Instructor: Lauren Anderson, MAT
Phone: (530) 638-0731
Email: lauren.johnson1@reedleycollege.edu
Communication Preference: Canvas Messenger, Text, SCCCD email
Availability:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
By appointment only	5:30-7pm zoom / phone by appointment 7 – 9pm, Canvas, Text	7 – 9pm, Canvas, Text	5:30-7pm zoom / phone by appointment 7 – 9pm, Canvas, Text	7 – 9pm, Canvas, Text	5:30-7pm zoom / phone by appointment 7 – 9pm, Canvas, Text	By appointment only

*Grading will typically happen on the weekends or during the week nights; **do not wait until the assignment due date to contact me regarding a concern or challenge**

**<u>I will usually be unavailable Monday – Friday from 7am – 4pm</u>; occasionally, I answer messages during my breaks at work but please follow the schedule provided above

Course Description: This course examines the progression of development in the physical, cognitive, social, and emotional domains and identifies developmental milestones for children from conception through adolescence. Emphasis on interactions between biological processes and environmental factors. Students will observe children, evaluate individual differences, and analyze characteristics of development at various stages according to developmental theories.
ADVISORIES: English 1A or 1AH. (A, CSU-GE, UC, I) (C-ID CDEV 100)

Course Objectives:
1. Summarize major theories of child development.
2. Describe the impact of multiple factors on development and wellbeing, including those related to biology, environment, and social interactions.
3. Identify the typical progression of development across all domains.
4. Differentiate between characteristics of typical and atypical development.
5. Apply objective techniques and skills when observing, interviewing, describing, and evaluating behavior in children.

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

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

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

- Regular use of RC email

Class Performance Expectations:
- Active Participation: answering prompts, providing responses 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.

Attendance and Participation 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 the required 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. If you prefer face-to-face support, please request this time through a Canvas message and I can schedule a Zoom meeting. Although I can answer phone calls, my children may join the call; however, I am very quick to respond to texts.

Weekend Hours:
I may answer questions on the weekends; however, I will not guarantee availability.

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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). Initial discussion board posts, writing assignments, and other work may be turned in late with a daily 25%-point deduction. If you contact me prior to the assignment due date, an extension may be provided. **There will be no late work accepted after week 8 and the final will not be accepted late—no exceptions.** If you cannot complete the final, we can review the qualifications for an incomplete.

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 2021-2022 Reedley College Catalog states:

"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

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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.

Starfish – "Get on the Path to Student Success"
In this course, you will likely receive alerts from Starfish.
This system supports you throughout the semester and connects you to counselors and instructors to make sure you are on the path for success. I highly recommend you use visit this page on our website for more information and tips on using Starfish.

DISCLAIMER: 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.

Course Outline:

1. Current and Historical Theories of Child Development and Learning
2. Influences on Development
    1. Heredity and genetics
    2. Maturation
    3. Environmental influences
    4. Supporting optimal development in school and at home
    5. Contexts of development
        1. Cultural
        2. Socio-Economic
        3. Historical perspectives iv. Societal

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Summer Semester 2022

Reedley College will conduct four sessions:
(subject to change)

- 4-week summer session
- 6-week summer session
- 8-week summer session
- 10-week summer session

DATE	EVENT
May 23	Instruction begins for 4- and 10-week classes
May 30	Memorial Day Holiday (Campus Closed)
June 6	Instruction begins for 8-week classes
June 17	Final examinations; end of 4-week classes
June 20	Instruction begins for 6-week classes
July 1	Last day for degree and certificate of achievement candidates to file application
July 4	Independence Day Holiday (observed) (Campus Closed)
July 29	Final examinations; end of 6-, 8-, and 10-week classes
July 29	Final examinations; end of 8-week classes. Last day for degree and certificate of achievement candidates to file application for August 2021 completion date

Note: Evening classes observe the same holiday and examination schedule as day classes.

Reedley College: Department of Early Childhood and Education
ECE 2: Child Growth and Development | Section: 51516 | Summer 2022 | 100% Online

Course Assignment Schedule for Summer 2022

	Quizzes	Points	Discussion Boards	Points	Assignments / Observations	Points	
Week 1: *Syllabus & Course Info / Avoiding Plagiarism / Introduction to Child Growth & Dev.*	Syllabus Quiz – due 5/24	15	Introduction Post – initial post due 5/24, peer responses due 5/29	15			
	Unit 1 Quiz - due 5/29	6					
Week 1: *Theories of Child Dev.*	Unit 2 Quiz – due 5/29	10	Unit 2 Post – initial post due 5/26, peer responses due 5/29	15	Unit 2 Writing Assignment – due 5/29	25	
Week 2: *Conception, heredity, and environment*	Unit Quiz 3 – due 6/5	15	Unit 3 Post – initial post due 6/2, peer responses due 6/5	15			
Week 2: *Pregnancy & Prenatal Dev.*	Unit 4 Quiz – due 6/5	15	Unit 4 Post – initial post due 6/2, peer responses due 6/5	15	Unit 4 Writing Assignment – due 6/5	25	
Week 3: *Reproductive assistance & genetics*	Unit 5 Quiz – 6/12	7	Unit 5 Post – initial post due 6/9, peer responses due 6/12	15			
Week 3: *Birth & the newborn baby*	Unit 6 Quiz – due 6/12	14	Unit 6 Post – initial post due 6/9, peer responses due 6/12	15	Unit 6 Writing Assignment – due 6/12	25	
Week 4: *Infant-Toddler health & physical dev.*	Unit 7 Quiz – due 6/19	15	Unit 7 Post – initial post due 6/16, peer responses due 6/19	15			
Week 4: *Infant-Toddler cognitive dev.*	Unit 8 Quiz – due 6/19	11	Unit 8 Post – initial post due 6/16, peer responses due 6/19	15			
Week 5: *Infant-Toddler social-emotional dev.*	Unit 9 Quiz – due 6/26	17	Unit 9 Post – initial post due 6/23, peer responses due 6/26	15	**Observation Assignment #1 - due 6/26**	50	
Week 5: *Early childhood health & physical dev.*	Unit 10 Quiz – due 6/26	15	Unit 10 Post – initial post due 6/23, peer responses due 6/26	15			
Week 6: *Cognitive dev. In early childhood*	Unit 11 Quiz – due 7/3	17	Unit 11 Post – initial post due 6/30, peer responses due 7/3	15			
Week 6: *Early childhood social-emotional dev.*	Unit 12 Quiz – due 7/3	15	Unit 12 Post – initial post due 6/30, peer responses due 7/3	15	Unit 12 Writing Assignment - due 7/3	25	
Week 7: *Childhood health & physical dev/*	Unit 13 Quiz – due 7/10	15	Unit 13 Post – initial post due 7/7, peer responses due 7/10	15			

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Week 7: *Middle childhood cognitive dev.*	Unit 14 Quiz – due 7/10	15	Unit 14 Post – initial post due 7/7, peer responses due 7/10	15	Unit 14 Writing Assignment - due 7/10	25	
Week 8: *Middle childhood social-emotional dev.*	Unit 15 Quiz – due 7/17	12	Unit 15 Post – initial post due 7/14, peer responses due 7/17	15			
Week 8: *Adolescence physical dev.*	Unit 16 Quiz – due 7/17	15	Unit 16 Post – initial post due 7/14, peer responses due 7/17	15	Unit 16 Writing Assignment – due 7/17	25	
Week 9: *Adolescence cognitive dev.*	Unit 17 Quiz – due 7/24	10	Unit 17 Post – initial post due 7/21, peer responses due 7/24	15			
Week 9: *Adolescent social-emotional dev.*	Unit 18 Quiz – due 7/24	11	Unit 18 Post (no replies needed) – due 7/24	15			
Week 10: *Finals Week*					==Observation Assignment 2 – due 7/24==	50	
	Extra Credit Quiz (5)				Extra Credit Assignment (5)		
		Total		Total		Total	**Total Course Points**
		250		255		250	**755**

Grading Scale

Components			Total Raw Points	Letter Grade	Points / Percentage
Assignments	250		679.5 – 755	A	90-100%
Quizzes	250		604 – 671.95	B	80-89%
Discussions	255		528.5 – 596.45	C	70-79%
Total	755		453 – 520.95	D	60-69%
			0 – 445.45	F	0-59%

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