

Basic Course Information

Semester:	Spring 19	Instructor Name:	David Sheppard
Course Title & #:	CDEV / PSY 104: Child Growth and Development	Email:	david.sheppard@imperial.edu
CRN #:	CDEV:10665/11165/ 11297 PSY: 10774/11188/11298	Webpage (optional):	
Classroom:	Online	Office #:	2201
Class Dates:	02/11- 6/8	Office Hours:	Virtual: 4:00-5:00 M/W Campus: (3:00-4:00 M,W) 4:00-5:00 (T,R)
Class Days:	Online	Office Phone #:	760-355-6397
Class Times:	Online	Emergency Contact:	Alexiss Castorena 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) (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 10th. Ed. New York. Worth Publishers, ISBN-13: 978-1464175954 , ISBN-10: 1464175950

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 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.*

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.

(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.

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 Unit 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 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 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.

****Please Note: The Theory Paper must be submitted to receive a grade of C or better- Failure to submit the Theory Paper, regardless of points accumulated in all other course work, will result in a grade no higher than a D.***

4:30-5:30, Monday and Wednesday are set aside for 'Virtual office hours'. During this you can directly interact with your instructor via email, discussion post, or 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. And you are always welcome to visit me during my IVC campus hours.

This class is divided into Module '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.

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 Unit 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 70 points. Exams will be held on the Imperial Valley College 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 5, 6:00 PM, IVC campus, room 2131:

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

Final Exam 2: Friday, June 7th, 6:00 PM, IVC campus, room 2131. 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.***

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

[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.

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 @ 70 points = 140 points

Total points possible = 420 points

**** Application of Theory Assignment must be completed to receive a C or better in the course, regardless of total points.)***

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

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.
- **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, 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.

- **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.

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 CDEV/PSY 104, Spring 2019		
Date or Week	Reading/ Material	Due Dates/Tests
Unit 1 2/11-17 (2/18 holiday)	Syllabus & Introduction to the online course structure and tools: Unit 1 Content	Intro Discussion 1 Reflection Assignment 1 Quiz 1 All due Sunday: 2/17
Unit 2 2/18-2/25	Chapter 1 : Basic Principles of Child development Unit 2 content	Discussion 2 Quiz 2 All due 2/25
Unit 3 2/26-3/4	Chapter 2: Theories of Development Unit 3 Content	Assignment 2 Quiz 3 All due 3/4
Unit 4 3/5-3/11	Chapter 3 : Heredity Unit 4 content	Discussion 3 Quiz 4 All due 3/11
Unit 5 3/6-3/18	Chapter 4: : Birth and the Newborn Unit 5 content	Assignment 3 Quiz 5 All due 3/18
Unit 6 3/7-3/25	Chapter 5: The First Two Years: Biosocial Unit 6 content	Discussion 4 Quiz 6 All due 3/25
Unit 7 3/26-4/1	Chapter 6: The First Two Years: Cognitive Unit 7 content	Quiz 7: due 4/1
Unit 8 4/2-4/7	Chapter 7: The First Two Years: Psychosocial Unit 8 content	Midterm 4/5 Friday, 6:0PM , IVC, Chapters 1-7
Unit 9 4/8-4/15	Chapter 8: Early Childhood: Biosocial Unit 9 content	Discussion 5 Quiz 8 All due 4/15
Unit 10 4/15-4/21	Chapter 9: Early Childhood: Cognitive Unit 10 content	Discussion 6 Quiz 9 All due 4/21

April 22-27	Spring break	
Unit 11 4/29-5/6	Chapter 10: Early Childhood: Psychosocial Unit 11 content	Discussion 7 Quiz 10 All due 5/6
Unit 12 5/7-5/13	Chapter 11: Middle Childhood: Biosocial Chapter 12: Middle Childhood: Cognitive	Discussion 8 Quiz 11 All due 5/13
Unit 13 5/14-5/20	Chapter 13: Middle Childhood: Psychosocial Unit 13 content	Discussion 9 Quiz 12 Theory Paper All due 5/20
Unit 14 5/21-5/26 (5/27: Holiday)	Chapter 14: Adolescence: Biosocial Chapter 15: Adolescence: Cognitive Unit 14 content	Discussion 10 Quiz 13 All due 5/26 27th off
Unit 15 5/28-6-7	Chapter 16: Adolescence: Psychosocial Unit 15 content Review Units 9-15	Adolescent Reflection Due 6/7 Dis. 11 (Due 6/6) Quiz 14 (Due 6/6) *Final at IVC 6/7