



Preparing Childhood Education Professionals and Life-long Learners

The mission of the El Camino College Childhood Education Program is to provide relevant coursework, exemplary role models, and sound pedagogy to successfully prepare childhood educators to earn the required permits or degrees that will enable them to teach in diverse settings, to positively influence students and families in their communities, and to serve as advocates for children and the childhood education profession.

Child Development 103 - Child Development

(Formerly Child Development 3)

Fall 2009

Section Number: 2112 Units: 3

Class Day and Time: Mondays 6:30 to 9:40pm

Location: ARTB 317

Instructor: Janet Young

Office: ARTB 326B

Phone: 310 660-3593 ext. 3613

Email: jyoung@elcamino.edu (Email is the best way to reach me)

Office Hours:

Monday 5:30 to 6:30 (on campus)

Tuesday 1:00 to 2:00 (on campus)

Wednesday 10:00 (online)

Thursday 11:00 to 12:00 (on campus)

Recommended Preparation: eligibility for English 1A

Required Text *Children* by John W. Santrock, 10th Edition. (Older editions are not recommended. The international version may be used.)

Course Description:

This course is an introduction to child development from conception through adolescence with emphasis on physical, cognitive and psychosocial growth. The effect of environmental and cultural influences on development will be investigated. Developmental theories will be analyzed and tested through practical applications such as child observations and interviews.

Course Objectives: Upon successful completion of this course, the students will be able to:

- 1 Identify major principles of governing development.
- 2 Define developmental theory and explain how theories are used to understand child behavior and development.
- 3 Compare and contrast theories of child development (i.e. Piaget, Vygotsky, Freud, and Erikson).
- 4 Define various methods of observation and utilize these methods to collect data.
- 5 Analyze and interpret data collected through observations and interviews
- 6 Analyze the effect of environmental and cultural influences on development
- 7 Interpret the contributions and major criticisms of the major developmental domains of development.
- 8 Analyze the interdependence of the cognitive, psychosocial and psychomotor domains of development.
- 9 Evaluate the effectiveness of theories as they can be utilized for practical applications in parenting and teaching.

Student Learning Outcomes

(Overarching learning goals for this course.)

1. Using standard research methods, students will analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychological, cognitive, and language development.
2. In projects and/or essays, students will compare and contrast various theoretical frameworks that relate to the study of human development.
3. Using investigative research methodologies, students will apply developmental theory to the analysis of child observations, surveys, and/or interviews.

Attendance Policy

This class emphasizes active participation in group activities and discussions. You will receive 5 points per class meeting for participating in group activities and cooperative learning exercises. Please keep a close eye on your attendance. If you **MUST** be absent it is your responsibility to obtain information, handouts and assignments from a fellow student. Find a “study buddy.”

Drop Policy

You are allowed a maximum of three (3) absences. After that you will be dropped from the class. If it is past the drop deadline you will receive an “F”. There are no exceptions to this policy. If you decide to drop this class you must notify the college. It is your responsibility to drop the class. Do not assume that your instructor has dropped you.

Drop Dates

Friday, Sept. 11th – Last day to drop with a refund.

Friday, Sept. 25th – Last day to drop with no notation on transcript.

Friday, Nov. 20th – Last day to drop with W.

Incomplete Policy

Incompletes are available for extreme emergencies. If you request an incomplete, the coursework must be completed by the end of the following semester.

My ECC

Students may access MYECC for email, and other services such as adding, dropping, and paying for classes, and obtaining unofficial transcripts. Go to www.elcamino.edu. Click on MYECC.

Students with Special Needs

Please inform the instructor during the first week of classes of any disability or special needs that you have that may require specific arrangements related to attending class sessions, carrying out class assignments, or taking paper examinations.

Academic Honesty

The El Camino and Compton Education Center faculty, staff, and administration are dedicated to maintaining an optimal learning environment and will not tolerate academic dishonesty.

Each student is responsible for his/her own work, including test answers, written assignments, and oral presentations. Students are expected to cite and reference their material. When you are quoting another author, either directly or indirectly, always reference them by using a citation. Plagiarism is not acceptable. If a student plagiarizes, the student will be assigned an automatic zero on the paper with no possibility of resubmitting the assignment. A guideline for APA style cite and references will be provided to avoid issues of plagiarism and to develop ones skill for proper writing technique. If you have any questions about what constitutes plagiarism or cheating, please ask the instructor. These standards will be discussed in class.

Classroom Rules of Conduct

Arrive on time and stay for the entire class.
Turn off and put away all cell phones and other electronic equipment.
Refrain from engaging in side conversations.
Respect one another's opinions.
Actively participate in all group activities and cooperative learning activities.

Folders

Each student will receive a folder for this class which will include a grading sheet and a communication sheet. This system will allow you to keep track of your attendance and your grade throughout the class. Pick up your folder at the beginning of each class and return it at the end of the class meeting. Be sure to initial your attendance for each class.

<h2>Exams, Projects, and Assessment Policies</h2>
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Late Assignments

10 points per week will be deducted for late assignments, regardless of the reason.

Emailing Assignments to the Instructor

If you do email an assignment to the instructor, please put "CDEV 103- Section 2112" in the subject area. Be sure to include your full name in the email.

Two Extra Credit Opportunities

Photo for your folder (5 points)

Bring in a picture of yourself (that the instructor can keep) for your class folder by Monday, September 21^s.

Email from ECC Email Account (5 points)

Retrieve and print an email message from your ECC email account sent to you from your instructor.

Exams

There are 5 exams for this class. They are open-book and open-note exams. Please bring a Scantron and a pencil to class for each exam. There are 50 questions on each exam.

Projects

There are 3 projects for this class. Detailed instructions will be distributed and discussed in class.

1. **Autobiography Project:** Students write an autobiography by applying Erikson's Eight Stages of Psychosocial Development to their own lives.
2. **Preschool Observation:** Students observe in a preschool program and write an observation report based on the elements of play.
3. **School-Age Interview:** Students will select and interview one school-age child and report on his/her physical, cognitive, social, and emotional development.

Grading Overview

Activity/Assignment	Points
Participation / In Class Group Work 5 points per class session (5 x 15)	75
Autobiography Project	50
Preschool Observation	100
School-Age Interview	100
Exams (5 x 50 points each)	250
Total	575

Final Course Grades will be Based on the Following Grading Scale

Grading Scale	
518 to 575	A
461 to 517	B
404 to 460	C
347 to 403	D
Below 347	F

Communication is Key

If you are struggling with or have a question about any of the concepts presented in class, please do not hesitate to talk to me about it. We can talk on the phone, you can fax me, e-mail me, meet during my office hours, or you can make an appointment. If you are an ESL student, or if you have any areas in which you need assistance, please contact me so that we can develop some strategies to help you make this a valuable learning experience. In addition, you can contact one of the support services listed below:

El Camino College Support Services:	Main phone number: 310-660-3593	
Childhood Education Department Office	ARTB 326	Ext. 6022
Writing Center	Humanities 122	Ext. 3873
Learning Resources Center	Library NW Wing-2 nd floor	Ext. 3511
Health Center	Health Center	Ext. 3643
Career and Technical Education Teacher Pipeline	ARTB 320	Ext. 3589
Tutoring Center	Library West Wing- upstairs	Ext. 3511
Teacher Education Program	ARTB 320	Ext. 3573

College-Level Writing Requirements

Evaluation of student's work is based on college level standards of proficiency, which are set out in grading rubrics for most assignments. Papers must be college-level and edited for spelling and grammar.

*Rubrics: a standard or guideline from which the student and instructor can work from the same reference point for fair and effective evaluation of subjective work, such as essays, presentations and research papers. The student is able to understand what is expected and the instructor can grade student's work constructively (Santrock, 2003). Assignment information and grading criteria is outlined in the in assignment guidelines handouts for each assignment.

If you need assistance, you can meet with a tutor at the Learning Resources Center in the library or go to the El Camino Writing Center. Well-developed writing skills are essential to your success in college.

Child Development 103

Instructor: Janet Young

Week	Date	Reading and Topics Readings should be completed prior to coming to class.	Exam and Assignment Due Dates
1	8/31	Introduction and Course Requirements Chapter 1 <i>Introduction</i>	
2	9/7	Labor Day Holiday – No Class Meeting	
3	9/14	Chapter 2 <i>Biological Beginnings</i> Chapter 3 <i>Prenatal Development</i>	
4	9/21	Chapter 3: <i>Prenatal Development (cont.)</i> Chapter 4: Birth	Extra Credit Photo Monday, Sept. 21st
5	9/28	Exam #1 Chapters 2, 3, and 4	
6	10/5	Autobiography Instructions Discussed Chapter 5 <i>Physical Development in Infancy</i> Chapter 6 <i>Cognitive Development in Infancy</i>	
7	10/12	Chapter 6 <i>Cognitive Development in Infancy (cont.)</i> Chapter 7 <i>Socioemotional Development in Infancy</i>	
8	10/19	Exam # 2 Chapters 5, 6, and 7	
9	10/26	Preschool Project Instructions Discussed Chapter 8 <i>Physical Development in Early Childhood</i> Chapter 9 <i>Cognitive Development in Early Childhood</i>	Autobiography Project Due Monday, Oct. 26th
10	11/2	Chapter 9 <i>Cognitive Development in Early Childhood (cont.)</i> Chapter 10 <i>Socioemotional Development in Infancy</i>	
11	11/9	Exam #3 Chapters 8, 9, 10	
12	11/16	School-Age Project Instructions Discussed Chapter 11 <i>Physical Development in Mid and Late Childhood</i> Chapter 12 <i>Cognitive Development in Mid and Late Childhood</i>	Preschool Project Due Monday Nov. 16th
13	11/23	Chapter 12 <i>Cognitive Development in Mid and Late Childhood (cont.)</i> Chapter 13 <i>Socioemotional Development in Mid and Late Childhood</i>	
4	11/30	Exam #4 Chapters 11, 12, 13	
15	12/7	Chapter 14 <i>Physical Development in Adolescence</i> Chapter 15 <i>Cognitive Development in Adolescence</i> Chapter 16 <i>Socioemotional Development in Adolescence</i>	School-Age Interview Due Monday Dec. 7th
16	12/14	Exam #5 – Final Exam (In- class Group Final) Chapters 14,15,16	