

**Los Angeles Mission College**  
**Child Development 1 – Child Growth and Development**  
**Summer Session 2013-Section # 0801**  
**Monday & Wednesday 9:00am – 12:10pm**

Instructor: Ms. Patricia Rodriguez  
Contact information: rodrigps@lamission.edu  
(818) 364-7670

**OFFICE HOURS:**

I am available to meet with students from 12:15pm-1:00pm Monday's & Wednesday's  
Or by Appointment in Office # 210 LAMC Center for Child Development Studies

**REQUIRED TEXT:**

The World of Children by Joan and Greg Cook - Second Edition

**CATALOG COURSE DESCRIPTION:**

The essential facts of development from conception through pregnancy, infancy, childhood and adolescence are studied. Adult states are reviewed with special attention to parenting. Particular emphasis is placed on the processes through which the normal human being reaches physical, social, mental and emotional maturity.

**COURSE OBJECTIVE:**

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 developmental theorists and their contributions to the understanding of how children develop and learn;
3. compare levels of accomplishment for the individual child using the norms of a particular developmental level and taking into consideration individual strengths and challenges;
4. describe the influence of peer group, family, school and culture on the developing child;
5. recognize supportive environment in which the child can grow toward a sense of positive identity as a member of his/her family, peer group, and culture;
6. recognize and acknowledge behaviors that may indicate physical and/or emotional stress which differ from the norm and that may indicate a need for intervention;
7. observe, recognize and discuss individual variation in children's social-emotional, physical, language and cognitive development;
8. discuss pre, peri, and post-natal development risk factors to typical child development;
9. inform others of what the expectant mother can do to continue to the development of the fetus; and recognize and point out the need for a reasonable system of limits appropriate to the child's stage of development.

Student Learning Outcomes	College GE SLO	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 atypical development through adolescence.	1. Written and Oral Communication 3. Problem Solving  1. Written and Oral Communication 2. Information Competency  1. Written and Oral Communication 7. Global Awareness	1. Child Observations  2. Exam question  3. Exam question/ written assignment

**Assignments & Grading:**

Exam #1: Worth 100 points (50 questions. 2 points each)

Exam #2: Worth 100 points (50 questions. 2 points each)

3 - Observation Assignments: Worth 25 points each

Adolescent Research Paper: 50 points

Oral Presentation: 25 points

Student Participation: 50 points

Extra Credit: Upon Instructors Discretion

**Grading Scale:**

- A- 350-400 points
- B- 300-349 points
- C- 250-299 points
- D- 200-249 points
- F- Below 200 points

<b>Exam # 1:</b>	____/100		
<b>Observation Assignments:</b>	____/25	____/25	____/25
<b>Exam # 2:</b>	____/100		
<b>Adolescent Research Paper:</b>	____/50		
<b>Research Oral Presentation:</b>	____/25		
<b>Student Participation:</b>	____/50		
<b>Extra Credit:</b>	____/		
<b>Total Points Earned</b>	____/400		

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

### Class Schedule

<b>Week:</b>	<b>Topic:</b>	<b>Assignment:</b>
6/17-19	<b>Introduction to the class Beginnings</b> Exploring Child Development Heredity and the Environment Prenatal Development and Birth	<b>Read Chapters 1, 2, 3</b>
6/24-26	<b>Infants and Toddlers: The First Years –Birth through 2 years</b> Physical Development in Infants and Toddlers Cognitive Development in Infants and Toddlers Socioemotional Development in Infants and Toddlers	<b>Read Chapters 4, 5, 6</b>
7/1-3	<b>Early Childhood: The Playful Years- 3 through 6 years</b> Physical Development in Early Childhood Cognitive Development in Early Childhood Socioemotional Development in Early Childhood	<b>Read Chapters 7, 8, 9</b>
7/8	Review for the Midterm Exam	<b>Study for Midterm Exam</b>
7/10	<b>Midterm Exam in Class: Bring a Scantron &amp; #2 Pencil</b>	
7/15-17	<b>Middle Childhood: The School Years 7 through 11 years</b> Physical Development in Middle Childhood Cognitive Development in Middle Childhood Socioemotional Development in Middle Childhood	<b>Read Chapters 10, 11, 12</b>
7/22-24	<b>Adolescence: The Transition toward Adulthood 12 years and beyond</b> Physical Development in Adolescence Cognitive Development in Adolescence Socioemotional Development in Adolescence	<b>Read Chapters 13, 14, 15</b>
7/29-31	<b>Adolescence Research Paper Due</b> In Class Oral Presentations	<b>Study for Final Exam</b>
8/5	<b>Final Exam in Class: Chapters 10-15</b> Bring a Scantron & #2 Pencil	
8/7	<b>Final Grade Distribution: Congratulations!!! You Did It!!!</b>	

**\*Detailed Assignment information will be distributed throughout the course of the session.**

**Attendance**

Attendance is extremely important in order to be successful in class.  
Please make sure you arrive to class on time and stay until the end of class.

No more than 3 absences are allowed through the course of the semester.  
A student that is absent 3 times in a row will be automatically dropped from the class.

**Guests**

Please check with the Instructor in advance if you would like to bring a guest to class.  
Prior notification is required. Bringing children to class is not appropriate –we will be covering sensitive subjects

**Cell Phones and iPods:**

Please be courteous to your instructor and fellow classmates:

Put your cell phone on silent mode while in class.  
Text messaging: please check and answer your messages during the break.

Use of iPods or listening to music during class time is not appropriate.

**Students with Special Needs:**

Any student that needs special considerations due to a disability is asked to identify their need to the instructor in private by the first day of class.  
Special accommodations may be arranged but the instructor must be notified by the student in advance.

**Office Hours:**

I am available to meet with students on Monday's & Wednesday's from 12:15-1:00pm in Office #210  
-Or By Appointment

**Emergencies:**

In case you have a serious emergency and cannot attend class due to that emergency,  
Please let me know as soon as possible.

**Class Requirements:**

All assignments must be typed and printed in black ink.  
If you do not have access to a computer or printer, see me in advance so I can assist you in gaining access to a computer.

Class assignments are to be submitted in class on the due date.

Emailing your assignment to the instructor as an attachment is not acceptable. Please see me if you have questions.

**Child Development 1 – Section # 0801  
Summer 2013**

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_ (optional)

Cell Phone Number: \_\_\_\_\_

Email: \_\_\_\_\_

What would you like to study in college? (Major): \_\_\_\_\_

Reason for taking this class: \_\_\_\_\_

How many units/classes are you enrolled in this summer? \_\_\_\_\_

List the classes you are enrolled in:

\_\_\_\_\_  
\_\_\_\_\_

How many Child Development classes have you previously taken? \_\_\_\_\_

Do you work? If so, how many hours do you work per week? \_\_\_\_\_

Where do you work? \_\_\_\_\_

What's your first language? \_\_\_\_\_

Do you have any special needs? \_\_\_\_\_

Any other information you would like to share? \_\_\_\_\_

**I look forward to having you in my class!**