

Santa Rosa Junior College – Petaluma Campus

CHLD 10: Child Growth and Development – Fall 2019, Section 2344

Mondays, 6:30 – 9:30 PM, Room # PC229 Kathleen Doyle Hall

Instructor: Maria Allis email: mallis@santarosa.edu

Office hrs: Mondays 5:30 – 6:30 PM or by appointment - Petaluma Campus – Location: Doyle PC204

Course Description:

This introductory course examines the major developmental milestones in the areas of biosocial, psychosocial, and cognitive development for children, both typical and atypical, from conception through adolescence. There will be an emphasis on the interactions between maturational processes and environmental factors. While studying developmental theory and investigative research methodologies, students will observe children, evaluate individual differences, and analyze characteristics of development at various stages. Required for Child Development Permits.

Prerequisites:

Recommended: Eligibility for ENGL 1A or equivalent

Student Learning Outcomes:

Students will be able to:

1. Describe major developmental milestones for children from conception through adolescence in the areas of biosocial, psychosocial, and cognitive development.
2. Examine the multiple influences 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.

Objectives:

Upon completion of this course students will be able to:

1. Describe characteristics of the biosocial, psychosocial, and cognitive development of children, both typical and atypical, from conception through adolescence.
2. Explain various theories of development and methods of research relevant to understanding children's growth.
3. Demonstrate objective techniques and skills for observing, describing, and evaluating developmental characteristics and behaviors in children.
4. Describe the impact of genetic and environmental interaction on the developing child, including the significance to early brain development.
5. Describe brain structure, function, and development from the pre-natal period through adolescence.
6. Describe and explain the role of play and its relationship to development at various stages.
7. Articulate, using current research, the importance of social-emotional development as the foundation for other domains of development, including factors that influence the development of self-esteem in children of all ages.
8. Discuss current research findings as they apply to child development.
9. Identify developmentally appropriate practices at different stages of childhood.
10. Examine and evaluate the role of societal influences including culture, family, gender, school, peers, community, and media on children's development.
11. Identify and describe influences that place children and youth at risk and may adversely influence development.

Official course outline, description, and catalog information can be found at:

https://portal.santarosa.edu/SRweb/SR_CourseOutlines.aspx?CVID=36633&Semester=20167

Required Text:

Berger, K.S., The Developing Person: Through Childhood and Adolescence, 2018 (11th Edition), Worth Publishers, New York, N.Y.

Grading:

Your grade will be based on completion of group and individual assignments, class participation, and attendance.

Each assignment will be given a certain number of points. The total number of points you receive for each assignment will be based on your demonstration of understanding of the structure of the assignment, the concepts discussed in class, the developmental appropriateness, your ability to relate these to child and adolescence growth and development theories and writing mechanics.

It is expected that all assignments will be written at a college level. This means assignments must have clear, concise content that is applicable to class material and is free of grammatical and spelling errors. Edit your out-of-class written assignments carefully before submitting them. Writing mechanics (spelling, grammar, punctuation, etc.) are worth between 10-20% of the total points on any out-of-class written assignment. The college provides help with writing in the Tutorial Center, English Writing Centers, and the College Skills and ESL departments. Please come see me if you need assistance with your writing skills. **All out of class written work must be typed.**

Missing the first two classes, or missing three classes in a row at any time in the semester, may cause you to be dropped from the course. Dropping you from the course, however, is not solely my responsibility, and you should not assume that just because you have stopped attending class that I have dropped you. *Please be aware of deadlines for dropping* without a “W” (withdrawal) and especially for dropping with a “W” (or without an “F”) at the end of the semester. You can find these dates on the College’s academic calendar:

<https://admissions.santarosa.edu/academic-calendar/>

If you do miss class, it is your responsibility to:

- Turn in assignments due that day.
- Obtain information discussed in class and handouts.
- Find out assignments, due dates, and announcements that were made.

Grades will be based on the following required assignments:

15 pts	Regular class attendance and participation / Group Work and Discussions
5 pts	Child Observation I
5 pts	Child Observation II
5 pts	Child Observation III
15 pts	Written Essay I
15 pts	Written Essay II
20 pts	Midterm
20 pts	Final Exam - all students must take the final to pass the course
100 pts	Maximum possible

A= 90-100 pts

B= 80-89 pts

C= 70-79 pts

D= 60-69 pts

Assignments:

1. In-class assignments, group work and participation points are based on:

Participation in class discussions and in-class activities is essential to your learning this semester. Class participation includes attending class, participating in discussions, exploring the materials that are set out for you (not just looking at them!), and being awake, alert and prepared for class (having done the readings and having your materials with you, including your textbook).

Please do:

- offer relevant, insightful and thoughtful comments during class discussion
- contribute to making the class an effective learning environment
- contribute a steady flow of comments or questions that advance the class or group discussion during most class meetings, but do **not** dominate discussion
- listen attentively, respond respectfully, and ask relevant and meaningful follow-up questions
- address people by name
- arrive on time
- ensure understanding by asking questions (as needed) in class or outside of class
- respect the individual learning styles of each student.

Please no:

- talking to others when the instructor or another student is speaking
- repeatedly enter or leave class during lecture (of course it's important to take care of your individual needs, as long as it does not become disruptive)
- interrupt the instructor or other students
- use any electronic devices (without prior approval) during class
- work on homework or other outside work during class.

Courteous and respectful attitudes and behaviors are a must and will be reflected in your grade. Please communicate your ideas and feelings thoughtfully and with the understanding that others may have different experiences that may lead them to different conclusions. Abusive language, offensive, or demeaning comments will not be tolerated. Students are expected to conduct themselves in a manner respecting the SRJC Standards of Conduct: <https://student-conduct.santarosa.edu/>

2. Reading and discussion of assigned text and handouts (approximately 30 – 50 pages per week)

There are reading assignments from the textbook for most class meetings. You are responsible to have the assigned reading done before each class meeting and be prepared to discuss the material. There also will be readings assigned from the Internet. These will be sent to you through the course Canvas page. Hardcopies will also be provided.

3. Observation, recording and written analysis of children's skills and behaviors, both typical and atypical, using appropriate observational technique and developmental terminology (3 observations / 2 pages minimum for each observation)

Three observations are required. Each observation will require focused time (the actual observation) and a written summary that includes answers to specific questions. Each observation will be on a different topic. Students can choose their Focus Activity on Infancy, Early Childhood, Middle Childhood, or Adolescence.

4. Written essays for the purpose of utilizing research skills, and expanding knowledge of course content; may include interviews with children and parents (2 essays of 3 pages each)

See requirement for written assignments under "Grading"

5. Midterm – Short-Answer Questions (10 Questions on the topics covered in chapters 5 through 10)

6. Final Exam – Case Study / In-Depth Study using observation, research, and application of developmental theory and terminology.

All assignments will be detailed on handouts that will be distributed and discussed in class and posted on Canvas. We will go over each assignment ahead of time in class. Please ask questions about assignments during class.

Important: Please label your work with your name, course number and class day and time. Please also include page numbers.

All assignments must be turned in by the due date. If you are going to miss class, assignments are still due on the due date. Late assignments will **not** be accepted.

A schedule of classes and assignments will be provided on the first day of class. It will also be posted in Canvas.

Student Resources and Information:

- The resource room in our department can be very useful to you. There are texts, resource books, curriculum books, brochures, and a space for you to work. It is available during regular Child Development office hours. Be aware that no resource books may be removed from the resource area and no copies of the resources can be made.
- Bring your text to class each day. We will use it as reference for in-class activities and assignments.
- Make copies and/or save all of your assignments for future reference.
- If you need disability related accommodations for this class, such as a note taker, test-taking services, special furniture, etc., please provide the Authorization for Academic Accommodations (AAA letter) from the Disability Resources Department (DRD) to me as soon as possible. I encourage you to speak with me privately during office hours about your accommodations. If you have not received authorization from DRD, it is recommended that you contact them directly. DRD is located in the Lawrence A. Bertolini Student Center on the Santa Rosa campus, and the John M. Jacobs Hall on the Petaluma Campus <https://drd.santarosa.edu/>
- In the event of an emergency during class that requires evacuation of the building, please leave the class immediately, but calmly. Due to current construction on campus, the location where our class will meet, in an emergency, will be announced in class. If you are a student who may need assistance in an evacuation, please see me during my office hours as soon as possible so we can discuss an evacuation plan.
- This syllabus is intended to give you student guidance in what may be covered during the semester and will be followed as closely as possible. However, I reserve the right to modify, supplement, and make changes as the course needs arise.