



El Camino College/Compton Center Childhood Education Department

<http://www.elcamino.edu/academics/behavioralsocial/childhooded/index.asp>

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.

CDEV 103 - Child Development (formerly CDEV-3)

3 Units (Spring 2010)
Tuesdays and Thursdays
9:30-10:55am (section 2102) in room ArtB 348
2:00- 3:25pm (section 2108) in room ArtB 338

Instructor: Michelle Moen, M.A.
Office: ARTB 326E
Phone: 310-660-3593 x 3571
Email: mmoen@elcamino.edu or michellemoen@aol.com

Office Hours: Mondays 5:00pm -6:00pm
Tuesdays 11:15am-12:15pm and 4:00-5:00pm
Wednesdays 12:30pm-1:30pm
Thursdays 11:15am -12:15pm
By appointment/before or after class

Course Description:

This course is an introduction to child development from conception through adolescence with an 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.

Note: This is a core course for all teachers and assistants in early childhood programs regulated by the State of California.

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

1. Define developmental theory and explain how theories are used to understand child behavior and development.
2. Examine and discuss major theories of child development such as those of Piaget, Vygotsky, Freud, Erikson, and Bronfenbrenner.
3. Evaluate the effectiveness of theories in terms of their practical applications in parenting and teaching.
4. Analyze the interdependence of the cognitive, psychosocial and physical domains of development.
5. Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.
6. Demonstrate knowledge of current research findings as they apply to child development.
7. Define various methods of observation and utilize these methods to collect data.
8. Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages, cultures, and backgrounds and their caregivers.
9. Analyze and interpret data collected through observations and interviews.
10. Examine and evaluate the role of family, 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. Analyze the effect of biological, environmental and cultural influences on development of children of all ages.

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.

Recommended Preparation: Eligibility for English 1A

Required Text and Materials

1. Santrock, John. (2007 or 2008 or 2010). Children 9th, 10th, or 11th Edition. New York: McGraw-Hill.
2. Students will furnish materials and supplies necessary for preparation and presentation of learning activities (ie: for adolescent interviews, group project activity, etc.)
3. Additional handouts will be given in class.

Attendance Policy:

Attendance is vital to understanding the course material. Information and activities will be presented in class that may not be available in the texts. Therefore, students should strive to attend every class session. After six (6) absences, you may be excluded from the class or receive a failing grade. If it is past the drop deadline you WILL receive an "F". There are no exceptions to this policy. Please keep a close eye on your attendance.

Students are also expected to be punctual to class. Roll is taken at the beginning of the class hour. It is the student's responsibility to inform the instructor at the end of class if you arrive late, have personal/medical emergencies affecting your attendance, obtain information about missed classes from fellow students, and officially drop a class if you stop attending.

If you are having difficulty in meeting course deadlines or in understanding course materials, **you are expected** to discuss your situation with the instructor **before** it jeopardizes your grade for the course. Contact me so that we can develop some strategies to help you make this a valuable learning experience. Most problems can be solved or at least worked with, before they become serious.

You will also be participating in a variety of activities throughout the semester. All activities must be completed during class time. It is imperative that you are regular in attendance and active in all classroom activities. There are no make-ups for class activities.

Drop Policy:

The College catalog states that regular attendance is expected of every student. You are allowed a maximum of six (6) absences or you may be dropped from the class. If it is past the drop deadline, you will receive an F. It is your responsibility to drop the class. Refer to the current El Camino's Schedule of Classes for more detailed guidelines.

Withdrawal and/or Incomplete Policies:

Refer to the current El Camino's Schedule of Classes for more detailed guidelines.

My ECC

www.elcamino.edu. Click on MYECC. Access MYECC for email, services like adding, dropping and paying for classes, obtaining unofficial transcripts, etc.

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 writing paper examinations.

Academic Honesty:

Each student is responsible for their own work, including test answers, in-class exercises, written assignments, and oral presentations. In college 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. Also students found to have engaged in academic dishonesty are subject to review as per college policy.

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. We will discuss these standards in class.

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

Classroom Rules of Conduct:

The best policy is to treat others, as you would like to be treated. This includes, but is not limited to:

1. Listening quietly and respectfully when others speak.
2. Arriving on time and staying for the whole class period.
3. Speak your opinion without judging others.
4. Being a good communicator of your ideas and opinions, i.e., speaking loudly enough for all to hear when you have the floor.
5. Turn off (or put on silent mode) all cell phones, pagers and anything else that rings, beeps, or buzzes during class.

If all observe the above policies, we can create an enjoyable, interesting and respectful learning community.

<h3>Course Projects and Assessment Policies</h3>
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Assignment Guidelines

All students are expected to produce college-level work. One of the goals of this class is to prepare students to be successful professionals. Part of having a successful image is the ability to produce neat, legible, coherent, and grammatically correct written materials. **All of the written papers and assignments need to be typed** in a 12 point Times New Roman (or Arial) font, double spaced, and have a 1" margin from all sides. (Exceptions are made ONLY if arrangements are made with me ahead of time). All written papers will be evaluated for clarity, coherence, grammatical correctness, and reflectivity of the writer. It is strongly recommended that students have someone else proof read assignments prior to turning them in. Students may also seek individualized help provided by El Camino's Writing Resource Lab for your written papers. You may also meet with a tutor at the Learning Resource Center in the library. Good writing skills are essential to your success in college. Ten percent (10%) of the project's total points will be deducted for grammatical/structural/typological errors.

Ten (10) percent of the assignment's total points (equivalent to one letter grade) will be deducted (per week) for late projects (other than the final exam which may NOT be submitted late). There are no make up-assignments or extra credit. Also please make copies of your assignment before submitting them and do NOT put assignments in individual plastic covers.

If you choose to email me assignments, you must send the assignment embedded in your ECC email (ie: not in an attachment) and provide a hard copy (for me to grade) the following week after it was due. Failing to do so will result in further point deductions. Emailed assignments are still subject to point deductions IF they are emailed past the due date. Email **ATTACHMENTS are NOT ACCEPTED**. Also, technical problems will not be allowed as excuses.

All assignments must be turned in on the established due dates and are due at the beginning of class (**INCLUDING EMAILED ASSIGNMENTS**). If you are late to class, your assignment will be considered late. Students should save all graded assignments in case grade verification is ever needed. Detailed descriptions of all assignments will be given in class.

Methods of Evaluation and Grading

Evaluation of student's work is based on college level standards of proficiency, which are set out in grading rubrics for most every assignment. Many assignments will also provide the opportunity for the student to complete a self assessment.

. *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 mark distribution is set out in Assignment Guidelines Handouts.

Late Assignments

Ten (10) percent of the assignment's total points (equivalent to one letter grade) will be deducted (per week) for late projects (other than the final exam which may NOT be submitted late). There are no make up-assignments or extra credit.

Emailed Assignments

If you choose to email me assignments, you must send the assignment embedded in your ECC email (ie: not in an attachment) and provide a hard copy (for me to grade) the following week after it was due. Failing to do so will result in further point deductions. Emailed assignments are still subject to point deductions IF they are emailed past the due date. Email **ATTACHMENTS are NOT ACCEPTED**. Also, technical problems will not be allowed as excuses.

Course grades will be based on the number of points you have earned out of 425 possible points in the course. Points will be available as follows:

Assignment	Possible Points	Points Earned
Class participation (15 @ 5 points)	75	
Autobiography	50	
Baby Day Summary	50	
Group Project: Developmental Appropriate Activity (for preschool <u>OR</u> school age child)	50	
School Age interview	50	
Key Terms (10 points per developmental period)	50	
Final Exam	100	
TOTAL POINTS	425	

At the end of the semester, I will add your scores on the projects and assign grades as follows:

A	90-100% of the possible points	(383 - 425)
B	80-89% of the possible points	(340 - 382)
C	70-79% of the possible points	(298- 339)
D	60-69% of the possible points	(255 - 297)
F	59% or fewer of the possible points	(254 or less)

Extra Credit

There will be no make up assignments or extra credit offered in this course.

Also this course does **NOT** use +/- grading. If you would like me to forward your “unofficial” grade, please leave a post card (purchased from the bookstore) or a self-addressed, stamped envelope (SASE) with a card inside.

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 every assignment. Papers must be college-level and edited for spelling and grammar.

If you are having trouble, you can meet with a tutor at the Learning Resources Center in the library, or go to the El Camino Writing Center. Good writing skills are essential to your success in college.

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
EOPS		660-3464 ?
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

Communication is Key

If you are struggling with or have a question about any of the concepts that I am presenting 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 that you need assistance please contact me so that we can develop some strategies to help you make this a valuable learning experience.

Course Assignments

1. Class participation and attendance: All students are expected to read required assignments prior to the class meeting (for which it was assigned) and to engage in constructive critical dialog during class time as well as complete in class assignments. Students are also expected to show active listening skills, allowing all class members to be heard with equity.

It is the student’s responsibility to obtain any information presented in the class in the event of an absence. Handouts may not be available from the instructor after the date of presentation. Due to the structure of the class, it is highly recommended that students attend all class sessions and keep up with the reading assignments. Make a copy of assignments submitted to avoid the potential loss of assignments.

Students will receive partial points (throughout the semester) on their in-class participation. There will be approximately fifteen (15) different participation exercises and each will be worth 5 points. These may be paper-and-pencil, but are often group discussion and/or activities. Assignment of class participation points is at

the discretion of the instructor based on individual student performance as noted above. If you arrive late on a day when the class has already completed an activity, you will not receive credit for the work. It is imperative that you are regular in attendance and active in all classroom activities. There are no make-ups for class activities or presentations.

Due: Ongoing

Points: 75 (maximum points)

2. Autobiography: This is an opportunity to take the information that you have learned in this class, the experiences you have had in other classes, as well as your own life experiences and apply them to Erikson's stages of psychosocial development. Using Erikson's theory, write a four-to-five page autobiography in which you interpret each stage as it relates to your personal development. Provide specific examples of life experiences, both social and cultural, which correlate with each stage and examine how these experiences may have affected your development. Include a summary of each of Erikson's stages in your essay. The goal of this assignment is to help you develop a clear and deep understanding of each stage and how they relate to development. You will also have the opportunity to make predictions about your future development based on your past experiences. A handout will be distributed in class which specifies the details.

Due: Tuesday, March 9

Points: 50

3. Key Terms: For each period of development (prenatal, infant, preschool, school age, and adolescence) you will be required to define 10-15 (instructor selected) terms. A form will be provided for each stage. You may either type or handwrite the definitions. Each set of terms will be worth ten (10) points. Key terms will not be accepted if they are submitted late.

Prenatal	due Thursday, March 4	Total Points: 50
Infant	due Thursday, March 18	
Preschool/Early Childhood	due Thursday, April 8	
School Age/Middle Childhood	due Tuesday, May 11	
Adolescence/Teens	due Thursday, May 27	

4. Baby Day: On Thursday, March 25th we will observe several infants/toddlers in our classroom (or another carpeted room, if available). You will need to **bring your textbook and the supplied forms to class**. Handouts will be distributed which list specific information about the observation and paper. **Attendance is critical** on October 9th. If you miss Baby Day, you will not be able to complete the assignment and will lose all 50 points.

Baby Day: Thursday, March 25

Assignment Due: Thursday, April 1

Points: 50

5. Group Project: The class will be divided into groups of 1-3 classmates. Each group will create an age appropriate activity for either a preschool child or a school aged child. The activity should serve as a tool for enhancing a variety of abilities (i.e. language, social, math, and/or physical skills). Your group will provide a handout which states the instructions as well as provide developmental support. Your group will also present the activity in class. Detailed instructions will be provided in class. There is **no make up class** for this assignment.

Group Proposal due: Thursday, April 8

Group Presentation: Thursday, May 6

Points: 50

6. School Age Interview: You will be spending about 60-90 minutes conducting an interview with a child **BETWEEN THE AGES OF 6 AND 12**. (Written parental consent is a must! Forms will be provided.) Based on the interview packet provided in class, invite the child to play specific games, draw some pictures, and answer interview questions for you. Upon completion of the interview, you will write a summary and conclusion of your findings based upon course work. You will present your conclusions about the child in relation to his/her self-esteem, family relationships, Piagetian stage of cognitive development and Kohlberg's stage of moral development. Support your findings with information from your interview and integrate it with information from your textbook. Specific instructions will be provided in class.

Due: Tuesday, May 25

Points: 50

7. Final Exam: On Thursday, June 3rd you will be given a "take home" (open book and notes) exam. There will be five (5) short answer and/or essay questions which focus on child development. The questions are comprehensive and designed in a way that they demand critical thinking and demonstrate the student's ability to weave together ideas from chapters, class discussions and activities. They will be due on **Tuesday, June 8th during our regular class hours**. Please submit it to me in our classroom during this time. **Late (or emailed) final exams will not be accepted.**

Due: Tuesday, June 8

Points: 100

Course Calendar

The following class schedule is designed to address the course requirements as outlined by El Camino Community College. Dates of lectures and activities are tentative based on the pace of the course throughout the session.

Week	Date	Major Topics and Class Activities	Assignment Due Dates and Reading Assignments Read Chapters Prior to Class Meeting
Week 1	Tuesday Feb. 16	Introductions and Student Information sheets Review of course content and syllabus Building community & Establishing expectations Assignments and Projects Overview	Buy textbook
Week 1	Thursday Feb. 18	The Whole Child – Process of Development Periods of Development Nature of Development Heredity & Environment/Nature vrs. Nurture	Read the first half of Chapter 1 (by Thursday)
Week 2	Tuesday Feb. 23	Erickson Review Autobiography assignment	Read the second half of Chapter 1 (by Tuesday)
Week 2	Thursday Feb. 25	Maslow Bronfenbrenner Observation Skills Research & Study Skills	

Week 3	Prenatal Tuesday March 2	Piaget Environmental Hazards Genetics Reproductive Technology/The Manipulation of Genes	Read Chapter 2 (by Tuesday)
Week 3	Thursday March 4	Fetal Development Video: <i>Life's Greatest Miracle</i> Animated video on prenatal development	Read Chapter 3 (by Thursday) Prenatal Key Terms due
Week 4	Tuesday March 9	Newborn Transition Birth Video: The Stages of Labor	Read Chapter 4 (by Tuesday) Autobiography due Bring your textbook to class
Week 4	Infants Thursday March 11	SIDS Infant Brain Nutrition Physical Development: Gross/Fine Motor Skills	Read Chapter 5 (by Thursday) Bring your textbook to class
Week 5	Tuesday March 16	Language Development Piaget Sensorimotor Senses Reflex videos	Read Chapter 6 (by Tuesday)
Week 5	Thursday March 18	Attachment Socialization Temperament Video <i>Flexible, Fearful, or Fiesty</i>	Read Chapter 7 (by Thursday) Infancy Key Terms due
Week 6	Tuesday March 23	SIDS RIE approach Observation Skills Review Baby Day assignment	
Week 6	Thursday March 25	BABY DAY –see guidelines	ROOM _____ Bring your textbook to class
Week 7	Early Childhood Tuesday March 30	Video – Preschool Child Body Growth and Development	Read chapter 8 (by Tuesday)
Week 7	Thursday April 1	Piaget – Preoperational Stage Conservation Tasks Vygotsky - Zone of Proximal Development Scaffolding activity Review Group Project Presentation guidelines	Read chapter 9 (by Thursday) Baby Day Summary Due
Week 8	Tuesday April 6	Socio- Emotional Development Language Development Developmentally Appropriate Practices The Impact of Divorce on Children	Read chapter 10 (by Tuesday)
Week 8	Thursday April 8	Parenting Styles Discipline Spanking The Importance and types of Play	Group presentation proposal due Early Childhood Key terms due

April 13 & 15 SPRING BREAK -- NO CLASS MEETING			
Week 9	Tuesday April 20	Preschool Observations	To be held at El Camino's Child Development Center
Week 9	School Age/Middle Childhood Thursday April 22	Family Influences Video – overview of Middle Childhood School Age: Memories and Accomplishments Physical Development Health	Read chapter 11 (by Thursday)
Week 10	Tuesday April 27	Multiple Intelligences Learning Strengths Profile Language Development Kohlberg's Theory of Moral Development	
Week 10	Thursday April 29	Group work and preparation for presentations	
Week 11	Tuesday May 4	Cognitive Development ADHD Autism Video: <i>Educating Peter</i>	Read chapter 12 (due Tuesday)
Week 11	Thursday May 6	Group Project Presentations **Developmental Appropriate Activity (for preschool <u>OR</u> school age child) (Attendance is Critical)	Group Project/Presentations Due
Week 12	Tuesday May 11	Socio-Emotional Development Peer Relations Video: Up is Down Review School Age Interview Assignment Composition of Family Pictures Distribute Midterm grades	Read Chapter 13 (due Tuesday) Middle Childhood/School Age Key Terms due
Week 12	Thursday May 13	Child Abuse Bullying Video <i>Bully Dance</i>	
Week 13	Tuesday May 18	Media the influence of television video: Consumerism?	
Week 13	Thursday May 20	Class Activities	
Week 14	Adolescence Tuesday May 25	Video – Teens Remember When... Adolescent Physical Development Health	Read Chapter 14 (due Tuesday) School Age Interview Project Due
Week 14	Thursday May 27	No Child Left Behind (NCLB) Adolescence and Sleep Adolescent Cognitive Development	Read Chapter 15 (due Thursday) Adolescent/Teenage Key Terms due

Week 15	Tuesday June 1	Social Emotional Development Peer relations Teen Depression Video: <i>Teen Suicide</i>	Read Chapter 16 (due Tuesday)
Week 15	Thursday June 3	Final Exam Distribution (Attendance is Critical) Class Wrap Up Activities	Last Day to submit late assignments and/or emailed assignments
Week 16	Tuesday June 8	Final Exam Week – Submit Final Exam. Bring it to our classroom during our same class hours.	Final Exam due during regularly scheduled class hours **Late or Emailed Exams will not be accepted**
Week 16	Thursday June 10	“Closing the Circle” Exam Review Distribute final grades!	