

Early Childhood Education - 2 (59043) Dual Enrollment – Sanger High School
“Child Growth and Development” — Hybrid—8:00-8:58 Monday, Tuesday, (Face to Face Instruction), Friday Web/Online Instruction

(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, Quizzes, 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, Quizzes, In Class Assignments and Activities

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

Expected SLO Performance: Exams, Articles, Quizzes, 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.

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.

1. Short multiple-choice quizzes will be scheduled throughout the course and will be scheduled with start and completion dates.
2. 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.
3. 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 on the canvas platform on line and **no make-up exams will be given** (see Course Outline and Schedule for exact dates).
4. 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:

Assignments/Requirements:

Assignments will vary throughout the course. 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.

- 1. Late Assignments** – All assignments need to be turned in on the due date. 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.

- 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 (I will set up a separate test structure). 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.

1/18 Tuesday	Syllabus/Class Intro/Presentation
1/21 Friday	“Introduction to Child Development”
1/24 Monday	“Introduction to Child Development”
1/25 Tuesday	“Theories Child Development”
1/28 Friday	“Theories Child Development” Quiz # 1
1/31 Monday	“Theories Child Development”
2/01 Tuesday	”Conception, Heredity, and Environment
2/04 Friday	“Conception, Heredity, and Environment”
2/07 Monday	“Conception, Heredity, and Environment”
2/08 Tuesday	“Pregnancy and Prenatal Development”
2/11 Friday	“Pregnancy and Prenatal Development”
2/14 Monday	Holiday (Abraham Lincoln Day)
2/15 Tuesday	“Pregnancy and Prenatal Development
2/18 Friday	Exam # 1
2/21 Monday	Holiday (George Washington Day)
2/22 Tuesday	“Birth and the Newborn”
2/25 Friday	“Birth and the Newborn” Quiz # 2
2/28 Monday	Birth and the Newborn”
3/01 Tuesday	“Infant – Toddler Physical Development”
3/04 Friday	“Infant – Toddler Physical Development”

3/07 Monday	"Infant-Toddler Physical Development"
3/08 Tuesday	"Infant-Toddler Cognitive Development"
3/11 Friday	"Infant-Toddler Cognitive Development" Article 1 Due
3/14 Monday	"Infant-Toddler Cognitive Development"
3/15 Tuesday	"Infant-Toddler Emotional Development"
3/18 Friday	"Infant-Toddler Emotional Development"
3/21 Monday	"Infant-Toddler Emotional Development"
3/22 Tuesday	"Early Childhood Cognitive Development"
3/25 Friday	"Early Childhood Cognitive Development" Quiz # 3
3/28 Monday	"Early Childhood Cognitive Development"
3/29 Tuesday	"Early Childhood Physical Development"
4/01 Friday	"Early Childhood Physical Development"
4/04 Monday	"Early Childhood Physical Development"
4/05 Tuesday	"Early Childhood Social/Emotional Development"
4/08 Friday	"Early Childhood Social/Emotional Development" Quiz # 4
4/11-15 and the 18 th	" Spring Recess"
4/19 Monday	"Early Childhood Social/Emotional Development"
4/22 Tuesday	"Middle Childhood Physical Development and Health"
4/25 Monday	"Middle Childhood Physical Development and Health"
4/26 Tuesday	"Middle Childhood Cognitive Development"
4/29 Friday	Exam # 2
5/02 Monday	"Middle Childhood Cognitive Development"
4/03 Tuesday	"Middle Childhood Social/Emotional Development"
4/06 Friday	"Middle Childhood Social/Emotional Development" Quiz # 5
5/09 Monday	"Physical Development and Cognitive Development in Adolescence"
5/10 Tuesday	"Physical Development and Cognitive Development in Adolescence"
5/13 Friday	"Physical Development and Cognitive Development in Adolescence" Article 2 Due
5/16 Monday	"Adolescent Social/Emotional Development"
5/17 Tuesday	"Adolescent Social/Emotional Development"
5/20 Friday	"Adolescent Social/Emotional Development"
5/16-20	Final Exam

Assignments:

2 Articles	@	10pts	20 pts
3 Exams	@	50pts, 65pts, 40pts	155 pts
5 Quizzes	@	19pts, 10pts, 10pts, 10pts, 9pts	58 pts

Total:

Total : 233 pts

Grading:	A	=	209-233	D	=	139-162
	B	=	186-208	F	=	138 and below
	C	=	163-185			

Class Policies and Procedures Continued:

Attendance:

Attendance will be taken the days that I am face to face with students at Sanger High School. On the days that I am not there, the course proctor from Sanger High School will take attendance..

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 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.

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

Important Dates for Spring 2022 – Reedley College

DATE	DAY	EVENT / DEADLINE
January 3	(M)	Campus re-opens after Winter Break
January 7	(F)	Last day to add a full-term Spring 2022 class in person or online through WebAdvisor 5:00 p.m.
January 10	(M)	Start of Spring 2022 semester
Jan 10 - Mar 11	(M-F)	Short-term classes, first nine weeks
January 17	(M)	Martin Luther King, Jr. Day observed (no classes held, campus closed)
January 21	(F)	Last day to drop a Spring 2022 full-term class for full refund
January 28	(F)	Last day to register for a Spring 2022 full-term class in person w/ authorization code
January 28	(F)	Last day to drop a Spring 2022 full-term class to avoid a “W” in person
January 30	(Su)	Last day to drop a Spring 2022 full-term class to avoid a “W” on WebAdvisor
January 30	(Su)	Last day to add a Spring 2022 full-term class with an authorization code on WebAdvisor
February 18	(F)	Lincoln Day observance (no classes held, campus closed)
February 21	(M)	Washington Day observance (no classes held, campus closed)
February 11	(F)	Last day to change a Spring 2022 class to/from Pass/No-Pass grading basis
March 1	(T)	Deadline to apply for graduation for Spring 2022 completion
March 11	(F)	Last Day to drop a full-term class (letter grades assigned after this date)
Mar 14 - May 20	(M-F)	Short-term classes, second nine weeks
Apr 11 – April 15	(M-Th)	Spring recess (no classes held, campus open)
April 15	(F)	Good Friday observance (no classes held, campus closed) (classes reconvene April 18)
May 16-20	(M-F)	Spring 2022 final exams week
May 20	(F)	End of Spring 2022 semester/commencement
May 30	(M)	Memorial Day holiday (campus closed)

