

Basic Course Information

Semester:	Fall 2023	Instructor Name:	David Sheppard
Course Title & #:	CDEV/PSY 104 : Child Growth and Development	Email:	david.sheppard@imperial.edu
CRN #:	10339 (CDEV) , 1(PSY387)	Webpage (optional):	
Classroom:	Room 207	Office #:	203-C
Class Dates:	8/15-12/10	Office Hours:	Virtual and On-campus: Monday, Tuesday, Wednesday, Thursday 3:00-4:00
Class Days:	Tuesday/ Thursday	Office Phone #:	(760) 919-2377
Class Times:	11:20-12:45 AM	Emergency Contact:	Alexiss Castorena 355-6232
Units:	3	Class Format:	On Campus (Face to Face) Cross-listed

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.)

Course Prerequisite(s) and/or Corequisite(s)

None

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. *Describe development of children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.*
2. *Identify cultural, economic, political historical contexts that affect children's development.*
3. *Identify and compare major theoretical frameworks related to the study of human development.*
4. *Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.*
5. *Differentiate characteristics of typical and atypical development*

Textbooks & Other Resources or Links

Textbooks & Other Resources or Links

Katherine Berger 2021. The Developing Person: Childhood through Adolescence 12th. Ed.

New York. Worth Publishers ISBN:9781319191740 (paperback: ISBN:9781319352516 (e-book)

Course Requirements and Instructional Methods

This course is an On-Campus course, requiring students to attend course sessions held on the campus of IVC. All students must attend during the Tuesday/Thursday, 9:40-11:05 am meeting hours.

Grades will be based upon class participation, 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.

Material covered in class, such as slides and videos, will be placed on Canvas, at the discretion of the instructor, and will remain available for students to review. Please keep in mind that this is an On-campus course, and not all class content will be placed on Canvas- Canvas will be used to support in class instruction.

NOTE: For the various required course work addressed below, *(PLO #) indicates the Child Development Program Learning Outcome that is met by passing completion of the work.

Assignments: A total of 6 Assignment submissions will be required for the course. Each Assignment will be worth 10 points. The structure of the Assignments may vary but all will be submitted in the same manner on Canvas- Assignments will be focused on the following:

1: Introduction Assignment: This Assignment is designed to allow students to become comfortable submitting an Assignment- Students are asked to share with the instructor with any personal information they feel would allow the instructor to better understand and serve the student.

2: Vygotsky/ZPD/Scaffolding: Students will provide an overview of Vygotsky's concept of Scaffolding. Student when then apply the concept scaffolding to a learning experience in their childhood. Students are also asked to reflect on how they might use scaffolding in a classroom setting. *(PLO 1,5)

3: New Mother Interview: Based on course content, students will create 10 questions and interview a mother of an infant/toddler- Students will provide a discussion of the interview responses, using source material to compare/contrast with the interviewed mother's experience pre and post-natal. *(PLO 1, 2,6)

4: Milestones of Development: Students will focus on milestones of development related to cognitive, social-emotional, and physical domains of development for age groups 0-6 months, 7-12 months, 13-18 months, 19- 24 months, 2 years, 3 years, and 4 Years . For each age group students will describe a specific milestone of development related to each developmental domain and provide a picture that exemplifies the milestone, and a short description of who the milestones aids future development. Students will provide sources for their milestone descriptions. *(PLO1, 3)

5 Activity plan- You will be required to develop engaging learning activities designed to promote specific developmental skills

6: Observation/Conservation: Students will provide a written overview of the concept of Conservation. Students are required to test the concept of conservation on a preschool age child and a child between 7-8 years, and provide a written record of what they observed and a discussion related to the development of conservation skills. *(PLO 1,3)

7: Adolescent Personal Reflection: Students will reflect on their own adolescent years, applying course material to their own adolescent experience: Topics of focus include: Relationship with

*parents, peer pressure, self-esteem, friendship/ dating, idealism, rebellion, reckless behavior, and personal fable. *(PLO 1, 3)*

For those assignments that will be submitted on Canvas, I would suggest you type your Assignments in Word, save them on your computer, and then cut and paste into the Assignments area on Canvas. 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 6 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. *(PLO 1,2,3,4,5,6 , Collectively) – Your Discussion responses will be then be shared with the entire class*

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: 30 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. *(PLO 1,2,3,)*

Quizzes: There will be a short 5 point quiz for most of the Units that will be taken on your Canvas site. These quizzes are basic and intended to help you review the material

**The instructor reserves the right to create Quizzes/exams that will be taken/submitted either in-class or on Canvas- Quizzes to be submitted on Canvas will be active for at least 3 days- Students may begin the exam anytime within the 2-day period. However, once the exam is started, it must be completed within the time allotted.*

Age Group Quizzes: There will be 2 Review Quizzes focusing on all chapters related to Middle Years, and a separate Review Quiz on material related to Adolescence- -Study guides will be provided.

Age Group Quizzes will consist of a combination of multiple choice and short answers that will allow you to apply what you have learned –

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.

It is strongly suggested that all work be saved as a file, such as a Word or Google Doc file.

*Those students who plan to complete the Child Development majors please be mindful that in the CDEV 200 course, you will be required to create a portfolio of core assignments from each of your CDEV classes. So it is wise to save all your work

Here is a link to the Child Development **Guide for Student Success**:(You may need to copy and paste into our browser) <https://www.imperial.edu/courses-and-programs/divisions/economic-and-workforcedevelopment/child-family-consumer-sciences-department/child-developmentprogram/guide-for-student-success/>

Course Grading Based on Course Objectives

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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 gradebook on Canvas, but it is a good idea to keep your own records to compare with your instructor's records. The gradebook on Canvas my not always show the correct total.

No late work will be accepted for Discussions, Quizzes, Reflections and Presentations. In the event that the instructor allows late submission of an Assignment, students will be penalized for each day submitted after the due date.

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

6 Discussions : 2 @ 2pts, 4 @5 pts =24 points

5 on-Canvas application of knowledge Assignments = Total of 50 points

Scaffolding 5 pts

Mother Interview and application of concepts: 15 points

Milestone Projects: 15 points

Observation/ Conservation: 10 points

Adolescent Reflection: 5 points

Application of Theory Assignment = 30 points

14 Unit Practice Quizzes @ 5 points =70 points

2 Age group Review Quizzes @ 10 pts: Middle Years , Adolescence= 20 pts

=194 Total Points

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

Course Policies

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.

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

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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 (!!!)].

Classroom Etiquette

☒ **Electronic Devices:** Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor. ☒ Food and Drink 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. ☒ **Disruptive Students:** 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. ☒ **Children in the classroom:** Due to college rules and state laws, only students enrolled in the class may attend; children are not allowed in IVC classroom

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.

- Plagiarism 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.
- 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 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.

Other Course Information

Contacting your Instructor

Please feel free to contact the instructor with any question, concern, issue, or just to say 'Hi'.

Virtual Office Hours: and on-campus office visits: M,T,W,TH: 3:00-4:00

During this you can directly interact with your instructor in person or via email, text message, phone or Zoom call within the prescribed hour. However, feel free to contact me outside these hours, I will always respond within 48 hours, and, usually, sooner.

I will be glad to arrange for a private Zoom meeting during, or outside of the virtual office hours.

You can Text me, or leave a voice message using our class Google phone number: 760 919-2377

Please don't be shy about contacting me- I will respond to you promptly. I love to hear from you !

IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources>

Anticipated Class Schedule/Calendar FALL 23

Date or Week of	Reading/ Material	Due Dates/Tests
Unit 1 8/15-17	Introduction lecture materials- Read Chapter 1 of Text by Unit 2	Intro Discussion1 (due 8/ 17) Reflection Assignment 1 Quiz 1 (due 8/20)
Unit 2 8/22-24	Chapter 1 : Basic Principles of Child development Unit 2 content	Quiz 2 due 8/28
Unit 3 8/29- 31	Chapter 2: Theories of Development Unit 3 Content	RRA1: Vygotsky/Scaffolding) 9/4Due Quiz 3 due 9/4

Unit 4 9/5-7	Chapter 3 : Heredity Unit 4 content	Discussion 2 and Quiz 4 due 9/11
Unit 5 9/12-14	Chapter 4: Birth and the Newborn Unit 5 content	RRA Assignment 2(Mother Interview introduced :(Due 9/25 Quiz 5 due 9/18

Unit 6 9/19-21	Chapter 5: The First Two Years: Biosocial Unit 6 content	Quiz 6 due 9/25 Mother Interview due) 9/25)
Unit 7 9/26-28	Chapter 6: The First Two Years: Cognitive Unit 7 content	Quiz 7: due 10/2 Discussion 3 (Due 10/2)
Unit 8 10/3-5	Chapter 7: The First Two Years: Psychosocial Unit 8 content	Quiz 8 /due 10/9
Unit 9 10/10-12	Chapter 8: Early Childhood: Biosocial Unit 9 content	Quiz 8 due 4/23
Unit 10 10/17-19	Chapter 9: Early Childhood: Cognitive Unit 10 content	Discussion 4 Quiz 9 All due 5/2



Unit 11 10/24-26	Chapter 10: Early Childhood: Psychosocial Unit 11 content	Quiz 10 due 10/31 RRA Assignment: Milestones due 10/30
Unit 12 10-31-11/2	Chapter 11: Middle Childhood: Biosocial Chapter 12: Middle Childhood: Cognitive	Discussion 5 and Quiz 11 All due 11/7 Theory Paper (submit online) due 11/10 (Friday)
Unit 13 11/7-9	Chapter 13: Middle Childhood: Psychosocial Unit 13 content	Age Group Review Years)- Due 11/13
Unit 14 11/14-16	Chapter 14: Adolescence: Biosocial Chapter 15: Adolescence: Cognitive Unit 14 content	Discussion 6 Quiz 13 RRA Assignment Conservation due 11/17 (Friday)
11/20-11/26	THANKSGIVING BREAK !	
Unit 15 11/27-29	Chapter 16: Adolescence: Psychosocial Unit 15 content Review Units 9-15	Quiz 14 (due 12/6)
Unit 16 12/5-7	Final Exam Week	RRA: Adolescent Reflection (due 12/5)



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		Age Group Review: Adolescence) in class - due 12/ 7

*****Subject to change without prior notice*****