

LOS ANGELES MISSION COLLEGE/FALL 2012**CHILD GROWTH AND DEVELOPMENT CD 1****SECTION #0164/Bilingual class****Day/Time: Tuesdays: 9:00 AM to 12:10 PM Room: CCDS 202****Assistant Professor: Gloria San Jose Daims, M.S.****Email: daimsgs@lamission.edu Ph: 818-364-7860****Office & hours: CCDS 213 Mondays: 3:30 PM to 4:30 PM Tuesdays: 12:15 TO 12:50 PM Wednesdays: 2:00 TO 6:00 PM or by previous appointment)****Course Syllabus****REQUIRED TEXTBOOK: *The Developing Person Through Childhood and Adolescence, Seventh Edition, Kathleen Stassen Berger.***

ISBN: 9780716770503

Spanish/Espanol: *Desarrollo Infancia y Adolescencia / Kathleen Stassen Berger./Septima ed. Worth Publisher ISBN: 9788498350524***Prerequisites: None / Course Description:****Welcome to CD1! Bienvenidos/as a CD1!**

I hope you will enjoy this course. My mission is to provide you with the knowledge related to this child development course, so that you will be able to acquire a good understanding about childhood experiences and development (including your own!). In addition, you will learn how to improve and enrich the lives of children around you!

The Child Growth and Development course 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. Participation in classroom activities and observation of children will be required. Este curso estudia el crecimiento y desarrollo infantil desde la concepcion hasta la adolescencia en las areas fisicas, emocionales, sociales y emocionales. El enfasis es dado en todo aquello que afecta el desarrollo tipico y atipico a traves del estudio de las teorias, trabajos de investigacion y observaciones infantiles. Participacion en las actividades de la clase y observaciones de infantes y prescolares es requerido.

“Do not train a child to learn by force or harshness but direct them to it by what amuses their minds, so that you may be better able to discover with accuracy the peculiar bent of the genius of each” (Plato)

“No entrenen a los niños a aprender por la fuerza o con dureza, mejor dirijanlos hacia aquello que deleite sus mentes , así podrá descubrir con certeza la marca de genio peculiar que cada niño tiene”(Platon)

Course Content:

Introduction to Child Development
 Principles and Theoretical Approaches
 Maturationist theory/ Psychoanalytic theory
 Behavioral and social learning theory/ Cognitive theories
 systems theories/ information processing theories
 research practices
 Prenatal Development/biological and environmental influences/teratogens
 Stages of birth/neonate - characteristics and needs
 Infancy/Toddlerhood/developmental characteristics and needs
 Early Childhood/developmental characteristics and needs
 School Age/Adolescence/developmental characteristics and needs

Student Learning Outcomes:

- 1. Students will relate child observations to the four domains of development. (observation paper)**
- 2. Students will summarize key concepts of the major theorists and relate them to the domains of development.(exam)**
- 3. Students will analyze influences that affect typical and atypical development from prenatal growth through adolescence (research article)**

Course Objectives:

- 1. Describe and discuss human development from conception through adolescence.**
- 2. Recognize supportive environments that contribute to the child's sense of positive identity as a member of his/her family, peer group, and culture.**
- 3. Recognize developmental theorists and their contributions to the understanding of how children develop and learn. Describe the influence of family, peer group, school and culture on the developing child.**
- 4. Discuss the inter-relationships of physical, emotional, intellectual and social growth on the developing child.**
- 5. Examine the relationship between maturational processes and environmental factors as they affect the growth and development of the child.**
- 6. Inform others of what the expectant mother can do to support the healthy development of the fetus.**
- 7. Identify pre-, peri-, and post-natal development risk factors to typical child development.**
- 8. Observe and compare levels of accomplishment for the individual child using developmental norms and taking into consideration individual**

strengths and challenges.

9. Recognize and acknowledge behaviors that may indicate physical and/or emotional stress and which may indicate a need for intervention.
10. Observe, recognize and discuss individual variation in children's social-emotional, physical, language and cognitive development.
11. Recognize and explore appropriate caregiving practices based on the child's stage of development and individual needs.
12. Observe and compare levels of accomplishment for the individual child using developmental norms and taking into consideration individual strengths and challenges.
13. Recognize and acknowledge behaviors that may indicate physical and/or emotional stress and which may indicate a need for intervention.
14. Observe, recognize and discuss individual variation in children's social-emotional, physical, language and cognitive development.
15. Recognize and explore appropriate caregiving practices based on the child's stage of development and individual needs.
16. Observe and compare levels of accomplishment for the individual child using developmental norms and taking into consideration individual strengths and challenges.
17. Recognize and acknowledge behaviors that may indicate physical and/or emotional stress and which may indicate a need for intervention.
18. Observe, recognize and discuss individual variation in children's social-emotional, physical, language and cognitive development.
19. Recognize and explore appropriate caregiving practices based on the child's stage of development and individual needs.

Class Format:

Lectures, readings, videos, group/class discussions, assignments and in-class activities will be used to understand the content of the course. **It is your responsibility to communicate with the instructor, regarding understanding of the course/materials and professional or personal obstacles that may be have an effect on your coursework.**

*****Under no circumstances are children allowed in class**

*****Cell phones/beepers cannot ring or be used anytime while in the classroom**

*****Cell and pagers are OK in silent modes. Thank you!!!!**

*****Is NOT allowed having food in the classroom . Please dispose your refuse (bottles/cans) in the trash containers. Thank you!**

Class schedule

The time set for each chapter and schedule of assignments is tentative and may change. Changes to the schedule may be made and when necessary. Any changes will be announced in class and it is your responsibility to keep abreast of them. **There are no make-ups for mid or final Exam.**

Accommodations:

Students with a verified disability who may need an accommodation for this class are encouraged to notify the instructor and contact the Disabled student program Services (DSPS) Instructional Building Room 1018 Ph: 818/364-7732 or 818/364-7861 (TDD) as soon as possible. All information will remain confidential.

Financial Aid is available! Call (818) 364-7648
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Go to the Financial Aid Office in the Student Services Annex of the Instructional Building Website address:
<http://www.lamission.edu/financialaid/>

- | • <u>Testing Course Requirements (Mandatory)</u> | Grade |
|--|--------------|
| <u>Point values</u> | |
| <ul style="list-style-type: none"> • Four Tests 30 points each. (will count highest 3 scores)
 <u>Lowest Test score will be dropped</u> | 90 |

(Scantron form 882-E-BC needed for all Tests)

*Quizzes involve true/false, multiple choice questions and completion questions

Three homework assignments

- | | |
|--|--------------------------------|
| <ul style="list-style-type: none"> • #1 Pregnancy interview • #2 Infant /Toddler Assignment Observation • #3 Preschool Observation • #4 Research article • Attendance& Participation: | 25

25
25
15
20 |
|--|--------------------------------|

Each missed participation/missing class will received a 4 point deduction for each missed/class participation. Leaving early/arriving late counts as half participation.

Total points you can earn 200

180-200 (90-100%) = A

160-179 (80-89%) = B

140-159 (70-79%) = C

120-139 (60-69%) = D

0 – 119 (0-59%) = F

EXTRA CREDIT: Using tutoring center to review each type paper will receive 3 extra points for each paper. Please attach proof of tutoring services to your paper.

Extra credit: 4 points (only one workshop or conference): Attending to one workshop/conference related to the field of child development will be accepted as an extra credit work. Student will need to type 1 ½ page with the

following sections **1) Summary of the event 2)What did you learn? 3) Would you recommend it? Why? Attach proof of your attendance to your paper (copy of certificate, handouts or brochures)**

Cheating and Plagiarism will not be tolerated. During test all books and papers are to be stored out of sight. **Plagiarism:** Representation of expression or ideas from either published or unpublished work(s) as students own. **Students who do not adhere to these guidelines will be subject to instructor and college disciplinary action (please refer to LAMC policy on Academic dishonesty on college catalogue)**

1. I care about your learning material, getting a good grade, and have a positive experience!!! Your class participation is very valuable and always appreciated. Students and teachers benefit from each other's feedback and experiences.
2. No absence excuses a student from making up work missed. Students must contact a fellow student to find out about the material covered during the class and any assignments due. **Trade names and phone numbers with two other students in case you miss a class and need lectures notes.** You are not competing in class. Help each other!!! Always contact the instructor when you need help(contact info is stated above)
3. According to LAMC policy, you are expected to attend very meeting of all classes for which you are registered. Please follow LAVC standards of conduct, Class attendance is essential for understanding and comprehension of the material. ****Being late or leaving early account for half and absence. If you need to leave early please let me know.****be on time , do not leave early, stay up to date with the assignments, do not miss Quizzes/assignments, ask questions and seek help from the instructor as necessary **MAKE SURE YOU SIGN THE ATTENDANCE ROSTER EACH TIME YOU ATTEND AND STAY IN CLASS.**
4. It is the student's responsibility to process "adds", "drops", etc in timely manner. **Failure to process "drops" so may result in a grade of "F" in this class.**
5. If you decide to drop the class it is important to follow the proper procedures in order to avoid getting an "F" in the class. **There are some useful numbers on campus: general campus 818-364-7600 Library x7106 Learning center x7756 Admission & Records 818/833-3322 Bookstore 818/ 364-7768 Campus sheriff x818-364-7843 (or free from campus pay phones: hit *11)**

☺ **General guidelines for homework assignments:** ☺

- ✓ ☺ Computer generated/STAPLE YOUR PAPERS/NO CLIPS!
 - ✓ ☺ **Bold** questions
 - ✓ ☺ 12 point font
 - ✓ ☺ Double space
 - ✓ **Black ink ONLY**
- ✓ ☺ **Include a title page.** Title page includes the following: Title of assignment, name of course, instructor's name, student's name, section number, hour & day of class, date.
- ✓ **ALWAYS STAPLE YOUR PAPERS. .Late papers will have 5 point deduction each date after the original due date.**

⊗⊗⊗****Failure to do the above will bring point deductions****⊗⊗⊗

IF you have a family emergency or are sick on the day an assignment is due you will need to e-mail me your assignment on its due date.

CHILD DEVELOPMENT ASSIGNMENTS/RUBRIC

CONTENT AND DEVELOPMENT: 50%

- Student answers/completes all parts of the assignment.
- Student responds to all questions and provides examples related to the topic as requested.
- The student seems to be writing from own knowledge or experience.

ORGANIZATION: 25%

- Writing is presented in a logical order and the way is presented or introduced keeps the interest of the reader.

LANGUAGE USE & FORMAT: 25%

- Paper is neatly typed with no distracting corrections
- All sentences are well-structured.
- Correct word usage.
- No grammatical spelling or punctuation errors\
- Double space. Font 12. All Questions are typed.

ASSIGNMENTS

PREGNANCY INTERVIEW

A) You will interview a woman who is, or was, pregnant (if you are, or were, pregnant you can choose to do your own self-report!). You will also be interviewing the woman's partner (if possible). Make sure that the people you will interview understand that their names or any other identifying personal information will not be provided in your report. In addition, explain that this

interview will give you extra knowledge and understanding to your present learning of child development. The questions to ask are the following: (over) **Please TYPE and ANSWER the following on your paper. Each partner should answer EACH of the questions/It's OK to interview a single pregnant woman.** Questions 1 through 6 are worth 3 points max per answer. Question 7 is worth 2 points max.

- 1) **Physical changes** during pregnancy for mother: Expected response and observed response: For eg. " I expected to gain 30 lbs but I observed that I gained 45 lbs. **Physical changes** during pregnancy for partner: Expected response and observed response: For eg: "I did not expect to have any weight changes. However, I was stressed out with the idea of becoming a father. I exercised more often to release the stress. I lost 10 lbs. **Physical changes** during pregnancy for partner
- 2) **Psychological changes** for mother: Expected response and observed response. **Psychological changes** for partner: Expected response and observed response
- 3) **Changes in Interpersonal relations** for mother: Expected response and observed response. **Changes in Interpersonal relations** for partner: Expected response and observed response
- 4) **Stresses of pregnancy** for mother: Expected response and observed response. **Stresses of pregnancy** for partner: Expected response and observed response.
5. **Responses to stress** for mother: Expected response and observed response **Responses to stress** for partner: Expected response and observed response
6. Considering what you have learned from your interview, how would you help or support a pregnant woman and her partner throughout their pregnancy? Please be specific.
7. **Briefly explain your own personal opinion about your interview: Were you surprised by the answers given by the interviewee(s)? Please explain. 2 points**

B, Infant /Toddler Assignment: Observation

You will observe an infant/toddler (9 to 24 months is recommended) at the LAMC CD center or any other infant toddler/center. You will need to contact the center to schedule a time and date to do our observation.

Be prepared to take notes as you observe the child interacting with other children, adults, exploring his/her environment or playing.

Please type and answer the following questions:

- 1) **Child's age, gender, place of observation, person's present and time and date of the observation. DO NOT INCLUDE CHILD'S PERSONAL INFORMATION SUCH AS NAME, LAST NAME etc. (It's OK to make up a name if you want)**

- 2) Social skills:** Did the infant/toddler react to the adults or/and other children? Provide 2 observed examples that support your observation.
- 3) Exploration of the environment:** Did the infant/toddler explore her/his environment? If so, how? Provide 2 specific examples
- 4) Gross Motor Skills:** How was the child able to access her/his environment? (crawling, cruising, walking..?) Provide 2 specific examples
- 5) Fine motor skills:** Was the child able to reach, grasp and hold objects with her/his hands? Provide 2 specific examples
- 6) Language skills: Expressive language:** How did the child communicate his/her needs and wants? (pointing, gestures, words?) **Receptive language:** How much the child was able to understand? Was the child able to answer yes, no, nod his head, understand adults? Provide 2 specific examples
- 7) Self-help skills:** What type of independent skills did you observed? (Eg child was able to put or take off some clothes, able to hold the spoon, cup, finger feed, etc) Provide 2 specific examples
- 8) Habituation :** Provide one child's action which will relate to the concept of habituation
- 9)Object permanence:** Provide one child's action which will relate to the concept of object permanence?
- 10) Child's temperament:** Describe child's temperament (use information from your textbook to provide answer). Provide 2 Examples to support your opinion.
- 11)** Provide one observed example to support Piaget's sensorimotor stage.
- 12:** Provide one observed example to support Erikson's trust vs mistrust stage and/or autonomy vs shame and doubt
- 13.** Provide one example to support Piaget's oral and/or anal stage

- ✓ **B, Child's observation Assignment: Observation(20 points)**
Be prepared to take notes as you observe the child interacting with other children, adults, exploring his environment or playing. DO NOT INTERACT WITH THE CHILD, ONLY OBSERVE!!!

Please type and answer the following 10 questions:

- 1) Children's age, gender, place of observation, person's present and time and date of the observation. DO NOT INCLUDE CHILD'S PERSONAL INFORMATION SUCH AS NAME, LAST NAME etc. (It's OK to make up a name if you want)**
- 2) Social skills:** Did the children react to the adults or/and other children? Provide 2 examples that support your observation.
- 3) Exploration of the environment:** Did the children explore their environment? If so, how? Provide 2 specific examples
- 4) Gross Motor Skills:** How were the children able to access their environment? Were they able to kick, jump or do any other gross motor movements besides walking? Provide 2 examples.
- 5) Fine motor skills:** Were the children able to reach, grasp and hold objects with both hands? Provide 2 specific examples. Which hand was more dominant right or left?

- 6) Language skills: Expressive language:** How did the children communicate their needs and wants? (pointing, gestures, words, sentences?) **Receptive language:** How much the children were able to understand? Were the children able to follow 1, 2 or 3 commands at the same time? Provide 2 specific examples
- 7) Self-help skills:** What type of independent skills did you observe? (Eg child was able to put or take off some clothes, able to hold the spoon, cup, finger feed, etc) Provide 2 specific examples
- 8) Preoperational stage:** Use 3 specific examples to demonstrate/support children' preoperational thinking stage.
- 9) Did you hear the child using any "over regularizations"** Provide one specific example.
- 10) Children's play:** Describe children's play: solitary, parallel, associative etc.. Which types of play did you observe? Provide 2 Examples to support your opinion.
- 11) Provide one observed example to support Piaget's preoperational stage.**
- 12: Provide one observed example to support Erikson's automy vs shame and doubt**
- 13. Provide two examples of pretend/dramatic play.**

LAMC COURSE CALENDAR/CHILD DEVELOPMENT 1, Fall 2012 Section #0164

<u>DATE-2012</u>	<u>Topics/Assignments</u> *You need to complete the assigned readings PRIOR to the lecture.	<u>*Reading Assignments</u>
8/28	Introduction, orientation, overview. CD careers/Teaching Permits	Ch 1
9/4	Cont. Ch1 Context of development. Research Methods & Ethics Theories of Development	Ch 2
9/11	Cont. Theories of Development Heredity & environment	Cont. Ch2 Ch3
9/18	Prenatal Development & Birth	Ch4
9/25	The First 2 years: Biological development Cont. The First 2 years: Cognitive development <u>Review test #1</u>	Ch5 &6
10/2	Test #1 Ch1 ,2,3,4 <u>Pregnancy interview/ assignment paper DUE TODAY!</u> Cont. Ch 6	
10/9	Ch7	Ch7
10/16	Review Test #2 <u>Chapters 5,6,7</u> Cont. Ch7 Early Childhood: Biosocial Development <u>Next week infant/toddler observation is due!</u>	
10/23	Test #2 <u>Chapters 5,6,7</u> Cont. Ch 8 Play Years: Biosocial Development Start Ch 9 Play Years: Cognitive Development <u>Infant/Toddler observation due today!</u>	Ch8,9
10/30	Cont ch 9 <u>Play years : Psychosocial Development Ch 10</u>	Ch. 10
11/6	Ch11 <u>School Years: Biosocial Development</u> Ch12. <u>School Years: Cognitive Development</u> REVIEW Test#3 Ch 8,9,10, 11 Preschool Observation due next week! Next week we will work on a research article in class/activity	Ch.11 Ch 12
11/13	Test#3 ch 8,9,10, 11 Cont Ch 12 <u>Preschool Observation due today!</u> <u>IN CLASS RESEARCH/ARTICLE PAPER!</u>	Ch 12

11/20	School Years: Psychosocial Development	Ch13
11/27	Adolescence: Biosocial Development & cognitive Development &	Ch. 14& 15
12/4	Review test#4 12, 13, 14 , 15, 16 Ch. 16 Adolescence: Psychosocial Development In class activity. Video Review scores	Ch. 16
12/11	Test#4 11, 12,13, 14,15,16 Enjoy your winter break!!!	

GRADE RECORD SHEET**NAME**

Exams/ scantrons will be returned to the instructor after the student has seen the grade. Use this sheet to record and track your progress throughout the semester.

LOWER TEST SCORE WILL BE DROPPED

Exam 1-	_____
Exam 2 –	_____
Exam3-	_____
Exam 4 –	_____
Pregnancy Interview	_____
Infant/Toddler Observation	_____
Preschooler observation	_____
Research/Article	_____
Participation/Attendance	_____
Total semester points	_____

180-200 (90-100%) = A

160-179 (80-89%) = B

140-159 (70-79%) = C

120-139 (60-69%) = D

0 – 119 (0-59%) = F

