

Los Angeles Mission College

Child Development 1- Child Growth and Development (3 Units)

Spring 2014/ Section # 0169 (Taught Bilingually: English with some Spanish support)

Instructor/ Instructora: Ms. Veronica V. Allen, M.A., USC 2014 Ed.D. Candidate

Class Time/Horario: Saturdays, 8:50 am to 12 pm

Class Location/Salon: Collaborative Studies Building (CSB) 102A

Contact Information/ Correo Electrónico: allenvv@lamission.edu

Office Hours/Hora de Oficina: Saturdays, 12 to 12:40 pm

Office / Oficina: CCDS 215

REQUIRED TEXT/ Libro:

Arnett, J.J. & Maynard, A.E. (2013.) "Child Development"

Sold in the LAMC bookstore

CATALOG COURSE DESCRIPTION/ Descripción del Curso:

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.

COURSE OBJECTIVES/ Objetivos del Curso:

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 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.
4. Describe the influence of family, peer group, school and culture on the developing child.
5. Discuss the inter-relationships of physical, emotional, intellectual and social growth on the developing child.
6. Examine the relationship between maturational processes and environmental factors as they affect the growth and development of the child.
7. Inform others of what the expectant mother can do to support the healthy development of the fetus.
8. Identify pre-peri, and post-natal development risk factors to typical child development.
9. Observe and compare levels of accomplishment for the individual child using developmental norms and taking into consideration individual strengths and challenges.
10. Recognize and acknowledge behaviors that may indicate physical and/or emotional stress and which may indicate a need for intervention.
11. Observe, recognize and discuss individual variation in children's social-emotional, physical, language and cognitive development.
12. Recognize and explore appropriate caregiving practices based on the child's stage of development and individual needs.

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

STUDENT LEARNING OUTCOMES

SLO	College GE	Assessment Method
1. Students will relate child observations to the four domains of development. 2. Students will summarize key concepts of the major theorists and relate them to the domains of development. 3. Students will analyze influences that affect typical and atypical development from prenatal growth through adolescence.	Written and Oral Communication Problem Solving Information Competency Global Awareness	Child observations Exam question Exam question/written assignment)

Please Note: The course syllabus is a guide for the semester and may be revised to enhance learning outcomes or due to events out of the control of the instructor.

El programa del curso es una guía para el semestre y puede ser revisado para mejorar los resultados del aprendizaje o por acontecimientos fuera del control del instructor.

Course Requirements/ Requisitos del Curso:

All assignments must be typed and printed in black ink; writing guidelines (handout discussed in class) should be followed for writing format and class policies. If you do not have access to a computer and or printer, use the Child Development Student Resource Center (CCDS/ Rm. 200). **The Child Development Student Resource Center hours: 9:00 to 6:30 Monday through Thursday, and 9:30 – 1:00 Friday.**

Toda la tarea debe ser escrito e impreso en tinta negro, usando la guia de escritura (volante distribuido en clase) deben seguirse para escribir las tareas. Si usted no tiene acceso a una impresora o computadora, utilice el Child Development Student Resource Center (CCDS/ Cuarto 200). **El horario del Child Development Student Resource Center: 9:00 a 6:30 Lunes a Jueves, y 9:30 – 1:00 Viernes.**

Assignments & Grading/ Requisitos del Curso & Grados:

Assignment /Tarea	Possible Points / Puntos Posibles	Points Earned / Puntos Ganados
Test/Examen # 1: on 3/22/14 (50 item/preguntas scantron test)	50	
Test/Examen # 2: on 5/3/14 (50 item/preguntas scantron test)	50	
Test # 3/Examen # 3: on 5/31/14 (50 item/preguntas scantron test)	50	
Observation Assignment/Observación: (Presentation) is on 5/24/14 (Paper) due on 5/31/14 *(Instructions handout available online)	50	
Article Review/ Hacer una crítica de una revista: due on 3/15/14 *(Instructions handout available online)	15	
Article Review Presentation Done on 3/15/14 *(Instructions handout available online)	8	
Personal Reflection Paper & Presentation due on 4/19/14	10/5	
Class Participation**/Attendance/ Asistencia & Participación**	75	
Total Points Possible/ Puntos Posible:	313	

Grading Scale:

A = 283 - 313 points

B = 252 – 282 points

C = 221 – 251 points

D = 190 – 220 points

F = 189 or Below

Class Participation & Attendance/ Asistencia & Participación:

Students will receive (up to a maximum of 75 pts.) points for participation throughout the semester. Participation includes, but is not limited to maintaining regular attendance, arriving to class on time, being prepared to submit/present required materials in an appropriate manner (i.e.– typed, stapled, etc.) on time, and class participation in activities, or class dialogue. Quality not quantity is the determining factor for receiving points in this area. Any inappropriate behavior or disruptions (towards the instructor or peers) may also affect the allocation of points in this area. Attendance to all class sessions is crucial! Attendance will be taken on a regular basis (either by roll, sign-in, or submitted work); **attendance constitutes as arriving to class on time and staying until the end of each class (or dismissal). No more than 2 absences allowed; three tardies equal one absence and leaving class early (3 times) equals one absence.** When absent, you are responsible for gathering information which was missed, from a classmate; should prepare accordingly for the next class session. When e-mailing the instructor, “CD 1” should always be the subject line.

Los estudiantes recibirán (hasta un máximo de 75 pts.) puntos para la participación en todo el semestre. La participación incluye, pero no se limita al mantenimiento de la asistencia regular, llegando a clase a tiempo, estar preparado para entregar/ presentar los materiales necesarios de forma adecuada (es decir, mecanografiado, grapado, etc) en el tiempo, y la participación en las actividades de clase, o el diálogo de clase. La calidad no cantidad es el factor determinante para la recepción de puntos en esta área. Cualquier comportamiento inapropiado o interrupciones (hacia el profesor o los compañeros) también pueden afectar a la asignación de puntos en esta zona. La asistencia a todas las sesiones de clase es crucial! Se tomará asistencia de forma regular (ya sea por roll, inicio de sesión, o el trabajo presentado), **la asistencia constituye como llegar a clase a tiempo y permanecer hasta el final de cada clase (o despido). No más de 2 ausencias permitidos, tres tardanzas igual una ausencia y salir de clase temprano (3 veces) equivalen a una ausencia.** Cuando está ausente, usted es responsable de la recopilación de información que se ha perdido, de una compañera de clase, debe prepararse en consecuencia para la próxima sesión de la clase. Cuando el correo electrónico del instructor, "CD 1" debe ser siempre la línea de asunto.

****Participation in the seminar sessions will be graded using the following criteria:**

- 1) Discussion engagement (e.g., depth and scope of participation- questions, comments, etc.). **(2 pts)**
- 2) Ability to use appropriate course text or CDV language/concepts, research findings, etc. in class discussion, etc.). **(2 pts.)**
- 3) Punctuality **(1 pts.)**

Classroom Conduct/ Conducta en la Clase:

- Students are requested to be on time and seated before the class session begins.
- Any form of cheating or plagiarism may result in an automatic "F" in the course; in addition may result in University disciplinary action.
- Students are requested to refrain from all behaviors that are distracting to the instructor and or fellow students (i.e. - eating, talking, using electronic devices including the use of lap top computers) during lectures, or exams, etc.
- In order to create an atmosphere of free exchange of logical ideas, it is requested that everyone be courteous and respectful to others.

Accommodation for Disabilities/ Estudiantes Invalidez:

Please notify the instructor about any disabilities and/or necessary accommodations, at the beginning of the semester.

EXTRA CREDIT / Crédito Extra (Optional/ Optativo):

Attending a child development workshop or conference during the fall semester (providing proof of attendance), and doing a one page reflection can be worth 5 points each submission. **A total of 10 extra credit points** can be earned and submitted for consideration on **6/7/14.**

Asistir a un taller de desarrollo infantil o conferencia durante el semestre (con la prueba de asistencia), y hacer una página de un reflejo, puede ser vale 5 puntos cada tarea. Un total de 10 créditos adicionales puntos se pueden obtener y presentar a la instructor para consideración, no tardar la fecha **de 6/7/14.**

Class Schedule/ Calendario del Curso

Week	Date	Topic	Reading/ Assignment Due
1	Saturday Feb. 22	Introduction/Overview of Course Requirements; Defining/Exploring Child Dev., Theories, etc.	Ch. 1 / Section 1 & 2 Pgs. 2-26
2	Saturday Mar. 1	Genes & Human Reproduction, etc. Video: Ghost in Your Genes	Ch. 2/ Section 1 Pgs. 44-58
3	Saturday Mar. 8	Prenatal Development	Ch. 2/ Sections 2 & 3 Pgs. 61-80
4	Saturday Mar. 15	Birth process & Newborn Child; Article Review Presentations Test review	Ch. 3/ Sections 1-3 Pgs. 91- 125; Article Review
5	Saturday Mar. 22	Test 1 Infancy	Test 1: Ch. 1 to Ch. 3; Ch 4/ Sections 1 & 2 Pgs. 132-164
6	Saturday Mar. 29	Infancy Contd. / Temperament	Ch. 4/ Section 3 Pgs. 166-173
7	Saturday Apr. 5	Video: Babies Toddlerhood	Ch. 5/ Section 1 Pgs. 180-191
	Apr. 12	No class: Spring Break	
8	Saturday Apr. 19	Toddlerhood Contd. Personal Reflection Presentations	Ch. 5/Sections 2 & 3 Pgs. 194-229; Personal Reflection Paper
9	Saturday Apr. 26	Early Childhood Test review	Ch. 6/Sections 1 & 2 Pgs. 236-261
10	Saturday May 3	Test 2 Early Childhood Contd.	Test 2: Ch. 4 to Ch. 6 (Sec. 1-2); Ch. 6/Section 3 Pgs. 262-284
11	Saturday May 10	Middle Childhood	Ch. 7/ Sections 1-3 Pgs. 292-341
12	Saturday May 17	Adolescence	Ch. 8/ Sections 1 - 3 Pgs. 350-402
13	Saturday May 24	Observation Assignment Presentations Emerging Adulthood	Observation Presentations; Ch. 9/Sections 1 & 2 Pgs. 410-433
14	Saturday May 31	Test # 3 Emerging Adulthood Contd.	Observation Assignment Paper ; Test # 3: Ch. 6 (Sec. 3) to Ch. 9 (sec. 1 & 2 only) Ch. 9/ Sec. 3 Pgs. 436-458
15	Saturday June 7	Course Debriefing; Test # 3 returned	Extra Credit Due

Tips:

- Always read assigned readings before class meets & attend class regularly/ Siempre lee el capítulo, antes de reunirse la clase y tratar de asistir a cada clase.
- Exchange contact information with at least one classmate/ / Comparte tu número de
- Teléfono, con otro(a) alumno(a).
- Use LAMC resources (library, Learning Resource Center, etc.) and the Child Development Student Resource Center / hacer una cita en el Learning Resource Center y usar la biblioteca y use el Child Development Student Resource Center.
- Develop a schedule to complete assignments ahead of time (not the day it is due)/ tratar de completar las tareas con tiempo, par alas fechas cuando se deben.
- Always use the writing guidelines/ siempre usar la guía para la escritura.
- Do not compare your performance in the course to your peers, because course criteria is met at varying levels and under distinct circumstances for each student/ Cada alumno(a) es distinto y no se debe de comparar con los de mas!