

Reedley College: Department of Early Childhood and Education
Child Growth and Development: ECE-2-51005
Summer 2023 | 05/22/2023 - 07/28/2023 | 100% Online

Instructor: Lauren Anderson, MAT

Email: lauren.johnson1@reedleycollege.edu

Communication Preference: Canvas Messenger

Availability: I will be available through Canvas Messenger daily and by Zoom through a scheduled meeting. Any scheduled Zoom meetings will be most likely to happen on weekday evenings after 6:30pm or on a Saturday, if possible. I cannot guarantee weekend availability.

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.
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.

Reedley College Institutional Learning Outcomes (ILO's):

- Critical Thinking 1: Apply critical and creative reasoning, including diverse perspectives, to address complex problems
- Critical Thinking 2: Analyze quantitative and qualitative data and apply scientific reasoning to local and global issues
- Critical Thinking 3: Identify and explain issues, analyze evidence, assess assumptions, define personal perspectives and positions, and evaluate the implications and consequences of conclusions

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

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- Equity, Inclusion, and Social Justice 1: Describe how history, culture, politics, economics, and geography have perpetuated inequities for people of different physical abilities and those with distinct linguistic, cultural, racial, religious, lifestyle, national, and political backgrounds
- Equity, Inclusion, and Social Justice 2: Engage in respectful communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions

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 (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 1 week 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 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. Although students may be dropped by the instructor for non-attendance, **it is the responsibility of the student to evaluate their own needs, understand the college deadlines for dropping a course, and to withdraw from the course if necessary.**

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 usually very quick to respond to messages.

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Weekend Hours: I may answer questions through Canvas messenger or a scheduled Zoom 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: weekly journal check-ins, 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

Late Assignments: Under certain circumstances, late assignments will be accepted; there will be no late assignments accepted without contacting the instructor. No assignments will be accepted after the 9th week of this semester.

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:

“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.

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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

Journal Check-In's (complete / incomplete)

These weekly journals are due each Tuesday at 11:59pm and will include a brief response to a question about student pacing, progress, and success in the class. Students will be required to complete this as weekly evidence of active and consistent participation in the class. Failure to complete the weekly journal in combination with other missing assignments or low progress in the class **may result** in documented absences or being dropped from the course.

Small-Group Discussion Boards (6 x 20pts = 120pts)

Small-group discussion boards satisfy SLO 1-3 and ILOs. 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 course. Each week will cover 2-3 module units, meaning students should 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. **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, drawings, or other creative platforms). Unit assignments serve to satisfy SLO's 1-3 and student learning objectives through theory application and relevant topic research. 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 posted 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 synthesize their findings. These essays will serve as culminating projects that cover SLO's 1-3. 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. Students will be allowed to submit a rough draft of their work during the week designated in Canvas to support academic writing progress (APA formatting). **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.**

Forms of Assessment:

All graded assignments will have a rubric for scoring reference and expectations. Rubrics will include graded assignment-specific areas and several ungraded areas, including SLO's for content proficiency, ILO's, and APA writing progress.

***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	495-550	A	90-100%
Quizzes	180	440-494	B	80-89%
Discussions	120	385-439	C	70-79%
Total	550	330-384	D	60-69%
		0-329	F	0-59%

IMPORTANT DATES – SUMMER 2023

DATE	DAY	EVENT / DEADLINE
May 22	(M)	Start of 4-week and 10-week Summer Sessions
May 29	(M)	Memorial Day holiday (campus closed)
June 4	(S)	Census Date – All drops will be complete by this date
June 5	(M)	Start of 8-week Summer Session
June 16	(F)	End of 4-week Summer Session
June 19	(M)	Juneteenth holiday observed (no classes held, campus closed)
June 20	(T)	Start of 6-week Summer Session
July 1	(S)	Deadline to apply for graduation for Summer 2023 completion
July 4	(T)	Independence Day holiday observed (no classes held, campus closed)
July 28	(F)	End of 6, 8, and 10-week Summer Sessions

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Week #	Date Range	Required Weekly Assignments / Recommended Pacing indicated by an asterisk* and due no later than July 16 th at 11:59pm.
Week 1	5/22 – 5/28	Journal #1 Discussion Board *Unit 2 Assignment *Quizzes 1-2
Week 2	5/29 – 6/4	Journal #2 Discussion Board *Unit 4 Assignment *Quizzes 3-4
Week 3	6/5 – 6/11	Journal #3 Discussion Board *Unit 6 Assignment *Quizzes 5-6
Week 4	6/12 – 6/18	Journal #4 Discussion Board Optional Rough Draft of Mid-Term Assignment for Feedback *Quizzes 7-9
Week 5	6/19 – 6/25	Journal #5 Discussion Board Mid-Term Assignment
Week 6	6/26 – 7/2	Journal #6 Discussion Board *Unit 12 Assignment *Quizzes 10-12
Week 7	7/3 – 7/9	Journal #7 Discussion Board *Unit 14 Assignment *Quizzes 13-14
Week 8	7/10 – 7/16	Journal #8 Discussion Board *Unit 16 Assignment *Quizzes 15-16
<i>No late work accepted beyond this point (7/16) without permission from the instructor</i>		
Week 9	7/17 – 7/23	Journal #9 Discussion Board Quizzes 17-18 Optional Rough Draft of Final Assignment for Feedback
Week 10	7/24 – 7/28	Journal #10 Final Assignment (due July 26 th at 11:59pm)