

“Excuses are tools of incompetence used to build monument of nothingness. Those who use them seldom amount to anything”

CHILD DEVELOPMENT 39 ONLINE: Child Growth and Development
Instructor: Amanda Taintor
Amanda.taintor@reedleycollege.edu ph.: (559) 638-3641 ext. 3152

Course Description: *This course studies basic [theories](#), research, concepts and principles of physical, emotional, [cognitive](#) and social development at each stage of life from conception through [adolescence](#).*

Course Outcomes:

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

- A. Describe the developmental changes that take place in children with typical and atypical development from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.
- B. Identify the impact of biological, environmental, social, cultural, political, and nutritional factors on health and well-being of children and families.
- C. Analyze children’s development based on various theoretical frameworks.
- D. Apply current theories of child development to assess children in all developmental domains.
- E. Identify those variables that lead to typical development and those that contribute to atypical development at various stages.
- F. Describe the importance of early development and the effects of genetic and environmental factors on development.

Text: -Please note that you will not be able to pass this course without the text book!

- **Required**—CHILD Connect Plus, Martorell McGraw Hill
 - ISBN 978-1-3083-3444-8

Class Policies and Procedures:

The statements below are taken directly from the Reedley College Catalog

Academic Dishonesty

Students at Reedley College are entitled to the best education that the college can make available to them, and they, their instructors, and their fellow students share the responsibility to ensure that this education is honestly attained. Because cheating, plagiarism, and collusion in dishonest activities erode the integrity of the college, each student is expected to exert an entirely honest effort in all

academic endeavors. Academic dishonesty in any form is a very serious offense and will incur serious consequences.



Cheating

Cheating is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner, such as having improper access to answers, in an attempt to gain an unearned academic advantage. Cheating may include, but is not limited to, copying from another's work, supplying one's work to another, giving or receiving copies of examinations without an instructor's permission, using or displaying notes or devices inappropriate to the conditions of the examination, allowing someone other than the officially enrolled student to represent the student, or failing to disclose research results completely.

Plagiarism

Plagiarism is a specific form of cheating: the use of another's words or ideas without identifying them as such or giving credit to the source. Plagiarism may include, but is not limited to, failing to provide complete citations and references for all work that draws on the ideas, words, or work of others, failing to identify the contributors to work done in collaboration, submitting duplicate work to be evaluated in different courses without the knowledge and consent of the instructors involved, or failing to observe computer security systems and software copyrights. Incidents of cheating and plagiarism may result in any of a variety of sanctions and penalties, which may range from a failing grade on the particular examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor and depending on

Cheating/Plagiarism: Cheating and/or plagiarism will not be tolerated. A student will receive no credit for the assignment if in the opinion of the instructor the individual has cheated

Accommodations for Students with Disabilities: If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible.

Changing Syllabus Statement. This course syllabus is equivalent to a contract between the instructor and the student. However, the information in this syllabus is subject to change at any time during the semester. All changes will be stated in class and students are responsible for noting such changes. In the event that you are absent on the day changes are made, it is your responsibility to find out the changes and adhere to them.

The student's decision to attend the class denotes acceptance of:

- ✓ This syllabus as a contract outlining the student's responsibilities to complete all required assignments by the due dates
- ✓ The policy that late assignments will not be accepted
- ✓ The changing syllabus statement
- ✓ The expectations of this course as outlined in this syllabus
- ✓ That final grades are determined on the basis of accumulated points from required assignments
- ✓ The policy that students are responsible for supplying evidence of any discrepancy in grades as determined by returned/graded assignments.

Students disagreeing with the above statements should withdrawal from this course section and enroll in a section of this course taught by another instructor.

Requirements for Assignments (Unless stated otherwise)

- ✓ Double spaced, 12 point easy to read font, no larger than 1 inch margins
- ✓ Make sure all assignments are clearly labeled with your name and course title at the top right hand corner
- ✓ All assignments must be submitted using the turn-it-in link, if you are having difficulties with this link please notify me via email immediately before the assignment is due
- ✓ I highly advise always making a copy of your work
- ✓ Make sure to read **ALL OF THE INSTRUCTIONS** for a given assignment. You will lose a significant amount of points for failing to do this

Assignments

Observations: Through the course of the semester you will complete 3 of the available 4 observations. Each of these observations will be **at least 2** pages long. If you expect to receive a grade higher than average (a C grade) your observations will be longer than this minimum. The exact details and format I expect you to follow for this assignment as well as examples can be found under “**assignments**” tab in our blackboard course. To complete the assignment correctly you **MUST** read through the format and assignment requirements completely before beginning. The format I expect needs to be **followed exactly** or you will lose points for the assignment.

Wait...What??? I regard these 3 assignments as core to this class. The questions you address in each observation require you to prove your understanding of infant/child/adolescence development by applying information learned to one particular child. For a passing grade I should have no doubt you know your stuff.

Quizzes: There will be a total of 18 quizzes; one quiz per week. For most weeks these quizzes will align with the chapters. Each multiple choice quiz will be worth a total of 15 points. The content within the quiz relates to the materials read in the chapter as well as any additional information I have directed you to read or otherwise noted. Make sure you are studying and reading each week. The quizzes are due at two times throughout the semester. The quizzes are **NOT** timed but each must be completed in one sitting. You will **not** be able to open the quiz and save for later.

Are they open book? YES!!! I strongly encourage you to take the quiz with the book open in front of you. Look up every single answer!

Chapter Assignments: **Each week** (unless otherwise stated in that week) there will be a chapter assignment due based on the readings or other content provided for that week. I will make each folder available Monday by 8am. Each weekly chapter assignment must be completed and submitted

by the end of that week, **Sunday 11:55pm**. You can submit these up to one week (7 days) late. Late assignments immediately lose 50% of the points possible (if you turn the assignment in the Monday morning after it's due at 12:01am....yes ad deduction of 50% of the points occurs). After 7 days assignments will **NOT** be accepted, this is a firm statement. You will find these assignments in the folder for the week. Some assignments (okay only a few will actually be this easy) will be reflective in nature and only require your opinion or thoughts on a certain subject. Other assignments will be more in depth and require more research and "work" to finish completely. Whether the assignments require 15 min or an hour it is worth 15 points and I expect you to put equal thought and effort into the assignment regardless of the time commitment. Typically to receive the full 15 points I expect to see reference to reading for the week (especially if I directly state "using the research presented in the text".) Once again if the prompt for the assignment indicates it needs to be one full page to receive full credit it must be one full page.

WHY?..... I'm glad you asked. Chapter assignments are one of the ways I am able to authentically assess if you are "getting it". It's a way for me to verify you are 1) READING the textbook 2) understanding what you are reading 3) able to apply what you are reading

Class Discussions: You will have 15 opportunities to participate in class discussions by utilizing the Discussion Board on blackboard. Each tab there will be a discussion listed which corresponds to the chapter we are studying. Each discussion board post is worth a total of 9 points. To receive credit you must post **three** times: one original post answering the question I have given (worth 5pts) and two other posts responding on your peer's original post (each worth 2pts). This must be completed by the end of the week, Sunday at 11:55 pm. In order to review peer posts you must first create an original post. **No late discussion board posts accepted.**

Another online class with a discussion board!!?! Say it ain't so!! Discussion board posts are an excellent way for students to build a sense of community and feel more invested and engaged in an online course.

Point Breakdown and Tally Sheet:

Points Possible

Points Earned

Observations:	(3 @ 75pts)	225
Test:	(18 @ 15pts)	270
Discussion Questions	(18 @ 9pts)	162
Assignments	(15 @15pts)	75

Total Points 732