IMPERIAL VALLEY COLLEGE

Basic Course Information

Semester:	**Spring 2024**	Instructor Name:	**David Sheppard**
Course Title & #:	**CDEV/PSY 104 : Child Growth and Development**	Email:	**david.sheppard@imperial.edu**
CRN #:	*20346 (CDEV) 20396(PSY)*	Webpage (optional):	
Classroom:	*206*	Office #:	**203-C**
Class Dates:	**2/13-6/7**	Office Hours:	**M,T,W,Th 5:00-4:00:** *(you can visit on Zoom or on Campus: room 2201***)**
Class Days:	**T/TH**	Office Phone #:	*: (760) 919-2377*
Class Times:	**1:00-2:25**	Emergency Contact:	**Alexiss Castorena 355-6232**
Units:	3	Class Format:	Online- non-synchronous, 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 political, historical contexts that impact ILO4, ILO5)

1. *Identify cultural, economic, children's development. (ILO2,*
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

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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

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 Canvas, with a response to student emails within 48 hours.

Grades for all coursework posted no later than 10 days after submission

 Optional individual Zoom meetings on the campus of IVC, arranged anytime during the semester.

Course Structure and Required Course Work:

All of the Module 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 the provided link on the course Home page or via the Modules link in the course menu.
Each Unit will require you to do reading in the course text, view course videos, engage in Discussions,
and/or complete an Assignment
(Unless otherwise stated, Units will be active for 1 week and the due dates for Unit work will be on the following Monday evening @ 11:59 PM)
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.
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

*   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 the 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 then 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 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, 1318 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.

Application of 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 /Tests: 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 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 Unit and close on the due date of the Unit. Quizzes are not timed.

There will also be a timed test covering untimed Test related to chapters on The material from both The Middle Years Years, and core principles of Child all chapters of The Early Years, an Middle Years, and a Final Test covering and all chapters related to Adolescent Development.

No late Quizzes or Tests are allowed.

Recollect/Reflect/Apply: *Allowing students to synthesize and apply material from the various stages of development: Heredity/Prenatal and Birth, Infant/Toddler, Early Years, Middle Years, and Adolescent Years- These Assignments may consist of a combination of short answers, longer essay question that will allow you to apply what you have learned – There may also be multiple-choice questions. But the focus of the Assignments will be on your written application of what you learned.*

There will also be a 'open-book', untimed Quiz covering the Chapters on the Middle Years- Students will have a week to submit the Test.

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

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 <u>strongly</u> 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 necessary to save all your work f

Here is a link to the Child Development <mark>Guide for Student Success</mark> :(*You may need to copy and paste into our browser)* **https://www.imperial.edu/courses-and-**

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

There will be NO IVC campus meetings required for the course

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 :

Discussions: Intro Discussion @ 2pts (+) 4 Discussions @ 3 points each =14 points

Application of knowledge Assignments:

> *Mother Interview and application of concepts: 10 points*

> *Milestone Projects: 12 points*

> *Observation/ Conservation: 10 points*

> *Adolescent Reflection: 5 points*

Application of Theory = 30 points

Unit Practice Quizzes @ 5 points = 55 points

Preschool age 'Mini Test': 12 .5 pts

1 Untimed Middle Years Exam=7.5 points

1 Final application : 14.5 points

Total points possible = 170.5 total points

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

Course Policies

Attendance

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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 8to 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 excused the number of hours the class is scheduled to meet per week may be dropped.

Each non-excused absence will result in a .5 reduction in participation points.

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

Attendance roll will be taken at the beginning of each class session- Those who join the class after attendance has been taken will be considered 'late'.

*'Late' attendances will result in a .5 deduction in participation points for each set of two days late.

Online Netiquette

Although this is not an online class, we will use Canvas for Discussions:

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.

- 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.

During this you can directly interact with your instructor via email, text message, phone 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 !

Zoom video conferencing will be utilized   *by the instructor to present optional*
Course Orientation and Review Session-   *A Zoom link will be provided prior to*
each meeting

** Optional Canvas Orientation will   **be held Monday 2/12 @ 5:00 PM (**
Zoom link will be sent to all students at least one day prior to the meeting)**

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

Date or Week of	Reading/ Material	Work Due	
Unit 1 2/12	Introduction lecture materials- Read Chapter 1 of Text by Unit 2	Intro Discussion1 Reflection Assignment 1 and Quiz 1	
Unit 2 2/19	Chapter 1 : Basic Principles of Child development Unit 2 content	Quiz 2 due	
Unit 3 *2/26*	Chapter 2: Theories of Development Unit 3 Content	ARRA Assignment 2 (Vygotsky/Scaffolding) Quiz 3	
Unit 4 3/4	Chapter 3 : Heredity Unit 4 content	Discussion 2 and Quiz 4	

Unit 5 3/11	Chapter 4: Birth and the Newborn Unit 5 content	.Quiz 5

Unit 6 3/18	Chapter 5: The First Two Years: Biosocial Unit 6 content	Quiz 6 *ARAA (Mother Interview introduced*

Unit 7 3/25	Chapter 6: The First Two Years: Cognitive Unit 7 content	Quiz 7: Discussion 3
4/1-7	Spring break	
Unit 8 4/8	Chapter 7: The First Two Years: Psychosocial Unit 8 content	Quiz 8 /
Unit 9 4/15	Chapter 8: Early Childhood: Biosocial Unit 9 content	Quiz 8

Unit 10 4/22	Chapter 9: Early Childhood: Cognitive Unit 10 content	Discussion 4 Quiz 9
Unit 11 4/29	Chapter 10: Early Childhood: Psychosocial Unit 11 content	Discussion 5 and Quiz 10 *Mini Test*
Unit 12 5/6	Chapter 11: Middle Childhood: Biosocial Chapter 12: Middle Childhood: Cognitive	*Application of Theory Paper*
Unit 13 5/13	Chapter13: Middle Childhood: Psychosocial Unit 13 content	*ARRA Conservation*
Unit 14 5/20	Chapter 14: Adolescence: Biosocial Chapter 15: Adolescence: Cognitive Unit 14 content	*Middle Years open-book Quiz due (covers all chapters 11-13)*

Unit 15 5/27	Chapter 16: Adolescence: Psychosocial Unit 15 content Review Units 9-15	Quiz 14 Assignment 6: ARRA Adolescent Reflection
6/3	Final Exam week	**Final Test:** (Chapters School age and Adolescence) - due Wednesday 6/5

Subject to change without prior notice