

Child Development 39 – Spring 2020

Instructor Information:

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Office Hours: By Arrangement.

Course Information CHDEV39-50022

Number of Units: 3

Class Meets: Monday - Room: CCI 205 - 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 13- First Week of Spring Semester 2020.

January 20 – Martin Luther king Holiday

February 17 – President’s Day No Class

March 13 – Last to drop to avoid a letter grade

April 6-10 – SPRING RECESS

May 18-22 – FINALS WEEK

Tentative Course Schedule

Week	Dates	Topic(s)	Readings & Assignments
1	January 13	Introduction/Class Expectations Overview of Child Development	
2	January 20	History, Theories, Methods of Child Development MLK Holiday No Class	Chapter 1 Chapter Reflection #1
3	January 27	Heredity and Conception	Chapter 2 Video Observation #1 Due
4	February 3	Prenatal Development Exam #1 Ch. 1	Chapter 3
5	February 10	Birth and the Newborn Baby	Chapter 4 Ch. Reflection #2
6	February 17	Infancy – Physical Development President’s Holiday-No Class	Chapter 5
7	February 24	Infancy – Cognitive Development Exam #2 Ch. 2	Chapter 6 Video Observation #2 Due
8	March 2	Infancy – Social & Emotional Development	Chapter 7
9	March 9	Physical Development & Health In Early Childhood Exam # 3 Ch. 3	Chapter 8 Ch. Reflection #3
10	March 16	Cognitive Development In Early Childhood	Chapter 9 Video Observation #3 Due
11	March 23	Social & Emotional Development/Early Childhood Exam #4 Ch. 6	Chapter 10
12	March 30	Physical Development Health /Middle Childhood Exam #5 Ch. 7	Chapter 11 Final Reflection \$4
	April 6-10	SPRING RECESS	
13	April 13	Cognitive Development In Middle Childhood	Chapter 12 Video Observation #4
14	April 20	Psychosocial Development In Middle Childhood Exam #6 Ch. 9	Chapter 13
15	April 27	Physical Development & Health In Adolescence Exam #7 Ch. 13	Chapter 14
16	May 4	Cognitive Development In Adolescence	Chapter 15
17	May 11	Psychosocial Development In Adolescence Review	Chapter 16
18	May 18	Finals Week Final Exam #8 Ch. 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: 458 Points Total

40 points each – 8 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 – **Chapter Reflection Assignments will be due on CANVAS** (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.