

LOS ANGELES MISSION COLLEGE, Fall 2014

Course: CD 1: Child Growth and Development
 Instructor: Edilma Cavazos

Section: 0133
 Class time: Sat 8:50 AM – 12:00 PM
 Collaborative Studies Bldg. (CSB) 102 A
 Office time: 8:00-8:30 am

Phone: (626) 797-8089
 e-mail: cavazoe@lamission.edu

Welcome to CD-1: Child Growth and Development — bilingual support in English and Spanish. We have a busy, intense and reflective course ahead of us!

Catalog course description: (3 units)

Examines the major developmental milestones for children from conception through adolescence in the physical, social, emotional, and cognitive domains. Emphasis is placed on issues that affect typical and atypical development through the study of theories, research and child observations.

REQUIRED TEXTS AND MATERIALS:

1. Arnett J.J & Maynard, A. E. (2013) Child Development: A cultural approach

COURSE OBJECTIVES:

As a result of completing this course, students will have an understanding of, or be able to apply the following principles and concepts:

- 1) Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive and language development.
- 2) Examine and discuss major theories of child development.
- 3) Demonstrate knowledge of current research as it applies to child development
- 4) Demonstrate objective techniques and skills when observing, interviewing, documenting, describing and evaluating behavior in children of all ages
- 5) Identify and describe biological and environmental factors that influence children's development from conception to adolescence across domains.
- 6) Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.
- 7) Examine and evaluate the importance of the early years.
- 8) Examine and evaluate the role of family in facilitating children's development.
- 9) Identify cultural, economic, political, historical contexts that affect children's development.

Student learning outcomes	Institutional Learning Outcomes (ILO)	Assessment method
1. Students will relate child observations to the four domains of development.	Written and Oral Communication	1. Child Observations
2. Students will summarize key concepts of the major theorists and relate them to the domains of development.	Problem Solving	2. Exam Questions
3. Students will analyze influences that affect typical and atypical development from prenatal growth through adolescence.	Information Competency	3. Exam Questions/Written Assignment
	Global Awareness	

TEACHING STYLE:

The teaching style of this class is based on humanistic philosophy, which in turn is based on the assumption that human nature is essentially positive and that each person possesses virtually unlimited potential. This philosophy emphasizes personal growth and self-direction in the learning process (White & Brockett, 1987).

METHODOLOGY:

- Experiential learning and value the process not the product
- Group tasks
- Group discussions
- Self-directed learning
- Discovery method
- Reflections and journals
- Self-critical thinking and exams
- Oral Presentations

Active group participation is required. The process of working in small groups is of great value in learning.

CLASS REQUIREMENTS:

Detailed Information about Child's Observation Assignment:

Physical, Social-Emotional, Language, and Cognitive Observations) - (80 points)

Team up with a classmate; choose a child (ages may be newborn through adolescence). Both students need to be present at the time of the observation. Observe a child for one hour, keeping a running diary, or narrative of the child's activity.

- Download the two-sheets observation document that will be posted on the Instructor's website.
- After your observation has been conducted, with your partner you will be able to respond to the questions about child's physical, social-emotional, language and cognitive development. Please note that questions are included in the observation sheet.
- In order to communicate with your classmate, it is crucially important that you have your classmate/partner's contact information either phone or e-mail.
- Unforeseen circumstances may affect the outcome of this assignment, please plan accordingly. If a group member is not participating she/he may not get the same grade.
- Oral presentation: A five-minute class presentation of a summary of your report.
- Turn in a summary of how each group member participated in this collaborative project along with your paper. The process of doing this project is of great value in learning!!!

If you have questions about the writing assignments, chances are someone else does too, so don't hesitate to ask questions in class prior to the assignment due date. Please reserve e-mail for private or individual concerns. I will reply to written communication within 48 hours (not necessarily instantly or if internet allows it).

GRADING POLICIES: All written assignments will be graded based on the following criteria:

- Reflects understanding of the subject material
- Complete & without spelling errors
- Professional Writing including citations from authors
- Original (not downloaded from the internet)

Assignments and exams are mandatory. No substitutions will be accepted. Points will be deducted for incomplete assignments, plagiarism, and when not submitted on the specified due date. No assignment will be accepted after the last class session DECEMBER 13.

CLASS POLICIES:

- Class participation is very important and critical to performance in class.
- There will be no make up assignment for missed class work.
- All assignments are due on the dates stated in the syllabus.
- Tardiness and missed class work will lower your grade.
- Students with excessive absences or tardiness (3 weeks on a row) will be dropped from this class.
- Assignments will not be accepted via e-mail. No exceptions will be made.

Total Points= 400

- A= 360-400
- B= 300-360
- C= 240-300
- D= 200-240
- F= Less than 200 points

STUDENTS WITH SPECIAL NEEDS:

If you are a student with a disability and require classroom accommodations, please meet with me to discuss arrangements. If you have not yet contacted Disabled Student Program & Services (DSP&S) do so in a timely manner. DSP&S is located in Instructional Building. Visit DSP&S at www.lamission.edu/dsps or 818.833.3313 for contact information.

CELL PHONES:

Please be courteous and set your cell phone to a silent mode during all classroom activities. No texting while attending class. If you need to research a topic on line, Instructor recommends that you do it before class.

THREE ATTEMPT LIMIT:

A new state policy in effect as of 2012 limits students to 3 (three) attempts per course. Receiving a grade or a "W" for a course counts as an attempt, regardless of when the course was taken. Withdrawal by the deadline to avoid a "W" will not count as an attempt. For Fall 2014, the deadline to avoid a "W" is SEPTEMBER 14.

If you stop attending class or wish to drop class, YOU MUST DROP THE CLASS YOURSELF OFFICIALLY – on or before November 23 (Internet only). Failure to do may result in a grade of "F" in that class.

For more details: Visit LAMC website for general calendar dates, add dates, drop classes at www.lamission.edu/schedules

IMPORTANT DEADLINES:

Classes End	December 13
FINAL EXAMS	December 15-20
Semester ends	December 20
Late ADDs are not permitted	
Deadline to add full term (semester length) classes	September 12
Last day to add an audit	September 6
Last day for Section Transfer	September 6
Drop classes without receiving a "W" with refund	September 8*
Drop classes without incurring fees or with a refund (Registration/parking/non-resident fees –16 wks semester length classes)	September 8*

LEARNING WORKING AGREEMENTS:

Students will be invited to enhance working agreements during the first seminar. We will use the following concepts as our compass and points of reference throughout the semester:

- Communication — honest direct expression; open and interested listening; the positive assumption that others are doing their best
- Honoring group commitments — being on time; following through; turning all work as scheduled, aiming to be consistent and dependable; respecting and maintaining confidentiality
- Supporting one another — self-reflection; respecting where each person is on his or her learning curve
- Collaboration — being open to new ideas; dialoguing practice; expanding on ideas; sharing responsibilities; honoring and celebrating diversity
- Parallel practice — incorporating open communication; listening actively; honoring diversity; using strength-based practices; being committed to an anti-bias approach
- Professionalism — figuring out what professionalism means to each person in the team; learning to incorporate a diversity of views on this topic
- Creating a safe environment — promoting safety for learning and for growing; making sure each team member feels safe and secure to share ideas and feelings with the knowledge that each person will be met with support, empathy, and respect

Participation

- Participation is mandatory and sharing your learning process is crucial. Active small- and large-group participation is very important and will influence your grade.
- Get the names, telephone numbers, or e-mail addresses of a few students in this class so that you can get an update of what you have missed, in case you have to miss a class due to unavoidable circumstances

LINKS TO WEB PAGES- Department of Education of California:

- <http://www.cde.ca.gov/sp/cd/ci/desiredresults.asp>
- <http://www.cde.ca.gov/sp/cd/re/psfoundations.asp>
- <http://www.cde.ca.gov/sp/cd/re/itfoundations.asp>
- https://www.childdevelopment.org/cs/cdtc/print/htdocs/services_pgadv.htm

CD 1: Weekly Agenda, Assignments and Readings

Date	Topic	Assignments due the following week or specific date	In Class
Sept 6	Introduction- A Cultural Approach to Child Development Human Today and Its Origins	Chapter 1: Section 1	Welcome Getting to know you Placements & Logistics Complete page 5 Syllabus Personal & Professional Values
Sept 13	Theories of Human Development How we study human development	Chapter 1: Sections 2 & 3	Small Group Activities
Sept 20	Genetics and Prenatal Development Genetic Influences on Development	Chapter 2: Sections 1	Exam 1- Chapter 1
Sept 20	Prenatal Development and Prenatal Care Pregnancy Problems	Chapter 2: Section 2 & 3	Documentary Small Groups
Sept 27	Birth and the Newborn Child	Chapter 3: Sections 1-3	Exam 2 – Chapter 2
Oct 4	Infancy- Physical Dev Infancy-Cognitive Dev	Chapter 4: Sections 1-2	Small Groups Perceptual and Motor
Oct 11	Infancy- Emotional and Social Development	Chapter 4: Section 3	Exam 3 - Chapter 3 Temperament Evaluation Scale
Oct 18	Toddlerhood	Chapter 5: Section 1	Exam 4 - Chapter 4
Oct 25	Early Childhood – Physical Development	Chapter 5: Section 2 & 3	MID- TERM
Nov 1	Early Childhood-Cognitive Development	Chapter 6: Section 1 & 2	Exam 5- Chapter 5
Nov 8	Early Childhood-Emotional and Social Development	Chapter 6: Section 3	Small Groups
Nov 15	Middle Childhood	Chapter 7: Sections 1-3	Exam 6 – Chapter 6
Nov 22	Adolescence	Chapter 8: Sections 1 & 2	Collaborative Presentations- OBSERVATIONS
Nov 29	NON-INSTRUCTION DAY Thanksgiving Holiday	Catch up time	Happy Thanksgiving!
Dec 6	Adolescence	Chapter 8: Section 3	Collaborative Presentations- OBSERVATIONS
Dec 13	Review Summary		ALL PENDING ASSIGNMENTS DUE
Dec 20	Final Exam		FINAL WILL BE IN CLASS

“Self-knowledge is the beginning of self-improvement.”

GRADING and TOTAL POINTS:

Grading Guidelines	Points
A	360-400
B	300-360
C	240-300
D	200-240
F	199

Assignments	Total Possible Points	Total Earned Points
EXAM 1	10	
EXAM 2	10	
EXAM 3	10	
EXAM 4	10	
EXAM 5	10	
EXAM 6	10	
MID-TERM Included GLOSSARY/Use your index cards	40	
COLLABORATIVE OBSERVATION PROJECT and Oral Presentation (40 points for oral presentation and 40 points for team work observation)	80	
Book Movie Report	30	
Participation and Creating a Personal Portfolio (10 points each week)	150	
FINAL EXAM	40	
Total Points	400	

“No Matter how much pressure you feel at work, if you could find ways to relax for at least five minutes every hour, you’d be more productive.” -Dr. Joyce Brothers

Child Development 1- Fall 2014—Student Information, please make sure I can read your writing:

Name: _____

Address: _____

Cell: _____ Home: _____ E-mail: _____

Major: _____

How many units enrolled this semester: _____

Name the classes enrolled: _____

Hours many hours do you work: _____ Occupation: _____

What is your first language? _____ Languages spoken: _____

Any other concerns that you would like to address in private, and I can be reached at 626-797-8089.

In three words complete the following statements:

I feel best about my strengths in.....

Something you should know about me.....

Any other information you would like to share.....

COMPLETE LEGIBLY; DETACH THIS PAGE FROM YOUR SYLLABUS AND PLACE IN THE RIGHT HAND SIDE OF THE POCKET FOLDER PROVIDED BY THE INSTRUCTOR