

**Basic Course Information**

Semester	<b>Fall 2016</b>	Instructor Name	<b>David Scott Sheppard</b>
Course Title & #	<b>CDEV / PSY 104 Child Growth and Development</b>	Email	<b>david.sheppard@imperial.edu</b>
CRN #	<b>10665(CDEV) / (10774 (PSY))</b>	Webpage (optional)	
Room	<b>ONLINE</b>	Office	<b>IVC campus, Rm. 2201</b>
Class Dates	<b>8/15-12/9</b>	Office Hours	<b>M/T/TR: 12:00-1:00 W: 4:00-5:00</b>
Class Days	<b>ONLINE</b>	Class Times	<b>ONLINE</b>
Units	<b>3</b>		
Office Phone #	<b>760-355-6397</b>		
Office contact if student will be out or if an emergency		<b>Lency Lucas: 760-355-6232</b>	

**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) (C-ID CDEV 100) (CSU) (UC credit limited- See a counselor.)

**Student Learning Outcomes**

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Identify cultural, economic, political, historical contexts that impact children’s development. (ILO2, ILO4, ILO5)
2. Apply knowledge of development and major theoretical frameworks to child observations, surveys, and/or interviews. (ILO2, ILO4, ILO5)
3. Describe (typical and atypical) development of children from conception through adolescence in the physical, social, emotional, and cognitive domains. (ILO2, ILO4, and ILO5)

**Course Objectives**

Upon satisfactory completion of the course, students will be able to:

Examine and discuss major theories of child development.  
 Examine ways in which developmental domains are continuous, sequential and interrelated.  
 Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.  
 Investigate and explain sources of developmental change and reasons for disturbances in the developmental process.

Demonstrate knowledge of current research findings as they apply to child development.

Examine and explain how bias can influence the research process.

Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages cultures and backgrounds and their caregivers.

Examine and evaluate the importance of the early years and the effects of interaction between the individual and her/his environment.

Examine and evaluate the role of family in facilitating children's development.

Examine and evaluate the role of teachers and other professionals in facilitating children's development.

Examine and evaluate the role of play and its relationship to development at various stages.

Identify and describe risk factors that impact families and child at each major developmental stage.

Investigate and explain the process of bilingual development in children at various stages.

Describe and explain biological and environmental factors influencing the development of identity and self-esteem in children of all ages.

### Textbooks & Other Resources or Links

Katherine Berger (2011). *The Developing Person: Childhood Through Adolescence* (9th/e). New York, Worth Publishers, ISBN-10: 1-4641-7204-8, ISBN-13: 978-1-4641-7204-5

### Course Requirements and Instructional Methods

Regular and substantive contact between the student and the instructor is a critical component to the learning process. To assure effective contact in this course the instructor will provide:

- \*Orientation material that provide the students with the basic structure and operations of the course.
- \*Weekly announcements that keep students course information.
- \*Threaded discussion boards within the course that allows the instructor to interact with students and provides students a forum to post questions/concerns to the instructor.
- \*Email contact within or outside Blackboard, with a response to student emails within 48 hours.
- \*Grades for all coursework posted no later than 10 days after submission
- \*Optional face-to-face review sessions prior to the dates of the midterm and the final exam
- \*Optional individual face-to-face meetings on the campus of IVC, arranged anytime during the semester.
- \*Virtual weekly office hours where students can interact with the instructor via email, discussion post, or phone call within the prescribed hour.

This class is divided into 'Units' of study, and within each unit are individual content areas which focus on a specific area of learning within the Unit.

Each Learning Unit contains various activities and tasks.

All of the Learning Units will be accessible from the Course Menu. Each Learning Unit will be numbered in the sequence.

Most Units lasts one week. You can read explanations of each Unit, and the course work required for the Unit, by clicking on Learning Units in the course menu.

( Unless otherwise stated, Units will be active for 1 week and the due dates for Unit work will be on the following Sunday evening @ 11:45.)

Please keep in mind that, late work cannot be submitted after the due date and time-On the due date of each Unit, the Assignments, Discussions, and Quizzes required in that Unit will close and cease to be accessible. Assignment will allow you a grace period, but you will be penalized for each day submitted after the due date- so you don't want to get behind.

You will still be able to see the Units throughout the semester for review.

It is critical that you stay current with work for each Unit- Students who get behind in their coursework often end up failing the course as a result

**Assignments:** A total of 4 Assignment submissions will be required for the course. Each Assignment will be worth 10 points. The structure of the Assignments may vary (for example, personal reflection or topic research) but all will be submitted in the same manner.

Each Lesson may require you to do reading in the course text, view course videos, engage in Discussions, and/or complete an Assignment

I would suggest you typed your Assignments in a Word save them on your computer, and then cut and paste into the Assignments area on Blackboard. You can save your work in the Assignment tool as a draft, if you are not ready to submit it yet, BUT you must remember to go back and click the submit button before the deadline or you will not be able to submit it at all. If you chose to submit your work as an attachment, make sure it is in MS Word, or a text file.

Take care to make sure your response all well-supported, and free of grammatical errors.

**Discussions:** A total of 10 Discussion submissions will be required for the course. Each Discussion will center on a topic question posed by the instructor, and will primarily ask for your opinion related to the question or to the responses of other students.

Your Discussion response will be graded on whether it is a well thought out response, that it is clear from your response that you did the reading, and that your opinion is based on evidence from your readings or a thoughtful response of another student's post.

You should respond when you have something to say and don't be afraid to engage in an argument, just remember that you need to be respectful to all students.

If any student uses inappropriate language or is disrespectful to another student, that student will lose points and need to have a personal conversation with the instructor.

Because actively reading and responding to the Discussions posted by your fellow students is essential, after the due date and time, the Discussion will be locked, and you will not be able to post a response. No exceptions will be made on these deadlines.

**Theory Paper:** 50 points : You will be researching a specific developmental theory of your choice- You are required to provide an overview of the main terms and concepts of your chosen theory- And you will be required to apply this theory to a provided scenario- The paper must be supported with at least 3 professional sources, and the sources and reference page are required to follow APA style.

**Quizzes:** There will be a 10 point quiz for most of the Units that will be taken on your site. These quizzes are basic and intended to help you review the material and introduce you to the type of questions you will see in the exams. However, they may not be the exact questions in the exams. The quizzes will open near the beginning of the Lesson and close on the due date of the Unit.

No late quizzes allowed. You can take as long as you want on the quizzes, but you can only submit it for grading once.

**Exams:** Each exam is worth 60 points. Exams will be held on campus, and attendance is mandatory.

(Proctored exams can be arranged if attendance on the IVC campus causes hardship- Proctored exams must be arranged in advance with the instructor.)

Exams will consist of a combination of multiple-choice questions, true and false, short answer, fill-in-the-blank.

*\*(Study groups are highly recommended and would help alleviate the isolation that sometimes occurs in an online course)*

Dates, Time, and locations, and general content areas of exams:

**Exam 1:** Friday, April 15th, 6:00 PM, IVC campus, room to be announced:

Exam 1 will cover: (Introduction to Child Development, Theories, Heredity, Prenatal/Birth, First 2 years (Infant/Toddler)

**Exam 2:** Friday June 10, 6:00 PM, IVC campus, room to be announced.

Exam 2 will cover: (Play Years, School Age, Adolescence and a basic review)

\*You are required to bring a Scantron and a #2 pencil for the exams.

### Course Grading Based on Course Objectives

**Course Grade:** The course grade is based on total points accumulated during the semester. Grades are determined by dividing the total points you earn by the total points available (to get your percentage). I will use the grad-book on Blackboard, but it is a good idea to keep your own records to compare with your instructor's records. The grade-book on Blackboard may not always show the correct total.

All students must take both the midterm and the final on the campus of IVC at the prescribed date and time. There are no make-up exams, unless you have a very good reason and make arrangements with the instructor before the exam. All students must take the final exam or the course grade will be F.

Students are expected to do all course work outlined in each Lesson. The course work will consist of :

10 Discussions @ 5 points each	=50 points
4 Assignments @ 10 points each	= 40 points
1 application of theory assignment	= 50 points
14 Quizzes @ 10 points	= 140 points
2 Exams @ 60 points	= 120 points
Total points possible	= 400 points

Grade Breakdown: A=90%-100%, B=80%-89%, C=70%-79%, D=60%-69%, F= 59% and below

### Methods of Evaluation:

Grades will be based upon class participation, attendance and completion of assignments, discussions, quizzes, and tests throughout the semester. All material presented in the text, study guide, videos, and online content will be part of the evaluation process.

All assignments should be typed and Submitted through the appropriate Blackboard course tool.

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, Assignment or Discussion, you must show proof of an emergency (doctor's note, hospitalization paperwork, etc.) and it must be approved by the instructor. Regardless of the reason for a missed Test, Quiz, Assignment or Discussion, all missed must be made up within a week of the due date.

If you do not appear at IVC for a scheduled Midterm, you will receive no points and will be dropped from the course.

Failure to take the Final exam will result in a course grade of F.

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

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.

#### **Attendance**

- A student who fails to complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See the [IVC General Catalog](#) for details.
- Students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.

#### **Online Classroom "Netiquette"**

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word.
- Netiquette rules to remember: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!)].

#### **Academic Honesty**

- Plagiarism is to take and present as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to correctly cite a source, you should ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment or using or attempting to use materials, or assisting others in using materials, or assisting others in using materials, which are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [IVC General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to the following: (a) plagiarism, (b) copying or attempting to copy from others during an examination or on an assignment, (c) communicating test information with another person during an examination, (d) allowing others to do an assignment or portion of an assignment, and (e) use of a commercial term paper service.

### Additional Help

- [Blackboard Support Center](#): The IVC Blackboard Support Center is designed to provide a variety of Blackboard support channels, all of which are available 24 hours per day, 7 days per week.
- [Learning Labs](#): There are several learning labs on campus to assist you through the use of computers and tutors. Please consult your college map for the Math Lab, Reading & Writing Lab, and Learning Services (library). Contact the instructor for information about labs unique to your specific program.
- [Library Services](#): The IVC Library has many resources. In addition to books, you can access tutors in the learning center, reserve study rooms for small groups, and access a wealth of resources online.

### Disabled Student Programs and Services (DSPS)

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. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact DSP&S if you feel you need to be evaluated for educational accommodations.

### Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee. We now also have a fulltime mental health counselor. The [IVC Student Health Center](#) is located in the Health Science building in Room 2109, telephone 760-355-6310.

### Student Rights and Responsibilities

Students have the right to experience a positive learning environment and due process. For further information regarding student rights and responsibilities please refer to the [IVC General Catalog](#).

### Information Literacy

Imperial Valley College is dedicated to help students skillfully discover, evaluate, and use information from all sources. Students can access helpful “How-To” Library tutorials by accessing the [Information Literacy Tutorials](#) online.

### Anticipated Class Schedule / Calendar

**Schedule is subject to change**

Date or Week	Reading/ Material	Due Dates/Tests
Unit 1	Syllabus & Introduction to the online course structure and	Intro Discussion 1

8/15-22	tools Unit 1 Content	Reflection Assignment 1 Quiz 1 All due 8/22
Unit 2 8/23-8/29	Chapter 1 : Basic Principles of Child development Unit 2 content	Discussion 2 Quiz 2 All due 8/29
Unit 3 8/30-9/5	Chapter 2: Theories of Development Unit 3 Content	Assignment 2 Quiz 3 All due 9/5
Unit 4 9/6-9/12	Chapter 3 : Heredity Unit 4 content	Discussion 3 Quiz 4 All due 9/12
Unit 5 9/13-9/19	Chapter 4: : Birth and the Newborn Unit 5 content	Assignment 3 Quiz 5 All due 9/19
Unit 6 9/20-9/26	Chapter 5: The First Two Years: Biosocial Unit 6 content	Discussion 4 Quiz 6 All due 9/26
Unit 7 9/27-10/3	Chapter 6: The First Two Years: Cognitive Unit 7 content	Quiz 7: due 10/3
Unit 8 10/4-10/10	Chapter 7: The First Two Years: Psychosocial Unit 8 content	<b>*MID TERM @ IVC:</b> <b>10/7</b> Theory Assignment Will be discussed
Unit 9 10/11-10/17	Chapter 8: Early Childhood: Biosocial Unit 9 content	Discussion 5 Quiz 8 All due 10/17
Unit 10 10/18-10/24	Chapter 9: Early Childhood: Cognitive Unit 10 content	Discussion 6 Quiz 9 All due 10/24
Unit 11 10/25-10/31	Chapter 10: Early Childhood: Psychosocial Unit 11 content	Discussion 7 Quiz 10 All due 10/31
Unit 12 11/1-11/7	Chapter 11: Middle Childhood: Biosocial Chapter 12: Middle Childhood: Cognitive Unit 12 content	Discussion 8 (extra credit) Quiz 11 All due 11/7
Unit 13 11/8-11/14	Chapter13: Middle Childhood: Psychosocial Unit 13 content	Discussion 9 Quiz 12 <b>Theory Paper</b> All due 11/14
Unit 14 11/15-11/21	Chapter 14: Adolescence: Biosocial Chapter 15: Adolescence: Cognitive Unit 14 content	Discussion 10 Quiz 13 All due 11/21

<p><b>11/22-11/28</b> <b>Thanksgiving</b> <b>break</b></p>		
<p><b>Unit 15</b> <b>11/29-12/9</b></p>	<p><b>Chapter 16: Adolescence: Psychosocial</b> <b>Unit 15 content</b> <b>Review Units 9-15</b></p>	<p><b>Assignment 5 opens</b> <b>11/29, but not due until</b> <b>12/7</b></p> <p><b>Dis. 11 (Due 12/5)</b></p> <p><b>Quiz 14 ( Due 12/5)</b> <b>*Final at IVC 12/9</b></p>

**\*Please note the Midterm and Final Exam dates are Friday evening, 6:00 PM, at IVC-**