

**Child Development 39  
Growth and Development  
Fall 2018**

**Instructor Information:**

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Office Hours: ***available by appointment***

**Course Information CHDEV39:**

Number of Units: 3

Class Meets: Wednesday – 6:00-8:50pm

**Text: CDEV2, by Spencer A. Rathus**

**RATHUS**

**2ND 18**

**2018**

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**CENGAGE L**

**Computer Requirements: access to a computer, printer and Canvas**

**Other Requirements: TB clearance and immunization verification**

**Student Learning Outcomes:**

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

1. describe development of children from conception through adolescence in the physical, social, emotional, and cognitive domains
2. identify cultural, economic, political, and historical contexts that impact children's development
3. apply knowledge of development and major theoretical frameworks to child observations.

**Objectives:**

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

1. discuss major theories of child development
2. summarize developmental stages and milestones
3. differentiate characteristics of typical and atypical development
4. evaluate the influence of multiple contexts on children's development
5. apply objective techniques and skills when observing, interviewing, describing, and evaluating behavior in children.

**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:**

##### **IMPORTANT DATES TO REMEMBER:**

- ✓ Last day to register for class: August 31<sup>st</sup>
- ✓ Last day to drop to avoid a "W": August 31<sup>st</sup>
- ✓ Last day to drop to avoid a letter grade: October 12<sup>th</sup>
- ✓ Students are responsible for dropping themselves from class in order to avoid a letter grade.

#### **Grading:**

##### **Assignment and activity schedule**

<b>Due Date</b>	<b>Assignments</b>	<b>Points</b>
As assigned	Reading quizzes (5 quizzes * 10 pts ea.)	50
As assigned	Classroom participation/group work in class	150
Sept 5	Infant theory to practice	50
Oct 10	Child observation comparison paper	50
Dec 5-12	Final project	100

#### **10 points each – 5- Kahoot quizzes**

- Quizzes will be taken in class in your groups

#### **50 points – Infant to Theory Practice**

##### **Object permanence assignment:**

- The purpose of this assignment is to observe Piaget's theoretical concept, i.e., object permanence, in action by recreating his popular task, the Blanket and Ball Study; and use knowledge of the concept to reflect on the observed infant's development. Students can choose one of the following options to complete the assignment:
- Option 1: Student recreates the Blanket and Ball Study with a minimum of two infants (within these age groups 0-3 mo., 3-6 mo. 6-9 mo. & 9-12 mo.) and evaluates them in person.
- Option 2: Students watch videos that are accessible through the class website and then evaluates infants in the videos for visual evidence of object permanence based on Piaget's theory.

Students will chart their findings. The chart must include:

- Identification of the child (gender, first name only, which video, etc.)
- The approximate age

- Child's response to stimulus being hidden
- The stage of object permanence displayed

Additionally, student will need to include an explanation as to how the stage was determined and how this information can be applied to teaching/working with this age group. Submit chart through course website.

### **50 points – Child observation comparison paper**

- The purpose of this assignment is for students to observe the developmental continuum in children, and how their development is related to teaching children of different age groups. From observations and interviews, student will analyze how the information can guide decision making in working with children.

Students will observe and interview **TWO** children within two different age groups, the ages of 2.5-6 and 6-11 years. The following paragraphs specifically describe what the students need to complete in this assignment.

1. *Observation:* Observe the child who plays alone or interacts with others, including siblings, friends, or parents in an environment where they are accustomed to, such as their home, yard, a park, or other spaces. The observation should last a minimum of 15 minutes.

From this observation, students identify the internal and external influences that may impact the child's development and behavior within the context of the human lifespan, such as, but not limited to:

- Parenting style: impact on the child's development. Use the terminology associated with this concept as discussed in assigned readings.
- Birth order: impact on the child's role within their family.
- Identify type of play: Why did the child choose this? Was the child's play gender-related? Why or why not?

2. *Conduct* Piaget's conservation experiments to gain a better understanding of the child's development.

Include the following topics in the paper, and explain how the child demonstrates them: Centration, Irreversibility, Conservation, Seriation, and Transitivity. Does the child seem to be developing typically in the cognitive area? Does this child show preoperational thought? Does this child show concrete operational thought? What stage according to Erikson is the child within? According to your observations and experiment, is the child succeeding in their transitions between each stage? During the child's play, was there any peer interaction(s) observed that would qualify as scaffolding? Use Vygotsky's principles of the zone of proximal development and more knowledgeable peers to explain what was observed.

3. *Interview:* Ask the child a minimum of 10 questions. Some are listed below; choose questions appropriate to the age of the child. See Appendix 1 for sample questions.

Write down the questions asked **and** the child's responses as accurately as possible. Word the questions so that they make sense to the child and plan on following up with

more questions. Everything that is asked, and everything that the child says, will be written down to ensure validity of the interpretation. A minimum of 3 quotes from the interview must be in the interpretation section of the paper. Access to a tape recorder/recording app might help the question and answer session move more quickly.

Observe and include the following topics in the paper:

- Socially and emotionally, is this child developing typically? Include the reasoning behind this. From the interaction with the child, what stands out? Explain the analysis using readings, chapters, or lectures from class.

*If not all portions of the observation/interview are able to be completed in one sitting, the observation/interview will need to be split into a couple sessions.*

Student will submit a written document discussing findings, analysis, and comparison of the cognitive development of the two children. Connect the interpretation to various theories discussed in class, and how the information could be **applied to teaching students of one of the two age groups**. (APA style, font 12, Times New Roman, double space) Cite references to base the findings on.

Complete the moral judgement portion of the interview and describe the children based on

Kohlberg's theory. For the child aged 6 - 11 years, (it is not appropriate for the younger child observation), read the moral dilemma, Kohlberg's "The Case of Heinz" to the child, to gain a better understanding of the child's developmental level.

Observe and include the following topics in the paper:

- Based on the child's answer, which Level and Stage of Kohlberg's theory would the child be? Why? Provide specific examples from the child's answer.

Option: Student may observe the children with classmates; a maximum of 2-3 students per group. Each student will be required to do their own work and to submit their own paper.

### **100 Points- Final Assignment**

The final is designed to give students the opportunity to analyze teaching methods and strategies, using developmental theories, in order to encourage the blending of pedagogy and developmental science. Students will apply their understanding of child and adolescent development in the observation and analysis of a class activity.

Choose an age group (early childhood, middle childhood or adolescence) and watch the coordinating video of a classroom activity or lesson found on the course website.

Analyze the activity or lesson based on the 4 domains; cognitive, emotional, social, and physical. Address at least 2 theories in the analysis, and cite a minimum of 3 readings/resources from the course. The address of the video clip *must* be included on your reference page. The length of the paper will be determined by the inclusion and depth of analysis of the following areas:

- Description of activity
- What developmental domains are involved in the activity?
- What do you think the purpose of the lesson plan or activity is?
- Connect what you observe with 2 theories of child development that have been covered in the course.

- What was successful?
- What would you do differently and why?

This is an individual assignment. Paper must be APA style, 12-point font, one inch margins and double spaced, and will be submitted through Canvas.

### **Class Participation/In class Activities**

- Student must attend class and participate to receive 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 Homework Assignments

- Posted on Canvas under “Assignments”
- Due Dates written on syllabus (Turn in on Canvas)

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

### **Class Policies:**

#### **1. Student Responsibility**

##### **a. Attendance**

1. If you are not here when roll is taken – **you are considered tardy** and will not receive the full points for participation.
2. The instructor has the right to drop students for excessive absences or having 3 consecutive absences.
3. **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.**
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 and see me during office hours.
  - 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 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 it 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 Academic Village One desk, make sure they stamp the date on it, and they will route it to me.**
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.

### COURSE SCHEDULE

**This is a working document, I will add/change readings as the semester develops to meet the needs of the students in the course.**

#### Fall 2018

Week	Topic	Readings & Assignments
1	Syllabus, assignments, intro, expectations	<ol style="list-style-type: none"> <li>1. No Readings before class begins</li> <li>2. <b>Immunizations</b></li> </ol>
2	Theoretical Background; Motivation & Behavior Learning Theories	<ol style="list-style-type: none"> <li>1. Read pages 1-4 <a href="#">Intro to Developmental Theory: LL</a></li> <li>2. Read <a href="#">Erik Erikson: A Teacher's Perspective</a></li> <li>3. Kahoot Quiz 1</li> </ol>
3	Theoretical Background; Parenting Styles & Cognitive Learning Theories	<ol style="list-style-type: none"> <li>1. Read page 5 <a href="#">Intro to Developmental Theory: LL</a></li> <li>2. Watch <a href="#">Ted Talk</a></li> </ol>

4	Conception, Birth, Infancy	<ol style="list-style-type: none"> <li>1. Infant Theory to Practice Assignment</li> <li>2. Read <a href="#">LL Infancy Chapter</a> pages Physical Dev, Cognitive Dev, Language Dev, Psychosocial Dev (incl temperament &amp; Erikson)</li> <li>3. Kahoot Quiz 2</li> <li>4. Read <a href="#">Cognitive Development</a></li> <li>5. Read <a href="#">Chronic Stress</a> <ol style="list-style-type: none"> <li>a. Video <a href="#">Childhood Trauma</a></li> </ol> </li> </ol>
5	Toddlerhood	<ol style="list-style-type: none"> <li>1. Read <a href="#">We Grow Brains</a>(pgs 24-26)</li> <li>2. Read <a href="#">Social Emotional Development</a></li> <li>3. Read <a href="#">Temperament &amp; Self-Control</a></li> <li>4. Read <a href="#">Early Literacy</a></li> </ol> <p><b>Due:</b> Infant Theory to Practice Assignment</p>
6	Early Childhood - Cognitive & Social-Emotional	<ol style="list-style-type: none"> <li>1. Read <a href="#">NOBA readings</a></li> <li>2. Kahoot Quiz 3</li> <li>3. Read <a href="#">Play</a></li> <li>4. Read <a href="#">Literacy Development</a></li> </ol> <p>a. Complete 1st observation</p>
7	Early Childhood - Language Development & Physical Development	<ol style="list-style-type: none"> <li>1. Read <a href="#">Language Development</a></li> <li>2. Read <a href="#">Physical Development</a> (pg 1 physical development, and pg 2 language dev)</li> </ol>
8	Middle Childhood - Social-Emotional	<p>a.</p> <ol style="list-style-type: none"> <li>1. Read <a href="#">Middle Childhood: Psychosocial</a></li> <li>2. Read <a href="#">Academic Learning + Social Learning</a></li> <li>3. Read <a href="#">Social Learning to boost CCSS</a></li> <li>4. Kahoot Quiz 4</li> </ol>
9	Middle Childhood - Cognitive Development	<ol style="list-style-type: none"> <li>1. Read <a href="#">Incorporating Piaget and Vygotsky in the Classroom</a></li> <li>2. Read <a href="#">21st Century Literacy Challenge</a></li> </ol>
10	Middle Childhood - Identity, Language Development, & Physical Development	<ol style="list-style-type: none"> <li>1. Read <a href="#">Exploring the Meaning of Ethnic Identity</a></li> <li>2. Read <a href="#">Pg 197-205; Developing World of Children</a></li> <li>3. Read <a href="#">Teaching Elementary Physical Education</a></li> <li>4. Kahoot Quiz 5</li> </ol> <p><b>Due: Observation Comparison Paper</b></p>
11	Middle Childhood - Teaching This Age Group & Special Needs	<ol style="list-style-type: none"> <li>1. Read <a href="#">Teaching Standards in DAP</a></li> <li>2. Read <a href="#">Self-Appraisal of Work and Academic Progress</a></li> <li>3. Read <a href="#">ADHD &amp; Behavior Disorders</a></li> </ol>
12	Adolescence - Cognitive Development	<ol style="list-style-type: none"> <li>1. Read <a href="#">Adolescence: Main chapter</a></li> <li>2. Read <a href="#">Playing to Learn Article</a></li> <li>3. Read <a href="#">Multiple Intelligence Reading</a></li> </ol>
13	Adolescence - Social-Emotional Development	<ol style="list-style-type: none"> <li>1. Read <a href="#">Peer Power</a></li> <li>2. Read <a href="#">Social and Psychological Development in Young Adolescents</a></li> <li>3. Read <a href="#">Developing World of the Child; pg 218-225</a></li> </ol>

14	Adolescence - Teaching This Age Group - Physical & Self-Understanding	<ol style="list-style-type: none"> <li>1. Read <a href="#">Developmental Characteristics</a></li> <li>2. Read <a href="#">Hands Joined Projects</a></li> <li>3. Read <a href="#">Balanced Literacy Model</a></li> </ol>
15 & 16	Catch-Up & Review	<ol style="list-style-type: none"> <li>1. Read <a href="#">Why Do We Do What We Do?</a></li> </ol>
17	Presentations	Presentation on Final Project
18	Finals Week	Final Assignment Due

**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.**