

Child Development 39 – Spring 2019 - 57021

Instructor Information:

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Office:

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Office Hours: By Arrangement.

Course Information CHDEV39:

Number of Units: 3

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

Text: CDEV – By: RATHUS

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 wellbeing 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. Describe the importance of early development, effects of genetic and environmental factors on development

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 the 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.

Important Dates to Remember:

Students are responsible for dropping themselves from class in order to avoid a letter grade.

January 14- First Week of Spring Semester 2019.

February 1 - Last day to register for Spring 2019.

February 1 - Last day to drop to avoid a "W"

March 8 – Last day to drop to avoid a letter grade

April 15-18 – Spring Break

Tentative Course Schedule

Week	Dates	Topic(s)	Readings & Assignments
1	January 17	Class Expectations Overview of Child Development	
2	January 24	History, Theories, Methods of Child Development	Chapter 1
3	January 31	Heredity and Conception	Chapter 2 Chapter Reflection # 1
4	February 7	Prenatal Development	Chapter 3 Video Observation #1
5	February 14	Birth and the Newborn Baby	Chapter 4
6	February 21	Exam #1 Chapters 1,2,3,4 Infancy – Physical Development	Chapter 5 Chapter Reflection #2
7	February 28	Infancy – Cognitive Development	Chapter 6
8	March 7	Infancy – Social & Emotional Development	Chapter 7 Video Observation #2
9	March 14	Early Childhood – Physical Development	Chapter 8
10	March 21	Exam # 2 -Chapters 5, 6, 7, 8 Early Childhood – Cognitive Development	Chapter 9 Chapter Reflection #3
11	March 28	Early Childhood – Social & Emotional Development	Chapter 10
12	April 4	Middle Childhood – Physical Development Middle Childhood – Cognitive Development	Chapter 11 Chapter 12 Video Observation #3
13	April 11	Middle Childhood – Social/Emotional Development	Chapter 13 Multiple Intelligence HW Due
	April 15-19	Spring Break	
14	April 25	Exam #3 Chapters 9, 10, 11, 12 Adolescence – Physical Development	Chapter 14
15	May 2	Adolescence – Cognitive Development	Chapter 15
16	May 9	Adolescence – Social & Emotional Development	Chapter 16 Video Observation Due # 4
17	May 16	Review	
18	May 23	Final Exam 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 THROUGH CANVAS, EMAIL AND/OR IN CLASS ANNOUNCEMENT. PLEASE BE RESPONSIBLE AND CHECK NOTIFICATIONS.

Grading Scale - Assignments and Points: 438 Points Total

75 points each - 4 Exams-Multiple Choice and Essay. Scan Tron (882e) required for tests.

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

20 points each – Observation Assignments

4 Observations

- See observations below for more information

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 video observations due for this class. Each video observation is 1 -2 hours long. Video observations will be on PBS.org/Nova or You Tube Education. Further information to follow. Due dates are written listed under **Tentative Course Schedule** on the syllabus. See **late policies for observations turned in after their assigned date.**

Video Observations may include:

Physical Development
Cognitive Development
Emotional Development
Social Development

Video Observation grading rubric:

Section 1: Video Review

- **20-16 points** completeness of video review. A thorough explanation, good connection to the information in the textbook, justifying your interpretation of the video. Free of grammatical errors, spelling, etc...
- **15-10 points** for vague interpretation and limited connection to the textbook. Three to 5 grammatical errors, spelling etc.
- **9-5 points** for poor interpretation and no connection to textbook. Five or more grammatical errors, spelling, etc...

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 sidebar 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 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** during class time.
 7. **TIMING IS EVERYTHING – use common sense and consideration.**

Assignment Information:

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.**

- ☐☐ **Student Name** – first and last name are required on all written work to receive credit.
- ☐☐ Students will be required to read assigned chapters of text and articles given and be prepared for group discussions on the material.
- ☐☐ Suggestion: If you are absent, call another student to find out what you have *missed*. Classmate's name and phone number _____.
- ☐☐ **Cheating**: Students are expected to conduct themselves according to the **Student Conduct Standards**. Cause for discipline include, but are not limited to:
 - ☐☐ Dishonesty, including but not limited to cheating, plagiarism, or furnishing false information to the college.
 - ☐☐ 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.
- ☐☐ All projects, tests and papers will be returned during class time. If you are absent when they are returned, they will be discarded.

3. Grades:

- a. Grades are confidential. I would be happy to discuss grades during arranged 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.