

SYLLABUS & SCHEDULE - CHLD 10, Child Growth and Development

Claire Marie Beery, M.A., Instructor

Spring 2018, Section 4137, Mondays, 6:30-9:30 pm, Room 3865

Office Hours: By appointment only

Contact me by email: cbeery@santarosa.edu

Text: The Developing Person Through Childhood and Adolescence, 10th edition, by Kathleen Berger.

Earlier editions are not acceptable.

WELCOME TO CHILD 10. I look forward to getting to know you as we create a learning community together. Think of this syllabus as a map of your learning process. Throughout the semester, when you have any questions or concerns, please get in touch with me by email or make an appointment to see me. I'm here to assist you in having a positive learning experience.

COURSE DESCRIPTION: This course is about children: how they grow and change over time. You will learn about the physical, intellectual, social and emotional changes that children experience from the prenatal period through childhood to early adolescence. You will study developmental theories and current research and learn how to apply them. You will observe infants and preschoolers as they develop, play and learn. You will explore how we all can best support healthy development through our parenting, caretaking and educational practices and learn to enjoy and accept how each child develops uniquely. Finally, you will reflect on your own life at various stages in your development and what shaped and influenced you.

STUDENT LEARNING OUTCOMES: Students will be able to:

1. Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, and cognitive development.
2. Examine the multiple influences (biological, social, economic, political, historical and cultural context) affecting children's development.
3. Compare and contrast various theoretical frameworks that relate to the study of child development.
4. Apply developmental theory to analyze child observations, surveys, and/or interviews.
5. Differentiate characteristics of typical and atypical development.

SYLLABUS: This syllabus is intended to give you guidance in what may be covered during the semester and will be followed as closely as possible. I reserve the right to modify, supplement and make changes as needed.

EXPECTATIONS: This is a 3 unit course that is transferable to the U.C. and C.S.U. systems. Therefore, it is expected that you will be able to participate in class and complete assignments at a four year college level. You can expect to spend at least 6 hours outside of class reading and doing assignments for every 3 hours in class.

CLASS PARTICIPATION: Class begins on time. You are expected to attend all class sessions. There are **NO EXCUSED ABSENCES**. You MAY be dropped from the class if you miss the first two class meetings or more than six cumulative hours of class. Please see me if you expect to miss more than 6 hours of class. Be aware of the semester deadlines for dropping with OR without a "W" (withdrawal). **I will not automatically drop you if you stop attending class.** You must file a "drop card" with the Office of Admissions and Records. Otherwise you will receive an "F". The deadlines are in the SRJC academic calendar.

IF YOU DO MISS CLASS IT IS YOUR RESPONSIBILITY TO:

- Get all information discussed in class and all announcements from a class buddy
- Turn in any assignments due on that day and confirm new assignments and dues dates

Participation in class discussions and in-class activities is essential to your learning in this class. You earn points for actively participating and lose points for lack of participation and for being late or leaving class early. I offer a variety of ways to participate so your experience can be enjoyable as well as valuable. You can participate in discussions, ask questions, and be **ACTIVELY** involved in class activities. **You can receive 5 points of extra credit if you participate in EVERY CLASS.**

TEXT & SUPPLEMENTAL READINGS: You are expected to read the assigned pages in the text as well as additional assigned reading materials **PRIOR** to each class so you can participate in class. Every week I will send you an email with URL links to all materials. I will tell you what materials **MUST BE BROUGHT TO CLASS** either in printed or electronic form on a laptop, tablet or smart phone. Check your spam for my emails.

ASSIGNMENTS: All written assignments are due on their due date (not before, not after). They must be **typewritten, double spaced, FULL PAGES and follow the assignment format provided.** Due dates are listed in your course schedule. Check it regularly. Assignments may be turned in via a classmate or to the Child Development office **by 5 pm on the day they are due if you are absent.** Late assignments are accepted ONLY BY PRIOR APPROVAL, sent via email, and **may reduce your grade by 10%.** I **do not** make allowances for computer problems.

1. **FOCUS ACTIVITY:** This assignment will give you an opportunity to explore a particular aspect of development of interest to you during the Infant/Toddler developmental period. It must be a minimum of 5 pages and requires the use of key terms and text references.
2. **CHILD OBSERVATION:** You will observe a child between the ages of three and six in an environment with other children and report on 19 aspects of their development in the Physical, Cognitive, Language and Psychosocial domains.
3. **ORAL PRESENTATIONS:** You will work in small groups in class to prepare an oral and visual presentation on a selected Biosocial or Cognitive development topic from the Middle Childhood years.
4. **EXAMS:** Five take-home exams will be given during the semester. The fifth exam is **THE FINAL.** The questions will be taken from the text chapters. They include multiple choice and short essay questions.
5. **EXTRA CREDIT:** I offer extra credit options throughout the semester.

ASSIGNMENT DRAFT & REWRITE OPTIONS: You may submit a draft of any assignment for me to review before the due date. You can rewrite ANY assignment ONE TIME to improve your grade. Your rewritten assignment must address missing elements of the assignment plus my corrections to your writing. It is due 1 week after I return the assignment to you. **YOU MUST INCLUDE THE ORIGINAL ASSIGNMENT AND GRADING RUBRIC.**

STANDARDS FOR WRITING: This class relies heavily on writing. The quality of your writing is worth 20% of your grade. All assignments must be written at a college level. They must have clear, concise content that applies to class material and be free of grammatical, spelling and punctuation errors. **Proofread your work carefully. Have someone else proofread it.** You may obtain help with writing skills at the English Writing Center, the Tutorial Center, the College Skills Center, ELS services and Reentry Services. **I only correct one page.**

GRADE: Your grade is based on the following point system. You will receive a mid-term status report. You can also ask to see your current grade at any time during the semester. Meeting the minimum points requirement for a particular grade does not automatically guarantee that grade. Final grades are evaluated by me and are also based on the overall quality of your participation and work.

ASSIGNMENTS	POINTS
Attendance (15 classes @ 2 points)	30
Focus Activity	25
Child Observation	50
Oral Presentation	25
Exams (5 @ 50 points)	250
TOTAL POSSIBLE POINTS	380
GRADE DISTRIBUTION:	
A (90 – 100%)	342 - 380
B (80 – 89%)	304 – 341 ½
C (70 – 79%)	266 – 303 ½
D (60 – 69%)	228 – 265 ½
F (under 60%)	Below 228

IMPORTANT INFORMATION:

- **Email:** Please keep in touch with me **via email** if you have questions about assignments and to notify me of any illness and family emergencies. My address is: cbeery@santarosa.edu. You **MUST** put the following information in the subject line: **Course Number, Brief Subject**. For example: Chld 96 - illness.
- **If you need help** - please schedule appointments with me if you need any assistance. Many of you are taking other classes, work at outside jobs and have families. It's easy to feel overwhelmed. If you're having any difficulty, **please talk to me right away**. The more I understand how you learn and what you need, the more I can help you learn. There are also many services available at SRJC that help students succeed.
- **Learning Styles:** I respect the individual learning style of each student. I'm willing to discuss and negotiate ways for you to make the assignments meaningful to you. You may make an appointment with me to talk about this or send me an email.
- **Special Needs:** If you have disability related accommodations such as a note taker, test-taking service, special furniture, etc., give an Authorization for Academic Accommodations from the Disability Resources Dept. to me as soon as possible. If you have not received authorization from DRD, it is recommended you contact them directly and as soon as possible. DRD in the Analy Village on the Santa Rosa campus (707) 527-4278 or the Village on the Petaluma campus (707) 778-2491. You may also talk with me privately after class about your needs.
- **Student Safety & Emergency Evacuation Plan:** If, for any reason, you do not feel safe, call Campus Police at 527-1000. In the event of an emergency that requires evacuation, please leave class immediately but calmly. A "stair chair" is available at the Call Center elevator to assist students in carrying wheel-chair bound students downstairs. Outside the Call Center, class will meet by the adjacent tennis courts to make sure everyone is safe and wait for further instructions. Stairways are located at both ends of the hallway. If you are a student needing assistance in an evacuation, please see me so we can discuss an evacuation plan.

CLASSROOM CONDUCT:

- **Be a good listener as well as a good talker.** Be respectful of the ideas of others and listen fairly to them. Share your ideas and feelings thoughtfully knowing that others have different experiences that may lead them to different conclusions.
- **Participate in class discussions.** If you are a person who easily dominates a group, practice listening and draw others out with a question. If you are a person who usually lets others talk, practice sharing your thoughts and feelings with the class.
- **Academic Integrity:** Students are expected to follow the standard of conduct of Santa Rosa Junior College regarding academic integrity. If your assignment includes cheating, plagiarism and other academic offenses, you will not receive credit for your assignment. Repeated incidents of academic dishonesty will result in your being dropped from the class.
- **Turn OFF your electronic devices.** Cell phones and all other devices must stowed away out of sight **unless you use them for class (*I will be watching*)**. You **MAY NOT** check for text messages during class. If you are dealing with an emergency during class and need phone access, please inform me before class.
- **Food** is not allowed at your seat except by prior arrangement. You may eat during the mid-evening break in the student lounge. Water is the only beverage allowed.
- **Aggressive or abusive language or behavior**, drug use, or disturbing others **will not be tolerated**.

MY PET PEEVES:

1. **Whispering and side talking**
2. **When students arrive after class has started**
3. **When students don't talk with me about their needs**

TIPS FOR SUCCESS:

- **Don't fall behind.** See me right away if you're having trouble keeping up with the work.
- **Save copies of your assignments** on a flash drive or disc (not just your computer) so you have a backup.
- Keep extra printer cartridges on hand.
- Have access to a backup computer in case yours gets sick.

SCHEDULE
Chld 10 # 4137, Spring 2018

DATES	TOPIC	ASSIGNED	ASSIGNMENTS DUE
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Part I: The Beginnings

January 22	Chapter 1: Introduction	<i>Why I'm Taking this Class</i>	
January 29	Chapter 2: Theories of Development		<i>Why I'm Taking this Class</i>
February 5	Chapter 3: The New Genetics		
February 12	Chapter 4: Prenatal Development & Birth	<i>Exam #1, Chapters 1-4</i>	

Part II: The First Two Years

February 19	NO CLASS		
February 26	Chapter 5: 1 st 2 Years: Biosocial Development	<i>Focus Activity</i>	
March 5	Chapter 6: 1 st 2 Years: Cognitive Development		<i>Exam #1, Chapters 1-4</i>
March 12	Chapter 7: 1 st 2 Years: Psychosocial Development	<i>Exam #2, Chapters 5-7</i>	

Part III: Early Childhood

March 19	SPRING BREAK: NO CLASS		
March 26	Chapter 8: Early Childhood: Biosocial Development Chapter 9: Early Childhood: Cognitive Development		<i>Focus Activity</i>
April 2	Chapter 10: Early Childhood: Psychosocial Development Child Observation practice	<i>Oral Presentations Child Observation</i>	<i>Exam#2, Chapters 5-7</i>

DATES	TOPIC	ASSIGNED	ASSIGNMENTS DUE
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Part IV: Middle Childhood

April 9	Chapter 11: Middle Childhood: Biosocial Development <i>Oral Presentations research</i>	<i>Exam #3, Chapters 8-10</i>	
April 16	Chapter 12: Middle Childhood: Cognitive Development		<i>Oral Presentations</i>
April 23	Chapter 13: Middle Childhood: Psychosocial Development	<i>Exam #4, Chapters 11-13</i>	<i>Exam #3, Chapters 8-10</i>

Part V: Adolescence & Emerging Adulthood

April 30	Chapter 14: Adolescence: Biosocial Development		<i>Child Observation</i>
May 7	Chapter 15: Adolescence: Cognitive Development	<i>Exam #5, Chapters 14-16 & Epilogue</i>	<i>Exam #4, Chapters 11-13</i>
May 14	Chapter 16: Adolescence: Psychosocial Development & Epilogue: Emerging Adulthood		
May 21	Final Exam, 6:30-7:30 PM TURN IN FINAL EXAM		<i>Exam #5, Chapters 14-16 & Epilogue</i>

ASSIGNMENT DUE DATES

ASSIGNMENT	Due Date
Why I'm Taking This Class	January 29
Exam #1, Chapters 1 - 4	March 5
Focus Activity	March 26
Exam #2, Chapters 5 - 7	April 2
Oral Presentations	April 16
Exam #3, Chapters 8 - 10	April 23
Child Observation	April 30
Exam #4, Chapter 11 – 13	May 7
Final Exam, #5, Chapters 14 – 16 & Epilogue	May 21