

Child Development 39 – Spring 2019

Instructor Information:

Patricia Angel - Phone: (559) 638-0300- Message

E-Mail: patty.angel@reedleycollege.edu

Office Hours: By Arrangement

Course Information:

Number of Units: 3

Class Meets: M, T, F, 9:05 – 10:06 a.m. Sanger High School

Text: Martorell, Publisher McGraw Hill

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.

Student Learning 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

SYLLABUS 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.

Important Dates To Remember:

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

January 14 – Spring Semester Begins

January 21 – Martin Luther King Holiday, No Class

January 25 – Last day to drop a full term class for a full refund.

February 7 – Last day to register for a full term class.

February 15, 18 - No Class President's Day/Lincoln Holiday/Reedley College

March 8– Last day to drop a full term class to avoid a letter grade

April 22-26 - Spring Break - May 20 - 24 (M-F) Final Exams Week

Tentative Course Schedule**Spring 2019**

| Week | Dates | Topic(s) | Readings & Assignments |
|-------------|--------------------------|--------------------------------------------------------------------------------------|----------------------------------------------------------|
| 1 | January 14,15,18 | Class Expectations Overview of Child Development /Introduction | Chapter 1 |
| 2 | January 21,22,25 | No Class January 21 Introduction to Child Development | Chapter 1 (Continued) |
| 3 | Jan.-Feb 28,29,1 | Conception, Heredity & The Environment | Chapter 2 Chapter Reflection Due #1 |
| 4 | February 4,5,8 | Pregnancy & Prenatal Development | Chapter 3 Observation Due #1 |
| 5 | February 11,12,15 | Birth and the Newborn Test #1 Chapters 1, 2, 3 | Chapter 4 |
| 6 | February 18,19,22 | No Class February 18 Physical Development & Health, 0 To 3 | Chapter 5 Chapter Reflection Due #2 |
| 7 | Feb/Mar. 25,26,1 | Cognitive Development, 0 To 3 | Chapter 6 |
| 8 | March 4,5,8 | Psychosocial Development, 0 To 3 | Chapter 7 Observation Due #2 |
| 9 | March 11,12,15 | Physical Development & Health in Early Childhood Test # 2 Chapters 4, 6, 7 | Chapter 8 |
| 10 | March 18,19,22 | Cognitive Development In Early Childhood | Chapter 9 Chapter Reflection Due #3 |
| 11 | March 25,26,29 | Psychosocial Development in Early Childhood | Chapter 10 Observation Due #3 |
| 12 | April 1,2,5 | Physical Development & Health In Middle Childhood | Chapter 11 |
| 13 | April 8,9,12 | Cognitive Development In Middle Childhood Test #3 Chapters 9,10,12 | Chapter 12 |
| | April 15 - 19 | Spring Break | |
| 14 | April 22,23,26 | Psychosocial Development In Middle Childhood | Chapter 13 Multiple Intelligence HW Due |
| 15 | Apr/May 29,30,3 | Physical Development & Health In Adolescence | Chapter 14 Observation Due #4 |
| 16 | May 6,7,10 | Cognitive Development In Adolescence | Chapter 15 Extra Credit (Optional) Due |
| 17 | May 13,14,17 | Psychosocial Development In Adolescence Review for Final | Chapter 16 |
| 18 | May 20,21,24 | Chapters 13, 15, 16 | FINAL EXAM |

The discussion topics listed are an estimate, daily topics will depend on individual class performances and understanding of material. THE INSTRUCTOR RESERVES THE RIGHT TO MODIFY THE SCHEDULE AND DATES OF LECTURE MATERIAL, READINGS, TESTS AND ASSIGNMENTS. STUDENTS WILL BE GIVEN REASONABLE NOTICE OF ALL CHANGES.

Grading Scale - Assignments and Points: 418 Points Possible

70 points each, multiple choice and essay – 4 Exams-Scantron (882e) required for tests.

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

20 points each – Observation Assignments (Due Dates Written on Syllabus)

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) **40 points 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

Point Breakdown and Tally Sheet:

Points Possible Points

Earned

| | | |
|----------------------------------------|---------|-------------------|
| Participation/In-Class Activities..... | 18..... | _____ |
| Exam 1..... | 70..... | _____ |
| Exam 2..... | 70..... | _____ |
| Exam 3..... | 70..... | _____ |
| Exam 4..... | 70..... | _____ |
| Assignment 1..... | 10..... | _____ |
| Assignment 2..... | 10..... | _____ |
| Assignment 3..... | 10..... | _____ |
| Assignment 4..... | 10..... | _____ |
| Observation 1..... | 20..... | _____ |
| Observation 2..... | 20..... | _____ |
| Observation 3..... | 20..... | _____ |
| Observation 4..... | 20..... | _____ |
| | | Total..... |

Video Observations: There are 4 **video observations** due for this class. Each video observation may be 1 ½ hours. The title of each video will be given two weeks before due date. **Video Observations will be seen on PBS/Nova and/or You Tube Education.** **Due dates** are listed under *Tentative* Course Schedule on the syllabus. See late policies for observations turned in after their assigned date. (see Classwork # 1).

Video Observations may include anyone of the developmental domains, including theory and or theorist:

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

Observation grading rubric:

- o Section 1: Observation = 10 points
 - **10 points** completeness of observation (following directions, answering all questions, etc). **Minimum of 2 full pages typed.**
 - **5 points** if missing one component of the observation.
 - **3 points** if missing more than one component of the observation.
- o Section 2: 1 Page Assessment of Observation = 10 points
 - **5 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
- o 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 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 – **you are considered absent**
2. When coming in late, please be considerate and inform instructor at the end of class.
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 check **Canvas** for handouts.
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.

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.
- c. 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 needs.
- d. 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 during class time.**
 7. **TIMING IS EVERYTHING – use common sense and consideration.**

Class Work: Assignments

All assignments must be typed, double spaced, 12 font. 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. 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, and papers will be returned during class time. Tests will be viewed for grade and then returned to instructor.

3. Grades:

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