CDEV 104/PSY 104 – Child Growth and Development

Instructor: D. Scott Sheppard
Class Code: (**PSY: 20384**) (**CDEV: 20928**)
Room   2131
Academic Term: Spring 2014
Class Time: Tues/Thur. 1:30-2:55
Phone: (760) 355-6397
Office Hours: M: 1:30-2:30. T: 5:00-6:00, W: 1:30-2:30, Th.: 5:00-6:00
Text: _The Developing Person – Through Childhood and_
                        Adolescence –ninth ed.,   Author: (Berger, Kathleen)

Course Description:

This course examines the major physical, psychosocial, and cognitive/language developmental milestones for children, both typical and atypical, from conception through adolescence. There will be an emphasis on 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. (Same as PSY 104) (Formerly CFCS/PSY 106) (CSU)

Course Objectives and Minimum Standards for a Grade of "C":

Objectives:
A. Examine and discuss major theories of child development.
B. Examine ways in which developmental domains are continuous, sequential and interrelated.
C. Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.
D. Investigate and explain sources of developmental change and reasons for disturbances in the developmental process.
E. Demonstrate knowledge of current research findings as they apply to child development.
F. Examine and explain how bias can influence the research process.
G. Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages cultures and backgrounds and their caregivers.
H. Examine and evaluate the importance of the early years and the effects of interaction between the individual and her/his environment.
I. Examine and evaluate the role of family in facilitating children's development.
J. Examine and evaluate the role of teachers and other professionals in facilitating children's development.
K. Examine and evaluate the role of play and its relationship to development at various stages.
L. Identify and describe risk factors that impact families and child at each major developmental stage.
M. Investigate and explain the process of bilingual development in children at various stages.
N. Describe and explain biological and environmental factors influencing the development of identity and self-esteem in children of all ages.

Course Content:
Introduction to developmental perspective
Major current and historical theoretical frameworks of child development

Investigative research methods: interviews, surveys, observation; documentation, analysis, presentation of findings. Including questions of ethics, bias, and validity of research
Observations applying theory and developmental norms to various ages
Heredity and genetics
Conception and prenatal development
Birth: physiology, psychology, social and cultural influences
Development (including but not limited to physical, social/emotional, cognitive,language, special needs, risk factors, and care and education at each level)
Infant and toddler development
Play-years development
Middle childhood development
Adolescent development
Bilingual development and theories of language learning and bilingualism
Gender roles; childhood and adolescent sexuality
Contemporary social issues that impact children's development

Student Learning Outcomes

Analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies

Apply developmental theory to the analysis of child observations, surveys, and or interviews using investigative research methodologies. Analyze how cultural, economic, political, historical contexts affect children's development

Analyze how cultural, economic, political, historical contexts affect children's development
Compare and contrast various theoretical frameworks that relate to the study of human development.

Differentiate characteristics of typical and atypical development at various stages.

Analyze the importance of the early years and the interaction between maturational

Analyze the importance of the early years and the interaction between maturational processes and social/environmental factors and the effects on various areas of development

Methods of Evaluation:
Grades will be based upon class participation, attendance and completion of assignments, pop quizzes, quizzes, and tests throughout the semester. All material presented in the text, study guide, videos, and handouts will be part of the evaluation process.

All assignments should be typed or written legibly in blue or black ink.

No assignments or projects will be accepted late. They are due on the date assigned. Every student has the same chance to prepare for quizzes and tests. If you miss a quiz and have extra time to study, it is unfair to those students who took the quiz on time. In order to make up a test, quiz or assignment you must show proof for the absence (doctor's note, hospitalization paperwork, etc.) and it must be approved by the instructor. Regardless of the reason for a missed quiz, all missed quizzes and tests must be made up within a week of when your class took that quiz. Make-ups are at my office during my office hours. Please make sure you are here when tests are scheduled. If you are not here for a scheduled test, you will receive no points for the test. A missed assignment or test is considered an "F" and no points will be given. Plan your schedule to allow for ample study time so you will be prepared. There is no penalty for taking a quiz or test *before* the scheduled time.

Grading Policy

"When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be the grade determined by the faculty member of the course, and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith or incompetency, shall be final." *California Education Code, Section 76224(a)*

Everyone in each class can earn an "A" grade. There is no set number or percentage that limits how many A's can be earned in each class.

All assignments have a rubric by which the student can view what is required to receive the highest grade on that assignment.

Disabled Student Programs and Services (DSP&S)

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible.

> DSP&S Room 2117
> Health Sciences Building
> (760) 355-6312

Attendance & Class Policies:

Regular attendance in all classes is expected of all students enrolled. Instructors are expected to take a student's attendance record into account in computing grades. A student may be excluded from further attendance in a class during a semester when absences after the close of registration have exceeded the number of class hours which the class meets per week.

An instructor will drop any student judged to be a disturbing element in class or lab.

Beepers and cellular phones should be turned off while class is in session.

It is the student's responsibility to complete a drop request if they are withdrawing from the class.

It is also the student's responsibility to make an appointment with the instructor if they have concerns about their progress in the course.

You should be prepared when you come to class to be an active participant in the learning process. Learning doesn't occur in a vacuum, it occurs through interaction with others.

Cheating and plagiarism (using someone else's ideas or writing without acknowledgement or permission, or passing off someone else's work as your own) can result in any one of a variety of sanctions and will receive a zero on the assignment or test.

The instructor has the right to ask any student to leave who is disrupting the education of others.

The use of cellular telephones, smart phones, beepers, alarm watches, etc. is not permitted in class. Please be sure to turn off such devices upon arriving to class. Please contact the instructor about any special circumstances that might make it difficult for you to comply with this rule.
 No food or drink is allowed in any classroom

Class Schedule & Assignments: *Schedule is subject to change at the instructor's discretion. Student is responsible for changes.* **Last day to drop with a W is April 12**

PSY 104 /CDEV 104 Spring 2014

	Topic	Due
	Topic	Due
Week 1: 1/21-1/23	Intro development	
Week 2: 1/28-1/30	Basics of CD Theories	
Week 3: 2/4—2/6	Theories Heredity	Quiz 1(Group)
Week 4: 2/11 -2/13	Heredity/	**Test 1** Discussion due
Week 5: 2/18-2/20	Prenatal/Birth	
Week 6: 2/25-2/27	Prenatal/Birth First 2 years	Interview due
Week 7: 3/4-3/6	First 2 years	
Week 8: 3/11-3/13	First 2 years	**Test 2/** Milestone due
Week 9: 3/18-3/20	Play Years	
Week 10: 3/25-3/27	Play Years	
Week 11 4/1-4/3	Play Years	**Test 3/** Discussion due
Week 12: 4/8-4/10	School age	
Week 13: 4/15- 4/17	School age	Theory paper
4/22-4/24	**Spring Break**	
Week 14: 4/29-5/1	Adolescence	
Week 15: 5/6-5/8	Adolescence/ Emerging Adulthood	
Week 16 5/712/3	Final	**Final exam** Discussion due

Class Assignment Point Values
Quiz 1 (Group) =
5 pts
Tests 1. 2, 3, , @ 30 pts each
90 pts.
Final =
40 pts
3 Discussions 10 pts each =
30pts
Interview
20
Milestone
20
Theory paper=
50 pts

Total pts
=255 pts

Grade Breakdown:
A=90%-100%
B=80%-89%
C=70%-79%
D=60%-69%
F= 59%and below
** *Please note: For those who plan to complete CDEV 200:*
 For CDEC 200 Portfolio: Theory paper encompasses CDEV Department PLO's 1, 2, 3, and 7.