Reedley College: Department of Child Development
CHDEV 39: Lifespan Development | Section: 53026 | 100% Online

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Virtual Office Hours: M, Sat., Sun. 5-7pm – Available via Canvas Messenger

Course Description & Objectives:
This course examines the major physical, cognitive, social and emotional developmental milestones for children from conception through adolescence. Emphasis will be placed on the interactions between maturational process and environmental factors. Students will observe children, evaluate individual differences, and analyze characteristics of development at various stages according to developmental theories.

Required Textbook and Materials:
- Open Educational Resources (OER) and Zero Textbook Cost (ZTC) – this means there is not a textbook required.
- Regular use of Canvas
- Regular use of RC email

Student Learning Outcomes (SLO's):
1. Describe development of children from conception through adolescence in the physical, social, emotional, and cognitive domains
2. Identify cultural, economic, political, and historical context that impact children's development
3. Apply knowledge of development and major theoretical frameworks to child observations.

Class Performance Expectations:
- Active Participation: answering prompts, providing reactions and opinions, and engaging in meaningful conversation with peers; this may be done through small and large group discussions, classroom activities, etc.
- Complete Reading Assignments: read material prior to discussions, quizzes, and assignments
- Utilize Tutoring: if necessary, seek tutoring for academic support

Students with Disabilities:
Upon identifying themselves to the instructor and the college, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Disabled Student Programs and Services (DSPS) – (559) 638-0332

Academic Success:
To succeed at the collegiate level, please utilize the college services that are available to all students. These services include: Tutorial Center, Writing Center, Disabled Student Services, Computer Lab, Library, and Counseling Services. The instructor will comply with the requirements of the Americans with Disabilities Act (ADA), by appropriately accommodating any student with verified disabilities.

Canvas:
Students are expected to complete all assignments, readings, exams, quizzes, correspondence, etc. through Canvas. The instructor is not responsible for technological challenges. Students need to contact the help desk at (559) 637-2555.

The instructor reserves the right to make changes to this syllabus at any time.

Attendance Policy:
Face-to-face instruction often requires signing in during a class session. Although this course is online, attendance will be measured through timely participation in online check-ins, discussions, quizzes, assignments, and so on. It is expected that students spend adequate time reading materials, responding to peers, and completing assignments through Canvas. **If a student misses 2 weeks of instruction online, the student may be dropped by the instructor and receive no credit for any work completed.** If a student messages the instructor PRIOR to missing online instruction, the absence may be excused. If a student does not contact the instructor prior to missing class, the student will be marked absent. Students who enroll late (after the first 7 days) will not be able to make up any work.

Communication:
Course communication must be conducted through the Canvas Messaging System. I am employed full-time outside of this course and have a family (2 children under 3-years old and a husband who works nights), so while I will try to check the canvas course daily, I cannot guarantee I will be able to respond right away. I will do my best to be available during the listed virtual office hours. If you have questions, please ask them as soon as possible.

Weekend Hours:
I will do my best to be available during the virtual office hours on the weekends.

Participation / Accountability:
In an online learning community, respectful expressions of opinions and viewpoints are expected in both individual and group participation. Respectful responses are also submitted on time, so that peers have adequate time to respond thoughtfully. Disrespectful behavior can occur in a virtual classroom and will be dealt with on a case-by-case basis; disrespectful behavior may result in a loss of points or further disciplinary action.

Late Assignments:
All assignments are to be turned in on time. This allows quality and timely grading, instructor feedback, and meaningful peer interaction(s). Discussions are equivalent to face-to-face discussions in a traditional classroom, and therefore will not be allowed to be made up. Students may turn in **one** late assignment with a 50% deduction in points if the student contacts the instructor by email prior to missing the assignment OR within 3 days of the missed due date. Any exceptions to this policy will be made on an individual basis.

Discussion boards are equivalent to face-to-face classroom interactions and an integral part of course participation. You may submit a late initial discussion post, up to 7 days late with a 50%-point reduction. You may not make up or submit responses to peers.

Writing Expectations:
Our course will follow APA formatting; if you need assistance in this area, there are examples and resources available in our Canvas course, as well as the Reedley College tutorial center. Rubrics outlining writing expectations for each written assignment will be provided to students.

Cheating and Plagiarism:

The 2020-2021 Reedley College Catalog states:

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"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 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 the severity and frequency of the incidents."

When beginning our course, reading the information regarding cheating and plagiarism is a module requirement. Penalties for cheating and plagiarism range from a "0" or an "F" on an assignment, paper, quiz, exam, or project, through an "F" in the course. Determinations are made at the discretion of the instructor.

Disruptive Virtual-Classroom Behavior:
Student conduct that disrupts the learning process will not be tolerated and may lead to disciplinary action. This includes but is not limited to discussions, Canvas messages, and interactions between students. Students will be provided information concerning proper "Netiquette" and this will be the expectation for online student-to-student and student-to-instructor interactions.

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Course Outline, Coursework Content, Points, and Important Dates:
Due dates and point values are subject to change pending the discretion of the instructor. It is always the student's responsibility to confirm due dates via Canvas and contact the instructor if there is a discrepancy.

	Quizzes	Points	Discussion Boards	Points	Assignments / Observations	Points	Important Dates
Week 1: 8/10-8/16 *Syllabus & Course Info / Avoiding Plagiarism / Introduction to Child Growth & Dev.*	Syllabus Quiz – due 8/12	15	Semester Start – due 8/14	15			8/10 – First day of instruction
	Unit 1 Quiz – due 8/16	6					
Week 2: 8/17-8/23 *Theories of Child Development*	Unit 2 Quiz – due 8/23	10	Unit 2 – due 8/21	15	Unit 2 – due 8/23	25	8/21 – last day to drop our course for a refund
Week 3: 8/24-8/30 *Conception, Heredity, and Environment*	Unit 3 Quiz – due 8/30	15	Unit 3 – due 8/28	15			8/28 – last day to register a full-term class / last day to drop a full-term class to avoid a "W" in-person
Week 4: 8/31-9/6 *Pregnancy & Prenatal Dev.*	Unit 4 Quiz – due 9/6	15	Unit 4 – due 9/4	15	Unit 4 – due 9/6	25	8/30 – last day to drop a full-term class to avoid a "W" on WebAdvisor
Week 5: 9/7-9/13 *Reproductive Assistance & Genetics*	Unit 5 Quiz – due 9/13	7	Unit 5 – due 9/11	15			9/11 – Last day to change a Fall 2020 class to/from Pass/No-Pass grading basis
Week 6: 9/14-9/20 *Birth & the Newborn Baby*	Unit 6 Quiz – due 9/20	14	Unit 6 – due 9/18	15	Unit 6 – due 9/20	25	
Week 7: 9/21-9/27 *Infant-Toddler Physical Dev. & Health*	Unit 7 Quiz – due 9/27	15	Unit 7 – due 9/25	15			
Week 8: 9/28-10/4 *Infant-Toddler Cognitive Dev.*	Unit 8 Quiz – due 10/4	11	Unit 8 – due 10/2	15			
Week 9: 10/5-10/11 *Infant-Toddler Social-Emotional Dev.*	Unit 9 Quiz – due 10/11	17	Unit 9 – due 10/9	15	Observation 1 – due 10/11	50	Mid-Term / 10/9 – Last Day to drop a full-term class (letter grades assigned after this date)
Week 10: 10/12-10/18 *Early Childhood Physical Dev. & Health*	Unit 10 Quiz – due 10/18	15	Unit 10 – due 10/16	15			
Week 11: 10/19-10/25	Unit 11 Quiz –	17	Unit 11 – 10/23	15			

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Cognitive Dev. In Early Childhood	due 10/25						
Week 12: 10/26-11/1 *Early Childhood Social-Emotional Dev.*	Unit 12 Quiz – due 11/1	15	Unit 12 – due 10/30	25	Unit 12 – due 11/1	25	
Week 13: 11/2-11/8 *Childhood Physical Dev. & Health*	Unit 13 Quiz – due 11/8	15	Unit 13 – due 11/6	15			
Week 14: 11/9-11/15 *Middle Childhood Cognitive Dev.*	Unit 14 Quiz – due 11/15	15	Unit 14 – due 11/13	25	Unit 14 – due 11/15	25	
Week 15: 11/16-11/22 *Middle Childhood Social-Emotional Dev.*	Unit 15 Quiz – due 11/22	12	Unit 15 – 11/20	15			
Week 16: 11/23-11/29 *Adolescence Physical Dev.*	Unit 16 Quiz – due 11/29	15	Unit 16 – due 11/27	15	Unit 16 – due 11/29	25	
Week 17: 11/30-12/6 *Adolescence Cognitive Dev.*	Unit 17 Quiz – due 12/6	10	Unit 17 – due 12/4	15			
Week 18: 12/7-12/10 *Adolescent Social-Emotional Dev.*	Unit 18 Quiz – due 12/10	11			Observation 2 – due 12/10	50	12/7-12/10 – Final exams week
	Extra Credit Quiz (5)				Extra Credit Assignment (5)		
		Total		Total		Total	Total Course Points
		250		275		250	775

Grading					
Components			**Raw Points**	**Letter Grade**	**Points / Grade Percentage**
Assignments	250		698-775	A	90-100%
Quizzes	250		620-687	B	80-89%
Discussions	275		543-619	C	70-79%
Total	775		465-542	D	60-69%
			0-464	F	0-59%

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