter 12 Moral Homework 11/17
15	4/28	Development of Sex Differences & Gender	Chapter 13 Gender Homework 11/24
16	5/5	The Family	Chapter 14 Social Observation 12/1 Parenting Homework 12/3
17	5/12	Peers, Media and Schooling	Chapter 15
18	5/19	<b>EXAM #4–</b> <b>Chapters 12, 13, 14, &amp; 15</b>	

**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

- There are no make-up exams.
- Study guide will be handed out week before test.
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25 points each – Observation Assignments

- 4 Observations
- See observations below for more information

3-5 points per class – Class Participation/In class Activities

- 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 activity to receive the 5 points

10 points each – Various Chapter Assignments

- Due Dates written on syllabus

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 4 observations due for this class. Each observation is 2 hours long. Students are strongly encouraged to review and make arrangements to complete the observation well in advance; observations require making arrangements to observe children of various ages and in various environments. Reedley College has a Child Development Center on campus with children ages 18 months through 5 years old. Please make arrangements with coordinator before observing children. Observation forms **must be signed, dated and include the time you began and ended the observation**. Due dates are written listed under Tentative Course Schedule on the syllabus. See **late policies for observations turned in after their assigned date**. (see Classwork # 1).

### Observations:

Physical Development Observation  
Cognitive Development Observation  
Emotional Development Observation  
Social Development Observation

### Observation grading rubric:

- Section 1: Observation = 10 points
  - **10 points** completeness of observation (following directions, getting signatures, dates, times, answering all questions, etc).
  - **5 points** if missing one component of the observation.
  - **3 points** if missing more than one component of the observation.
- Section 2: 1 Page Assessment of Observation = 10 points
  - **8-10 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 = 5 points
  - **5 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 CHDEV39, or disrupting class, will be asked to leave and lose 10 class participation points.**
5. If you cannot attend class, students are advised to have another student in the class pick up handouts and share notes, etc.
6. 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.
  - I have an open door policy during office hours. If I am on the phone or with another student, please wait patiently.
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. **Late assignments will result in the deduction of points by 50% and must be submitted within one week past the due date. Assignments submitted after one week will not be 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, and they will route it to me.**
    - (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 the following week. 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.

