

CHILD DEVELOPMENT 39 (59420)

Child Growth and Development—Monday, Tuesday, Friday 8:00- 8:58

(cecil.trinidad@reedleycollege.edu)

Course Description: This course studies basic theories, research, concepts and principles of physical, emotional, cognitive and social development at each stage of life from conception through adolescence.

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.
- B. Describe the common research methods used to study children, and explain their strengths and limitations.
- C. Describe the developmental changes that take place in children with typical and atypical development.
- D. Identify those variables that lead to typical development and those that contribute to atypical development.
- E. Demonstrate effective techniques in observing typical and atypical development in children.
- F. Relate developmental and learning theories to language and communication skills in children birth to age twelve.
- G. Relate developmental and learning theories to familial relationships, child-care settings, attachment relationships, stranger anxiety, and separation anxiety.
- H. Recognize the impact of biological, environmental, social political and nutritional factors on health and well-being of children and their families.
- I. 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. Discuss major theories of child development
- C. Apply current theories of child development to assess a child's physical, emotional, social, and cognitive development.
- D. Differentiate between typical and atypical development in children.
- E. Apply objective techniques and skills when observing, interviewing, describing, and evaluating behavior in children.
- F. Differentiate characteristics of typical and atypical development
- G. Evaluate the influence of multiple contexts on children's development
- H. Summarize developmental stages and milestones

CSLOs

SLO 1: apply knowledge of development and major theoretical frameworks to child observations.

Expected SLO Performance: Exams, Articles, Child Study, In Class Assignments and Activities

SLO 2: describe development of children from conception through adolescence in the physical, social, emotional, and cognitive domains

Expected SLO Performance: Exams, Articles, Child Study, In Class Assignments and Activities

SLO3 : identify cultural, economic, political, and historical contexts that impact children's development

Expected SLO Performance: Exams, Articles, Child Study, In Class Assignments and Activities

Text: Outside Educational Resources

Assignments/Requirements:

A few notes....

Papers need to be double spaced, 12 point font, 1" margins, stapled, and WITHOUT any report covers. I am not responsible for figuring out who you are if you don't have your name on your paper. Remember always include in top right of paper

- o Name First and Last
- o Date
- o Title of Assignment
- o Class Day and Time

2. Case Studies/Observations: You will be required to demonstrate understanding and application of course content through completing TWO (2) Child Case Study Reports. This assignment will require the student to use observational skills to gather information on one child and present findings in a written paper describing the child's physical, cognitive, social, and emotional development. Additional information will be provided.
3. Articles: You will be required to complete 2 articles relative to "Child Development." The articles are not to exceed more than 1 page. Additional information will be provided.
4. Exams: There will be a total of 3 exams. Exams will be made up of multiple-choice questions related to the materials covered in class. It is recommended that students attend class meetings in preparation for the exams. Exams will be given during class time and **no make-up exams will be given** (see Course Outline and Schedule for exact dates).
5. In-Class Assignments: We will have many opportunities for in class participation during the semester. I will randomly award points for your participation in these assignments. If you are not in class you can't participate which means you miss the points for that assignment.

Having Problems?

If at any time you find you are having trouble succeeding in this course, whether because of a change in your life circumstances or because of something you don't understand about the materials, please see the instructor.

Class Policies and Procedures:

Attendance:

Learning through sharing and experiences are a large part of this class. Regular attendance is EXPECTED. If you stop coming to class after the deadline, you will get an "F." If you choose to be dropped from this course it is YOUR responsibility to notify the records office by the drop deadline. Late arrivals and early departures will have a negative effect on your grade.

It is your responsibility to plan your time wisely and get the assignments done in a timely manner.

It is your responsibility to respect the requirements and rules of this course. You will be held accountable for all announcements made in class whether you are present or not. You need to get the phone number of a fellow student(s) in order to get information in case of your absence.

Name _____ Phone# _____

1. **Late Work:** All assignments need be turned in on the due date. They will not be accepted after one week.
2. **Missed Tests:** Inform the instructor as soon as you know you will miss a test day and arrangements will be made for you to take the test at another time. If you fail to inform the instructor **before the test date**, it will be too late for you to make up that test. **Do not take this lightly. No excuses will be accepted.**

3. **Retaining Returned Assignments:** Students disagreeing with the assigned final grade will be required to supply evidence to the contrary. Therefore, it is suggested that students retain all returned/graded assignments and tests until after they have signed-out on the final day of class.
4. **Cheating/Plagiarism:** Cheating and/or plagiarism will not be tolerated. A student will receive no credit for the assignment if in the opinion of the instructor the individual has cheated.
5. **Accommodations for Students with Disabilities:** If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible.

Changing Syllabus Statement: This course syllabus is equivalent to a contract between the instructor and the student. However, the information in this syllabus is subject to change at any time during the term. All changes will be stated in class and students are responsible for noting such changes. In the event that you are absent on the day changes are made, it is your responsibility to find out the changes and adhere to them.

The student's decision to attend the class denotes acceptance of:

1. This syllabus as a contract outlining the student's responsibilities to complete all required assignments by the due dates
2. The policy that late assignments will not be accepted
3. The changing syllabus statement
4. The expectations of this course as outlined in this syllabus
5. That final grades are determined on the basis of accumulated points from required assignments
6. The policy that students are responsible for supplying evidence of any discrepancy in grades as determined by returned/graded assignments.

Students disagreeing with the above statements should withdrawal from this course section and enroll in a section of this course taught by another instructor.

1/13	Syllabus/Class Intro/Presentation
1/14	"Introduction to Child Development"
1/17	"Introduction to Child Development"
1/20	Holiday (Martin Luther King Jr. Day)
1/21	"Theories Child Development"
1/24	"Theories Child Development"
1/27	"Theories Child Development"
1/28	"Conception, Heredity, and Environment"
1/31	"Conception, Heredity, and Environment"
2/3	"Conception, Heredity, and Environment" Article 1 Due
2/4	"Pregnancy and Prenatal Development"
2/7	"Pregnancy and Prenatal Development"
2/10	Holiday (Abraham Lincoln Day)
2/11	"Pregnancy and Prenatal Development"
2/14	"Birth and the Newborn"
2/17	Holiday (George Washington Day)
2/18	"Birth and the Newborn"
2/21	"Birth and the Newborn"

2/24 Exam # 1
 2/25 "Infant – Toddler Physical Development"
 2/28 "Infant – Toddler Physical Development"

 3/2 "Infant – Toddler Physical Development"
 3/3 "Infant-Toddler Emotional Development"
 2/6 "Infant-Toddler Emotional Development"

 3/9 "Infant-Toddler Emotional Development"
 3/10 "Infant-Toddler Cognitive Development"
 3/13 "Infant-Toddler Cognitive Development"

 3/16 "Infant-Toddler Cognitive Development"
 3/17 "Early Childhood Cognitive Development"
 3/20 "Early Childhood Cognitive Development"

 3/23 "Early Childhood Cognitive Development"
 Child Study # 1 Due
 3/24 "Early Childhood Physical Development"
 3/27 "Early Childhood Physical Development"

 3/30 "Early Childhood Physical Development"
 3/31 "Early Childhood Social/Emotional Development"
 4/3 "Early Childhood Social/Emotional Development"

 4/6-10 and 13 Spring Break

 4/14 "Early Childhood Social/Emotional Development"
 4/17 "Middle Childhood Physical Development and Health"
 Article 2 Due

 4/20 "Middle Childhood Physical Development and Health"
 4/21 "Middle Childhood Cognitive Development"
 4/24 Exam # 2

 4/27 "Middle Childhood Cognitive Development"
 4/28 "Middle Childhood Social/Emotional Development"
 5/1 "Middle Childhood Social/Emotional Development"

 5/4 "Physical Development and Cognitive Development in Adolescence"
 5/5 "Physical Development and Cognitive Development in Adolescence"
 5/8 "Physical Development and Cognitive Development in Adolescence"
 Child Study # 2 Due

 5/11 Adolescent Social/Emotional Development"
 5/12 Adolescent Social/Emotional Development"
 5/15 Adolescent Social/Emotional Development"

 5/18 Final Exam

Assignments:

2 Articles	@	10pts	20 pts
2 Observations	@	20pts	40 pts
3 Exams	@	50pts, 50pts, 40pts	140 pts
Class Participation	@	5pts (48 days)	240 pts

Total: 440 pts

Grading:	A	=	396-440	D	=	264-307
	B	=	352-395	F	=	263 and below
	C	=	308-351			

Dates of Interest – Reedley College

January 13 (M) Start of Spring 2020 semester

January 13 - March 13 (M-F) Short-term classes, first nine weeks

January 20 (M) Martin Luther King, Jr. Day observed (no classes held, campus closed)

January 24 (F) Last day to drop a Spring 2020 full-term class for full refund

January 31 (F) Last day to register for a Spring 2020 full-term class in person

January 31 (F) Last day to drop a Spring 2020 full-term class to avoid a "W" in person

February 2 (SU) Last day to drop a Spring 2020 full-term class to avoid a "W" on WebAdvisor

February 14 (F) Lincoln Day observance (no classes held, campus closed)

February 17 (M) Washington Day observance (no classes held, campus closed)

February 21 (F) Last day to change a Spring 2020 class to/from Pass/No-Pass grading basis

March 13 (F) Last Day to drop a full-term class (letter grades assigned after this date)

March 16 - May 22 (M-F) Short-term classes, second nine weeks

April 6-9 (M-Th) Spring recess (no classes held, campus open)

April 10 (F) Good Friday observance (no classes held, campus closed) (classes reconvene April 23)

May 18-22 (M-F) Spring 2020 final exams week

May 22 (F) End of Spring 2020 semester/commencement

May 25 (M) Memorial Day Holiday (campus closed)