Basic Course Information

Semester:	**Fall 2017**	Instructor Name:	**David Sheppard**
Course Title & #:	**CDEV 104 / PSY 104: Child Growth and Development**	Email:	**david.sheppard@imperial.edu**
CRN #:	**10664 / 10773**	Webpage (optional):	
Classroom:	**202**	Office #:	**2201**
Class Dates:	**8/15-12/5**	Office Hours:	**11:30-12:30- M,T, W, R**
Class Days:	**T/ R**	Office Phone #:	**760-355-6397**
Class Times:	**2:00-3:25**	Emergency Contact:	**nubia.heras@imperial.edu**
Units:	**3**		

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

MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

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

1. Examine and discuss major theories of child development.
2. Examine ways in which developmental domains are continuous, sequential and interrelated.
3. Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.
4. Investigate and explain sources of developmental change and reasons for disturbances in the developmental process.
5. Demonstrate knowledge of current research findings as they apply to child development.
6. Examine and explain how bias can influence the research process.
7. Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages cultures and backgrounds and their caregivers.
8. Examine and evaluate the importance of the early years and the effects of interaction between the individual and her/his environment.
9. Examine and evaluate the role of family in facilitating children's development.
10. Examine and evaluate the role of teachers and other professionals in facilitating children's development.
11. Examine and evaluate the role of play and its relationship to development at various stages.
12. Identify and describe risk factors that impact families and child at each major developmental stage.
13. Investigate and explain the process of bilingual development in children at various stages.
14. 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 2015. *The Developing Person: Childhood Through Adolescence 10*th. New York. Worth Publishers ISBN: **ISBN-10: 1464175950, ISBN-13: 9781464175954**

Course Requirements and Instructional Methods

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.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

Tests will be based on readings in the course text and lecture material- Test will consist of true/false, multiple choice and short answer questions- Scantrons are required for all tests

Reflection/ Discussions will require students to examine their personal experiences, attitudes, qualities and goals- And to apply critical thinking in examining issues affecting the development of children and adolescents. These assignments will be submitted through our course Canvas webpage *(Rubric will be supplied)*

New Mother Interview will require students to create questions to ask mothers of infants, based on text and lecture materials related to birth and the newborn. Students will discuss the experience of the interview subject and support their discussion with material from the course text and lecture. *(Rubric will be supplied)*

Milestone Project will require students to choose and describe specific developmental milestones for various age groups within the first 5 years of life. The milestones for each age group will focus on physical, social-emotional, and cognitive areas of development. Each milestone will be accompanied by a photograph that exemplifies the related milestone. In addition, for each milestone, students will address how the specific milestone encourages the child's future development. (*Rubric will be supplied)*

School age game assignment will require student groups to choose and present to the class, games appropriate for school age children. Each group is responsible for creating a poster outlining what newly developed school age skills are utilized in the game, and how the game helps to stimulate future development. (*Rubric will be supplied)*

Theory Paper requires students to research a major developmental theory and to write an overview of the theory, using professional sources to support. Students are also required to apply major concepts of their chosen theory to a provided scenario which focuses on a preschool age child living with a single mother. Students are required to utilize professional sources to support their application of theory concepts. Sourcing must follow APA format. (*Rubric will be supplied)*

Course Grading Based on Course Objectives

Class Assignment Point Values
Quiz 1 (Group) =   5 pts.
Test 1   25 pts.
Tests 2, 3, 4 @ 35 pt. each: 105 pts.
School age take home   15 pts.
Final Exam: 35 pts.
3 Reflect / Discuss @ 10 pt. each: 30 pts.
New Mother Interview: 20 pts.
Milestone Project   25pts.
School age game (group)   10pts.
Theory paper: 50 pts.
              Total points =   320 pts.

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

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.

All work done outside of class must be typed unless specified by the instructor

Attendance

- A student who fails to attend the first meeting of a class or does not 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 General Catalog for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For

online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.

- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

Classroom Etiquette

- <u>Electronic Devices:</u> Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- <u>Food and Drink</u> are prohibited in all classrooms.   Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- <u>Disruptive Students:</u>   Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.
- <u>Children in the classroom:</u> Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (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

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- <u>Plagiarism</u> is taking and presenting 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 "cite a source" correctly, you must ask for help.
- <u>Cheating</u> is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing 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 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; (e) using a commercial term paper service.

Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- CANVAS LMS. Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: Canvas Student Login. The Canvas Student Guides Site provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- Learning Services.   There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your Campus Map for the Math Lab; Reading, Writing & Language Labs; and the Study Skills Center.
- Library Services.   There is more to our library than just books. You have access to tutors in the Study Skills Center, study rooms for small groups, and online access to a wealth of resources.

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 them 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.
- **Student Health Center**. A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC Student Health Center at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services**. Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information..

Veteran's Center

The mission of the IVC Military and Veteran Success Center is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC General Catalog.

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC Library Department provides numerous Information Literacy Tutorials to assist students in this endeavor.

Anticipated Class Schedule/Calendar

*Please note the schedule is subject to change.
PSY 104 /CDEV 104 Fall 2017:

Date of Week	Topic / Assignments	Due Dates / Tests
Week 1: 8/15-17	Intro development	
Week 2: 8/22-24	Basics of CD Theories	
Week 3: 8/29-31	Theories	Group Quiz 1(8/29) **Test 1** (8/31) ***Reflection 1 due***
Week 4: 9/5-7	Heredity	
Week 5: 9/12-14	Prenatal/Birth	
Week 6: 9/19-21	Prenatal/Birth	**Test 2** (9/21) **Mother Interview due**
Week 7: 9/26-28	First 2 years	
Week 8: 10/3-5	First 2 years	
Week 9: 10/10-12	Play Years	**Test 3** *(*10/10) **Milestone due**
Week 10: 10/17-19	Play Years	
Week 11 10/24-26	Play Years	**Test 4**(10-26) ***Reflection 2 due***
Week 12: 10/31-11/2	School age	
Week 13: 11/7-9	School age	***School age game assignment due.*** (11-7)
Week 14 11/14-16	Adolescence	**Theory paper (11/14)**
11-21/23	**Thanksgiving break**	Enjoy and be Thankful!
Week 15: 11/28-30	Adolescence/ Emerging Adulthood	
Week 16 12/5	Review Final	**SA take home due** ***Reflection 3 due*** **Final exam 12/5** *Discussion due*