

CHILD DEVELOPMENT 39 (51004)  
Child Growth and Development- Web/Online 100%/Summer 2021

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**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, Quizzes, Writing Assignments/Responses/Analuzations, 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, Quizzes, Writing Assignments/Responses/Analuzations, In Class Assignments and Activities

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

**Expected SLO Performance:** Exams, Quizzes, Writing Assignments/Responses/Analyzations, In Class Assignments and Activities

**Text:** Outside Educational Resources

**Assignments/Requirements:**

A few notes....

Please use **Word** program in your **Writing** assignments. Other programs such as google docs...do not always come through canvas applications and are unable to be read (no points will be entered unless I am able to read your submitted assignment). Students need to double space, use 12 point font, 1" margins covers, check spelling, check clarity for understanding.

1. Writing Assignments/Responses/Analyzations: You will be required to demonstrate understanding and application of course content through completing writing assignments/responses/analyzations. These assignments will require the student to use responsive and critical thinking skills in describing and understanding the child's physical, cognitive, social, and emotional development. The use of academic directive word prompts such as analyze, assess, criticize/critique, compare/contrast, define, describe, define, discuss, enumerate, evaluate, explain, interpret, identify, justify, outline, respond, state, summarize, synthesize will be implemented and required in writing assignments.
2. Exams: There will be a total of 3 exams. Exams will be made up of multiple-choice questions related to the materials/resources covered in class. Exams and their start and completion dates will be scheduled and **no make-up exams will be given** (see Course Outline and Schedule for exact dates).
3. Class Assignments/Activities: We will have many opportunities for class participation and interaction during the semester through on-line instruction and course design.
4. Short multiple-choice quizzes will be scheduled throughout the course and will be scheduled with start and completion dates.
6. Assignments will be submitted through canvas
7. Submitted and completed assignments will indicate your attendance for the week.

**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/contact the instructor.

Calendar

**Week of:**

06/21 Syllabus/Class Intro/Presentation

"Introduction to Child Development"

"Theories Child Development"

06/28 "Conception, Heredity, and Environment"

"Pregnancy and Prenatal Development"  
"Birth and the Newborn"

Exam # 1

07/05 "Infant-Toddler Physical Development"

"Infant-Toddler Cognitive Development"

"Infant-Toddler Psychosocial Development"

07/12 "Early Childhood Cognitive Development"

"Early Childhood Physical Development"

"Early Childhood Social/Emotional Development"

Exam # 2

07/19 "Middle Childhood Physical Development and Health"

"Middle Childhood Cognitive Development"

"Middle Childhood Psychosocial Development"

07/26 "Physical Development Cognitive Development in Adolescence"

"Adolescent Psychosocial Development"

Exam # 3

Assignments:

4 Weekly Assignments @10pts

Total: 40 Points

1 Weekly Assignment @ 15pts

Total: 15 P0ints

3 Exams @ 50pts, 65pts, 40pts

Total: 155 Points

**Total:**

Grand Total: 210 Points

Grading: A = 189-210

D = 126-146

B = 168-188

F = 125 and below

C = 147-167

## Class Policies and Procedures:

### Attendance:

The first week of class I will post the course syllabus outlining the course information and materials.

Students will be expected to view the introductory Powerpoint and respond in writing to the interactive activities on the discussion board.

Students who do not post a written response(s) on the Discussion Board (or email me if there is an issue or problem) by the end of the 1st week may be dropped from the course.

Submitting weekly assignments by 11:59 pm on the day the assignment is due will also be the way that “attendance” is taken.

### Assignments/Requirements:

Assignments will vary weekly. This may include written work, interactive activities, journal writing, or assessment questionnaires.

All written assignments are to be typed unless otherwise specified by instructor.

All assignments must be neat and clearly labeled with student name, date, title of the assignment, and course title.

Papers should be double-spaced, 12point font, one-inch margins,

Always make a copy of your work.

Late assignments – Students have one (1) day to turn in assignments after their due date.

The points will be dropped by 50% (ie. If you turn your assignment in late and the assignment is worth 10 points, you will receive “5” points. On the third day after the assignment was due you will receive”0” points.

### Communication Policy

Let me know immediately if you are struggling with something or have any questions or concerns.

You can email me (cecil.trinidad@reedleycollege.edu) or text me through the canvas inbox. I will respond to you within 48 hours.

A Zoom conference can also be set up by texting or emailing me to schedule a zoom meeting:

Assignments will be posted every Monday through canvas announcements or as a Discussion Board post.

Assignments are usually due the Friday of that week.

I will give you regular feedback on assignments through the comments box as relative to assignments turned in

### Personal Diversity Statement

Through professional and personal experience, I recognize the need for exposure of cultural and ethnic groups. In our pluralistic society, diversity fosters cultural literacy, broadens the view of the real world, encourages an appreciation and sensitivity to others and the development of skills for communicating effectively with people from different backgrounds in a multicultural world. I am committed to the issue of human rights and human opportunities. The culture, language and learning styles of all must be respected and valued if we are to provide equal opportunities and accessibility for all students.

### Dropping the Course

There is nothing wrong with dropping a course if you are overwhelmed or you realize early on the course was not what you expected and you need to make an adjustment to your schedule or take the course at a later date. It is very important for **you** to officially drop this course through WebAdvisor Not doing so can negatively affect your Financial Aid and transfer considerations. The statements below are taken directly from the Reedley College Catalog

### Academic Dishonesty

Students at Reedley College are entitled to the best education that the college can make available to them, and they, their instructors, and their fellow students share the responsibility to ensure that this education is honestly attained. Because cheating, plagiarism, and collusion in dishonest activities erode the integrity of the college, each student is expected to exert an entirely honest effort in all academic endeavors. Academic dishonesty in any form is a very serious offense and will incur serious

### Cheating

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

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.

## 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.

**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 semester. 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: This syllabus as a contract outlining the student's responsibilities to complete all required assignments by the due dates The policy that late assignments will not be accepted The changing syllabus statements The expectations of this course as outlined in this syllabus That final grades are determined based on accumulated points from required assignments 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.

**THE INSTRUCTOR RESERVES THE RIGHT TO MODIFY THE SCHEDULE AND DATES OF LECTURE MATERIAL, READING, AND ASSIGNMENTS. STUDENTS WILL BE GIVEN REASONABLE NOTICE OF ALL CHANGES**

## Dates of Interest – Reedley College

June 21 (M) Start of 6-week Summer Session  
July 5 (M) Independence Day holiday observed (no classes held, campus closed)  
July 30 (F) End of 6, 8, and 10-week Summer Sessions  
August 9 (M) Start of Fall 2021 semester