

Child Development 39 – Fall 2012 - Course 52993

Instructor Information:

Patricia Angel

Office:

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Office Hours:

Course Information CHDEV39:

Number of Units: 3

Class Meets: Thursday - Rm: CCI 204 - 6:00-8:50 p.m.

Text: CDEV – By: RATHUS

TB skin test may be required for observations.

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.

August 31 - Last day to register for class

August 31 - Last day to drop to avoid a "W"

October 12 - Last day to drop to avoid a letter grade

November 22 - Thanksgiving Holiday (No Class)

Tentative Course Schedule

Week	Dates	Topic(s)	Readings & Assignments
1	08/16/12	Class Expectations Overview of Child Development	
2	08/23/12	History, Theories, Methods of Child Development	Chapter 1
3	08/30/12	Heredity and Conception	Chapter 2
4	09/06/12	Prenatal Development	Chapter 3 Birth Homework
5	09/13/12	Birth and the Newborn Baby	Chapter 4
6	09/20/12	Exam #1 Chapters 1,2,3,4 Infancy – Physical Development	Chapter 5
7	09/27/12	Infancy – Cognitive Development	Chapter 6 Physical Observation Due
8	10/04/12	Infancy – Social & Emotional Development	Chapter 7 Cognitive Observation Due
9	10/11/12	Early Childhood – Physical Development	Chapter 8
10	10/18/12	Exam # 2 -Chapters 5, 6, 7, 8 Early Childhood – Cognitive Development	Chapter 9
11	10/25/12	Early Childhood – Social & Emotional Development	Chapter 10 Self Esteem Homework
12	11/01/12	Middle Childhood – Physical Development Middle Childhood – Cognitive Development	Chapter 11 Chapter 12 Moral Homework
13	11/08/12	Review Middle Childhood – Social/Emotional Development	Chapter 13 Gender Homework
14	11/15/12	Exam #3 Chapters 9, 10, 11, 12 Adolescence – Physical Development	Chapter 14 Emotional Observation Due
15	11/22/12	Thanksgiving Holiday (No Class) Adolescence – Cognitive Development	Chapter 15
16	11/29/12	Adolescence – Social & Emotional Development	Chapter 16 Social Observation Due
17	12/06/12	Review	
18	12/13/12	EXAM #4- Final Chapters 13, 14, 15,16	

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: 383 Points Total

75 points each - 4 Exams-Scantron (882e) required for tests. **Lowest exam will be dropped.**

- **There are no make-up exams.**

25 points each – Observation Assignments

4 Observations

- See observations below for more information
- **1 point per class – Class Participation/In class Activities - 18 points total.**
- Student must check in and participate to receive points
- See attendance #3 policy on reduction of participation points
- No make-ups for in class activities

10 points each – Various Assignments (Four total)

- 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 6 months through 5 years old. Please make arrangements with the Coordinator before any observations. 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 there 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 then 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 = 5points
 - **5 points** for good grammar, spelling, (no more than 3 errors on types summary) following format, and presentation
 - **3 points** more then 4-5 errors, poor grammar and/or presentation
 - **0 point** more then 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 – **you are considered absent**
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 personal 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 students 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.
6. **Turn off cell phones and pagers** during class time.
7. **TIMING IS EVERYTHING – use common sense and consideration.**

Class Work:

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.**

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. If you fail to turn the assignment in during class, I cannot accept it. Anything not turned in during class is done at the risk of the student. Be sure to keep a copy of all work.

A. Acceptable alternate methods are:

- (1) Turn in assignments to the receptionist at the college administration building, make sure they stamp the date on it, and they will route it to me.
- (2) No submissions of assignments through e-mail.

1. **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.