Welcome To: CLDDV-103 – CHILD GROWTH AND DEVELOPMENT
MJC/Davis High School
Online Section 7877, Spring 2019

“Through others we become ourselves.” Lev Vygotsky

| PROFESSOR | Pam Guerra-Schmidt |
| PHONE     | (209) 588-5377     |
| E-MAIL    | First: use email feature in Canvas  
|           | Second: use instructor email guerraschmidtp@yosemite.edu |

| OFFICE HOURS | Mondays, 12:30-2:30 PM (Virtual) 
|             | Tuesdays, 9:00-10:00 AM (Virtual)  
|             | Wednesdays, 4:00-6:00 PM (Virtual)  
|             | *Virtual Office Hours: leave a Canvas email and phone number or engage in a synchronous online conversation using ConferNow/Zoom.  
|             | Note: If these hours do not work, we can work together to set up an alternative day and time and discuss a possible location. |

| OFFICE LOCATION | Columbia College (MJC's sister college), Laurel Admin-115 |
| COLLEGE HOME PAGE | http://www.gocolumbia.edu/ |
| MAILBOX | Columbia College: Laurel Administration & Instruction Office |

Log in to Canvas course: no later than the first day of the semester.

Materials Required:

Scantron: 882 E (two); if every student has a computer in the Davis HS classroom to work independently while there is a teacher in the classroom, then there is not a need for the scantrons.

IMPORTANT DATES:
Start Date: January 14
Refund Date: January 27
Drop without “W” Date: February 4
Census Date: February 5
Pass/No Pass Date: February 12
Last day to Drop Date: April 6
End Date: May 2

Deadline for filing for Graduation, Certificates of Achievement and Skills Attainment Certificates: October (contact a Counselor to help you fill out the form for graduation and/or certificate)

ADDING OR DROPPING COURSE:
Students are responsible for both adding and dropping the course. If you add the course late, the same due dates apply to all assignments.

AMERICAN DISABILITIES ACT:
If you need course adaptations or accommodations because of a disability or if you need to make special arrangements and want to request accommodations, you must register with the DSPS (Disabled Students Programs and Services) to establish a record of disability. Please submit your Letter of Accommodations within the first week of classes.

COMPUTER REQUIREMENTS/LABS:
Internet access is required for this course; computer labs for student use are available in various locations on campus.

COURSE DESCRIPTION:
Examines the major physical, psychosocial, and cognitive/language developmental milestones for children, both typical and atypical, from conception through adolescence. Emphasis on interactions between maturational process and environmental factors. Studying developmental theory and investigative research methodologies, students will observe children, evaluate individual differences, and analyze characteristics of development at various stages. Field trips might be required. (A-F or P/NP) Transfer: (CSU, UC) (CC: CHILD 1) (C-ID: CDEV 100) General Education: (MJC-GE: B, E ) (CSU-GE: D7, E ) (IGETC: 4G )

COURSE CONTENT:
A. Introduction to the developmental process.
B. Major current and historical theoretical frameworks of child development.
C. Investigative research methods:
   1. interviews
   2. surveys
   3. observation
   4. documentation
   5. analysis
   6. presentation of findings
   7. ethics, bias, and validity of research
D. Heredity and genetics.
E. Conception and prenatal development, prenatal complications, at-risk neonatal complications, outcomes (Early Intervention Core Competency)
F. Birth
   1. Physiology
   2. Psychology
G. Typical and atypical development (including but not limited to physical, social/emotional, cognitive, language, special needs, specific learning disabilities/syndromes, disorders, conditions, risk factors, and care and education at each level including IFSP/IEP.) (EICC)
   1. Infant and toddler development
   2. Play-years development
   3. Middle childhood development
   4. Adolescent development
H. Bilingual development and theories of language learning and bilingualism.
I. Gender roles; childhood and adolescent sexuality.
J. Contemporary social issues that impact children’s development.
K. Role and influence of family and caregivers.
L. Role and influence of cultural and societal impacts.

COURSE OBJECTIVES:
Upon satisfactory completion of this course, the student will be able to:

a. Examine and discuss major theories of child development.

b. Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.

c. Demonstrate knowledge of current research as it applies to child development.

d. Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages.

e. Examine and evaluate the importance of the early years.
f. Examine and evaluate the role of family in facilitating children's development.

g. Identify and describe biological and environmental factors that influence children’s development from conception to adolescence across domains.

**GRADING:**
Final grade is a total of all points earned. It is typically in the best interest of the student’s grade to attempt and submit each assignment.

(90% of total points possible is an “A”; 80% of total points possible is a “B”; 70% of total points possible is a “C”; 60% of total points possible is a “D”; and 50% or less of total points possible is an “F”).

Child Development majors need to pass this course with a “C” grade or better to use the course for certificates, degrees, and the Child Development Permits issued through the State of California, Commission on Teacher Credentialing.

A=616.5-685.0
B=548.0-616.0
C=479.5-547.5
D=411.0-479.0
F=under 410.5

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<tr>
<th>GRADING/ASSIGNMENTS AND POINTS</th>
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<tr>
<td>Activities 6 @ 15 points each = 90 points minus 15 (drop lowest Activity assignment)= 75 points</td>
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<tr>
<td>• Description: Participation in various assignments related to course topics/concepts</td>
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<td><strong>Activity #1:</strong> Community Service Activity</td>
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<td>• Description: Participating in serving one's community for a minimum of one hour (i.e. work in a children’s classroom, pick up trash at a local park, participate in a community service event such as serving breakfast to those in need of a meal at Salvation Army, work at humane society, etc.)</td>
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<td><strong>Activity #2:</strong> Professional Portfolio</td>
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<td>• Description: Create a Professional ePortfolio in Canvas that is a collection of work in a centralized electronic format that showcases learning over time along with completing an educational plan and two semesters of course selections in Starfish, preparing documents that</td>
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you might consider presenting in a job interview including resume, cover letter, sample of college work, transcripts.

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<th>Activity #3: Mid-Semester Check In</th>
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<td><strong>Description:</strong> Self-reflection on goals and reflecting on progress in class.</td>
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<th>Activity #4: Research Paper-Atypical Development (Individual and Group Work-5 members in a group)</th>
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<td><strong>Description:</strong> Select a topic about atypical development and write a two-page, 12-font, research paper. Possible topics: Down Syndrome, Autism, ADHD, Gifted/Learning Disabilities, Language Disorder, Learning Disability (i.e. Dyslexia, Processing Deficits, Math/Dyscalculia) to enhance understanding of the difference between a skill or skills that are delayed and one that is disordered. Group topic must be submitted for approval prior to writing paper.</td>
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<td><strong>Goal:</strong> To better understand atypical development where a child/teen may exhibit behavior that is unusual or markedly different from same-age peers.</td>
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<td><strong>Directions:</strong></td>
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<td>o In the two-page paper, cover the five (5) areas in the paper. Each area is required to be in a separate paragraph with the opening sentence stating what is being covered in the paragraph. Each student researches and writes his/her/their own paper; group may not use the work of another group member.</td>
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<td>▪ Paragraph one: Description of topic</td>
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<td>▪ Paragraph two: How to assess/diagnose</td>
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<td>▪ Paragraph three: Treatment</td>
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<td>▪ Paragraph four: Select a YouTube video on the topic not more than 3-5 minutes.</td>
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<td>▪ Paragraph five: In order to better understand the impact on families, relay a personal story (anecdote) from a family that has a child diagnosed with your topic. This can be someone you know, or you can find a blog on the Internet.</td>
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<td>▪ Paragraph six: Identify two local community support group resources for the family, siblings, and the child with the diagnosis</td>
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<td>▪ Paragraph seven: Define 504 and share one possible accommodation that can be made in classroom; share age for the selected accommodation.</td>
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<td>o Group prepares a slide show using PowerPoint, Prezi, or Google Docs. Each member creates 1-2 slides with name at bottom of slide for his/her/their part of presentation. Each member of the group presents a piece of his/her written paper so that all areas are</td>
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covered in the group presentation. The student that shares the YouTube video must also select one of the other areas to present.

- Present as a group the created slide show to class with each member presenting his/her slide(s). Recorded ConferNow allow instructor grading.

Activity #5: Piagetian Tasks (three children)
- Description: Facilitate and record findings of Piagetian conservation tasks with 3 children

Activity #6: Theoretical Perspectives Paper
- Description: Student will summarize their knowledge of major theorists of development, including Piaget, Erikson, Vygotsky, Kohlberg, etc. in essay format.

Discussion Assignments 7 @ 25 points each = 175-25 (drop lowest discussion) 150 points
- Description: Participation in three-part online class discussions

Live Sessions 16 @ 15 points each=240 (drop lowest three sessions)-45=195 points
- Description: Weekly live, 45-minute sessions reviewing assignments, lecture, small group discussions, individual participation, some guest speakers, etc.

Quizzes, A Child's World, 11 @ 10 points each=110 (drop lowest three quiz scores)=80 points
- Description: Read chapter, weekly multiple-choice quizzes; requires one (1) 882 E scantron; will be used throughout the semester, each quiz 5 questions @ 2 points per question.
- Note: Since the lowest three quizzes are dropped, student is required to be present on day/time of quiz; there are no make-up quizzes offered even if there is a doctor’s note. In addition, students are given 10 minutes to complete the quiz and the starting and ending time is the same for all students present. If a student arrives late while the quiz is being administered, this student’s ending time is still the same time as the other students. For example, if a student arrives 5 minutes into the start of the quiz, the student is given 5 minutes to complete the quiz.

Reading Responses, Positive Discipline, 12 @ 10 points each = 120 points (drop lowest Reading Response)=110 points
- Description: Read chapter, summarize, answer questions in book.

Final Assignments—both parts are required regardless of number of overall points in class in order to earn a C grade or higher.

(Required) Final Written Experience in Class: 25 points
**Description:** Share what worked well in course and suggestions for course

(Required) Comprehensive Exam = 50 points

- Description: Comprehensive multiple-choice exam covering both books.

Extra credit - students can earn up to 12 points

Total Points = 685

**EXTRA CREDIT ASSIGNMENTS:**
The maximum amount of extra credit that can be earned is approximately 2% of the total points offered. Extra credit is not a guaranteed offering of this course and is assigned randomly when offered. Students may present ideas for consideration. Submit ideas for consideration by Week 4 (summer) Week 12 (fall, spring).

**FINAL EXAM:**
Students must complete the final exam. Under the heading “Grading”, the final exam assignment(s) are listed. Both parts of the final are required regardless of number of overall points in class in order to earn a C grade or higher.

In the event of an emergency, the student must call before the final exam, regardless of the reason, to set up a time within 24 hours to complete the final exam. If the student is not able to call before the final exam, then it is acceptable for a friend or family member to call. Our college does allow for an incomplete to be awarded to a student in the event of an emergency at the end of the semester.

**LATE WORK:**
Most assignments will be open for a minimum of 7 days in Canvas allowing for a choice of 7 different days, 24 hours a day to submit an assignment. Students may submit assignments up to 7 days late with a 20% reduction in points. Any assignments due final's week may not be submitted after the last day of class.

It is recommended that assignments are turned in at least one day before they are due as you never know when an Internet connection, event, or illness in your life might prevent you from meeting the due date.

Exception: If you have a doctor’s note referencing your health and stating that you could not submit an assignment on the day it was due, then notify the instructor through Canvas Inbox by scanning or taking a picture of the doctor’s note. After the note is received, the instructor will set a new due date with the student. The new due date is typically set seven days from the original due date; exception – during the last week of the class, assignment cannot be extended for seven days and must be submitted by the last day of class.
PARTICIPATION:
In order to stay enrolled in the course, students are required to:
- log in a minimum of three times each week;
- complete 100% of the assignments in Week 1, Week 2, and Final's Week; and
- complete 50% of the assignments in all other weekly modules.

STUDENT CONDUCT/ACADEMIC ETHICS:
Students can access and read Student Code of Conduct online at www.mjc.edu and search for "Academic Freedom and Integrity." This Code of Conduct carefully explains academic integrity including violations and penalties to the code. You are responsible for reading the material and following the guidelines of academic integrity.

In this course, students are expected to share ideas, suggestions, resources and information, and will have opportunities to work together cooperatively to complete a task. Most assignments are to be completed by the individual student unless otherwise specified. It is not acceptable to copy and use another student’s work. Cheating and plagiarism will result in an “F” grade. This will apply to all persons involved.

Cheating is the act of obtaining or attempting to obtain credit for academic work using dishonest, deceptive or fraudulent means. If you are needing help learning how to site a source, please reach out for help before submitting the paper.

STUDENT LEARNING OUTCOMES:
Definition/Outcome is a major piece of knowledge, skill, ability, or attitude that students can demonstrate by the end of the course.
Definition/Assessment is a major assignment, project, or exam used to demonstrate or apply the outcome.

As a result of satisfactory completion of this course, the student should be prepared to:
1. Identify cultural, economic, political, historical contexts that affect children’s development.
2. Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.
3. Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.
4. Differentiate characteristics of typical and atypical development.
5. Identify and compare major theoretical frameworks related to the study of human development.

(Assessed by: quizzes, participating in discussions and activities including Bronfenbrenner's Ecological Model, Piagetian Tasks assignment, hypothetical scenarios, etc. to apply knowledge.)
SUBMITTING WORK:
All work is to be word processed and turned in through the Canvas before 11:59 PM on the day it is due.