

Reedley College: Department of Early Childhood and Education
Child Growth and Development: ECE-2-54013/ ECE-302-53203
Spring 2023 | 03/13/2023 - 05/19/2023 | 100% Online

Instructor: Lauren Anderson, MAT
Email: lauren.johnson1@reedleycollege.edu
Communication Preference: Canvas Messenger

Availability:

| Schedule Table | | | | | | |
|--|----------------------------------|---|----------------------------------|---|---|--|
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
| 6am-12pm, Canvas (this may vary) Phone: by appointment only | Phone: by appointment only | 7:30-8pm, Canvas Phone: by appointment only | Phone: by appointment only | 7:30-8pm, Canvas Phone: by appointment only | Optional Weekly Zoom Meeting @ 6pm | 6am-12pm, Canvas (this may vary) Phone: by appointment only |
| <p>*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</p> <p>**I will usually be unavailable Monday – Friday from 7am – 3pm; occasionally, I answer messages during my breaks at work.</p> | | | | | | |

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)**

If you have registered for a non-credit section of this course, your course number will be in the 300's. Please be advised that this version of this course, though looks exactly like the regular course, is for non-credit. Though the workload, class content and assignments and expectations for successful completion are the same, you will NOT receive a letter grade but instead a pass/no-pass grade. If you are registered for non-credit, you will not be able to use these classes to meet the requirements of an ECE/CHDEV degree or certificate and will not be able to use this class towards obtaining a Child Development permit in order to work in the field. Please feel free to ask your instructor or counselor if you have any questions.

Course Objectives:

1. Summarize major theories of child development.
2. Describe the impact of multiple factors on development and well-being, including those related to biology, environment, and social interactions.

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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
- 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: The instructor will comply with the requirements of the Americans with Disabilities Act (ADA), by appropriately accommodating any student with a verified disability. If you have a verified need for academic accommodation or materials in alternative media (e.g. Braille, large print, electric text, etc.) per the Americans with Disabilities or Section 504 of Rehabilitation Act, please contact your instructor as soon as possible. For more information, contact Disabled Student Programs and Services (DSPP) – (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 *The instructor reserves the right to make changes to this syllabus at any time.*

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materials, responding to peers, and completing assignments through Canvas. **If a student misses 1 week of instruction online, the student may be dropped by the instructor and receive no credit for any work completed. This is due to the short-term schedule of this course.** 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 participation, the student will be marked absent. Students who enroll late will be able to make up work from the first week no later than the end of the second week.

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 messages.

Weekend Hours: I may answer questions through Canvas messenger or a scheduled phone call on the weekends; however, I will not guarantee availability.

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. Failure to participate in a weekly discussion may result in you being marked absent.

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.
- Quizzes: quizzes are untimed, allow for multiple attempts, and must be completed by the due date
- Discussions: students are expected to participate in weekly discussion boards
- Utilize Tutoring: if necessary, seek tutoring for academic support
- Weekly Zoom Meetings: students **may** attend a weekly Zoom meeting and ask questions about the upcoming week's content. These are **not required** and will be recorded or summarized for later review.

Late Assignments: Due to the pace of this course, all assignments are to be turned in on time. This allows for quality and timely grading, instructor feedback, and meaningful peer interaction(s). The course modules will be open and available for students throughout the 9-weeks of instruction. Due to the format and duration of this course, there will be no late assignments accepted.

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 2022-2023 Reedley College Catalog states:

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“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 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.

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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Explanation of Assignments

Small-Group Discussion Boards (5 x 20pts = 100pts)

Small-group discussion boards satisfy SLO 1-3 and the student learning objectives for each module. Due to the short-term schedule of this course, discussion boards are condensed and will frequently include topics from each week's different units. Each discussion board requires an initial post by the student and then at least 2 peer responses that continue conversation, ask thoughtful questions, and provide meaningful perspective. The initial post is due each week on Thursdays at 11:59pm and peer responses are due no later than the following Sunday at 11:59pm. **Students may not post to the discussion board late without permission from the instructor. Failure to post AND communicate a request for an extension on an initial post will result in a grade of a 0 for the discussion.**

Unit Quizzes (18 x 10pts = 180pts)

Students are expected to complete a unit quiz for each module unit covered within the week. Each week will cover 2-3 module units, meaning students will complete 2-3 quizzes per week. Quizzes may consist of multiple-choice questions, short-answer questions, matching, and scenario applications. All quizzes will include academic vocabulary and serve to satisfy SLO's 1-3 and course learning objectives. Quizzes are untimed and allow for multiple attempts. Quizzes will be due by Sunday of the week assigned and can only be made up with instructor approval. **Failure to communicate with the instructor or request an extension on a quiz will result in a grade of a 0 on the quiz.**

Units Assignments (6 x 25pts = 150pts)

Students will complete unit assignments that consist of writing, journals, and / or creative work (Canva, Power Point, Prezi, Video, or other creative platforms). Unit assignments serve to satisfy SLO's 1-3 and student learning objectives through theory application and relevant topic research. Unit assignments are due the following Sunday at 11:59pm of the week assigned. All unit assignments will be open and available for the entire semester to allow for students to plan ahead; assignments will remain closed after the assignment due date. **Failure to communicate with the instructor or request an extension on an assignment will result in a grade of a 0 on the unit assignment.**

Observation Assignments / "Mid-Term" & "Final Assignments" (2 x 50pts = 100pts)

Students will demonstrate their understanding of theory in child growth and development through two applied, virtual observations. Students will complete a virtual observation, write two essays in APA format that directly connect their observations to the course content, and complete a creative component to personalize their findings. These essays will serve as culminating projects that cover SLO's 1-3 and course learning objectives from the first and second half of the course. Observation assignments will be open and available for the entire semester to allow for students to plan ahead; assignments will remain closed after the assignment due date. **Failure to communicate with the instructor or request an extension on an assignment will result in a grade of a 0 on the observation assignments.**

***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. ***

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Grading Scale Table

| Components | | Total Raw Points | Letter Grade | Points / Percentage |
|-------------------|-----|-------------------------|---------------------|----------------------------|
| Assignments | 250 | 477-530 | A | 90-100% |
| Quizzes | 180 | 424-476 | B | 80-89% |
| Discussions | 100 | 371-418 | C | 70-79% |
| Total | 530 | 318-365 | D | 60-69% |
| | | 0-312 | F | 0-59% |

| Spring 2023 Calendar | | |
|--|------------|---|
| Important Dates for Spring 2023 | | |
| Date | Day | Event / Deadline |
| January 9 | (M) | Start of semester |
| January 9 – March 10 | (M-F) | Short-term classes begin, first nine weeks |
| January 16 | (M) | Martin Luther King, Jr. Day (no classes, campus closed) |
| January 20 | (F) | Last day to drop a Spring 2023 full-term class for a full refund |
| January 27 | (F) | Last day to drop a Spring 2023 full-term class in person to avoid a “W” |
| February 17 | (F) | Lincoln’s Day Holiday (no classes, campus closed) |
| February 20 | (M) | Washington’s Day Holiday (no classes, campus closed) |
| March 1 | (W) | Last day for degree and certificate of achievement candidates to file application for May 2023 completion date |
| March 10 | (F) | Last day to withdraw from college or to be dropped from 18-week classes; last date to drop a full-term class (letter grades assigned after this date) |
| March 13-May 19 | (M-F) | Short-term classes begin, second nine weeks |
| April 3-6 | (M-Th) | Spring Recess (classes reconvene April 10) |
| April 7 | (F) | Good Friday (no classes, campus closed) |
| May 15-19 | (M-F) | Final exams |
| May 19 | (F) | End of Spring 2023 Semester, Commencement |