

Basic Course Information

Semester	Spring 2019	Instructor Name	David Scott Sheppard
Course Title & #	CDEV 104 / PSY 104	Email	dscott12121@yahoo.com
CRN #	20660: CDEV / 207685 :PSY	Webpage (optional)	
Room	202	Office	Room 2201
Class Dates	2/12-6/8	Office Hours	2:00-3:00: M,W, 5:00-6:00 T,R
Class Days	Tuesdays/Thursday	Office Phone #	760-355-6397
Class Times	1:00-- 2:25	Office contact if student will be out or emergency	Alexiss Castorena 760-355-6232
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) (Formerly CFCS/PSY 106) (CSU)

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:

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, 10th. Ed., New York. Worth Publishers , ISBN-13: 978-1464175954 ,ISBN-10: 1464175950

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.

Course Grading Based on Course Objectives

Class Assignment Point Values

Quiz 1 (Group) =	5 pts.
4 Tests @ 25 pt. each:	100 pts.
Middle Years Take Home	15 pts.
Final Exam:	35 pts.
2 Discussions @ 5 pt. each:	10pts.
Group Activity	5 pts.
Mother Interview:	10 pts.
Milestone / observation	30 pts.
Theory paper:	50 pts.

Total points = 260 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

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor. **Consider**: specifics for your class/program
- 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.
- 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, no one who is not enrolled in the class may attend, including children.

Academic Honesty

- 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 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 School 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 Help – Discretionary Section and Language

- Blackboard support center: <http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8543>
- Learning Labs: There are several ‘labs’ on campus to assist you through the use of computers, tutors, or a combination. Please consult your college map for the Math Lab, Reading & Writing Lab, and Study Skills Center (library). Please speak to the instructor about labs unique to your specific program.
- 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, 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. For information see <http://www.imperial.edu/students/student-health-center/>. 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 available online at http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/library-department/info-lit-tutorials/>

Anticipated Class Schedule / Calendar

(Follows on next page)

Imperial Valley College Course Syllabus – Course Title and number

PSY 104 /CDEV 104 Spring 2019

	Topic	Due
Week 1: 2/12-14	Intro development	
Week 2: 2/19-21	Basics of CD Theories	
Week 3: 2/26-2/28	Theories Heredity	Quiz 1(Group) and Discussion 1 due (2/28)
Week 4: 3/5-7	Heredity/	Test 1/ (3/8)
Week 5: 3/12-14	Prenatal/Birth	
Week 6: 3/19-21	Prenatal/Birth	Test 2 and Interview due (3/21)
Week 7: 3/26-28	First 2 years	
Week 8: 4/2-4	First 2 years	
Week 9: 4/9-11	Play Years	Test 3/ Milestone/ observation due (4/11)
Week 10: 4/16-18	Play Years	
4/22-27	Spring Break	
Week 11 4/30-5/2	Play Years	Play Year group activity Presentations
Week 12: 5/7-9	School age	Test 4 (5/7)
Week 13: 5/14-16	School age	Discussion 2 due (5/14)
Week 14 5/21--23	School age	Theory paper due (5/21)
	\Adolescence	
Week 15: 5/28-5/30	Adolescence	
Week 16 6/4-6/6	Adolescence/ Emerging Adulthood	Take home due-Final exam and Discussion 4 due (6/6)

***Please note the schedule is subject to change.**