

Instructor: Malati Singh
E-mail: singhm@lamission.edu
Phone: 364-7600 Ext. 4361

Section 3071 Tuesday → 6:50 pm – 10:00 pm
Section 0165 Friday → 8:50 am – 12:00 pm

Office:
Building → CCDS
Room → Part-Time Faculty Office

Office Hours:
Tuesday → 6:10 pm – 6:45 pm
Friday → 12:00 – 12:35 pm

Subject: Child Growth and Development

Text: Arnett, J. & Maynard, A., (2013). *Child Development: A Cultural Approach*, 1e. Pearson Education, Inc.

Course Description

This course examines the major developmental changes and milestones in children from conception through adolescence in 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 observation.

Student Learning Outcomes (SLOs):

1. Students will relate child observations to the four domains of development.

Assessment: Students will conduct and analyze observations of children in the four domains of development. Observations will be assessed based on a rubric of component expectation. A 70% benchmark will be applied.

2. Students will summarize key concepts of the major theorists and relate them to the domains of development.

Assessment: Students will answer exam questions based on theories of child development. A 70% benchmark will be applied.

3. Students will analyze influences that affect typical and atypical development from prenatal growth through adolescence.

Assessment: Students will research a topic pertaining to biological and environmental influences on healthy growth and development. Written reports will be assessed based on a rubric of component expectations. A 70% benchmark will be applied.

Institutional Learning Outcomes (ILOs):

1. Information Competency
2. Written & Oral Communication
3. Global Awareness

➤ **Objectives:**

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.

➤ **Assignments/ Requirements to complete the course:**

1. Class work → 40% → Class participation, small group discussions, critical thinking.
2. Exam 1 (Theories) → 15% (SLO # 2)
3. Research Report → 15% (SLO # 3)
4. Developmental Observations → 25% (SLO #1)
5. Final Exam → 5%

➤ **Assignments and exams are mandatory. No substitutions will be accepted.**

➤ **Grading Information:**

Total Points = 400

Final Grade

- | | |
|---|-------------------|
| 1. Class work → 160 Points | A = 360 - 400 |
| 2. Exam 1 → 60 Points | B = 300 - 360 |
| 3. Research Report → 60 Points | C = 240 - 300 |
| 4. Developmental Observations → 100 Points | D = 200 - 240 |
| a. Written Report = 90 points b. Oral presentation = 10 points | F = Less than 200 |
| 5. Final Exam → 20 Points | |

➤ **Grading Policies:** All written assignments will be graded based on the following general criteria:

1. Reflects understanding of the subject material
2. Complete & without spelling errors
3. Written according to the guidelines provided
4. Original (not downloaded from the internet)

➤ **Points will be deducted for incomplete assignments, plagiarism, and when not submitted on the specified due dates.**

➤ **No Assignment will be accepted after the last class session in December.**

❖ **Please discuss your concerns with me during my office hour.**

➤ **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 schedule.**
- **Tardiness and missed class work will lower your grade.**
- **Assignments will not be accepted via e-mail. No exceptions will be made.**

➤ **Class format:**

PowerPoint Lectures, small group discussions, videos, and news articles about current research related to children. **Etudes course management system is used to supplement face to face classroom experience. Every week, class topics' outline is posted on Etudes prior to class meeting. Students are required to check for announcements and postings.**

- ❖ The Child Development Department provides **tutoring services**. Phone: → 364-7600 Ext. 7129

➤ **Disability Accommodation Statement**

Students with a verified disability who may need reasonable accommodation(s) for this class are encouraged to notify me and contact the DSPS Office or the Office for Special Services as soon as possible. All information will remain confidential.

➤ **District Academic Dishonesty Policy**

Violations of academic integrity include, but are not limited to, the following actions: cheating on an exam, plagiarism, working together on an assignment, paper or project when the instructor has specifically stated students should not do so, submitting the same term paper to more than one instructor, or allowing another individual to assume one's identity for the purpose of enhancing one's grade.

❖ **Reminders:**

- ❖ **Cell phone usage & texting, and internet surfing are absolutely not allowed during class time.**
- ❖ Students are requested to refrain from walking in and out of the classroom during class activities and presentations. Talking with your classmates when the professor/student is speaking has a detrimental effect on students who are paying attention! It distracts!
- ❖ **A break is provided around half-time for your comfort and convenience.**

❖ **E-mail Policy:**

- Only e-mail regarding personal-confidential issues will be acknowledged.
- Any questions related to the course topics, assignments, exams, etc. must be posted on *Discussion* feature of **Etudes**. Fellow students are encouraged to respond to those questions.
- *Chat* feature in **Etudes** will allow you to discuss informal questions with fellow students.
- In case of absence, please do not e-mail the professor to find out what class activity has been missed.
- You are welcome to see me during my office hour to find out what you need to do.

❖ **Student check list** → 10 points

Due Date → 3rd Class of the semester

Purpose: To understand the course description, objectives, SLOs & course assignments & requirements, course & class policies, and course calendar.

❖ **Student check list** → I have read and understood the following:

1. Course Description
2. Student Learning Outcomes
3. Course Objectives
4. Course requirements
5. Grading Information & policies
6. Class policies
7. Cell phone policy
8. E-mail policy
9. Course calendar

❖ **Questions regarding this course:**

1. What do you understand by Student Learning Outcomes? How many SLOs are there?
2. What are the requirements to complete this course?
3. What is the e-mail policy? What is the purpose of my office hour?
4. What does the section “Reminders” say about class etiquette?
5. Any other question(s)?

❖ **Your Name & Class Section:** _____

➤ **PRINT YOUR NAME CLEARLY** _____

❖ **Some Important Dates:**

1. Last Day to Add a Section → 9-12-14
2. Last Day to Withdraw without “W” → 9-14-14; Withdraw With “W” → 9-23-14
3. Final Exam Week → Dec. 15th – 20th.

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Child Development



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JEFFREY JENSEN ARNETT
ASHLEY E. MAYNARD

CD 1 Textbook → Arnett, J. & Maynard, A., (2013). *Child Development: A Cultural Approach*, 1e. Pearson Education, Inc.

The Journey of Childhood: An Overview

This is an exciting and wonderful time to study child development! Child development is a part of human development. It spans the first two decades of life. The study of child development describes and explains the processes of growth and changes that take place from conception to childhood and adolescence. It gives an understanding of how children grow and change biologically, cognitively, socially, emotionally, behaviorally, and how their language progresses as they mature. Each child is unique. There is tremendous amount diversity in children's development and there are many similarities too!

Children are endlessly fascinating! In children, we have the making of our selves. While observing them, we get glimpses of ourselves. This course is about our history; it is a story of our lives. It helps us understand how we became the way we are and why we are the way we are now. Whether you plan to work with children or not, this course will be useful to all students!

From neurons to culture – the study of child development explains what influences children as they move on in life. Contemporary knowledge generated in fields of human development, psychology, genetics, neuroscience and cultural studies has enhanced our understanding of what development is all about, and how and why it happens. Research in neuroscience is unraveling the mysteries of the brain and throwing new light in understanding Autism, ADHD etc.

Today's children are a part of the digital generation! The digital and social media are changing the culture of societies. The computer and the cell phone with their various applications have a great impact on the lives of children and their education. In this course, we will discuss what is happening today.

Child growth and development (CD1) includes child development theories. The term *development* is a theoretical construct. In this class, we will travel through time, looking at the contributions of many philosophers and scholars from the past to the present – from the psychological insights of Sigmund Freud, Erik Erikson, Jean Piaget, John Watson, B. F. Skinner, and Lev Vygotsky, to the contributions of modern scholars like Urie Bronfenbrenner, Albert Bandura, Abraham Maslow, Howard Gardner and many others. Technically, their theories are their ideas and perspectives. They reflect the culture and scientific progress during their time period. Some of the concepts may be controversial to you. However, their theories and concepts have made significant contributions to our understanding of human development. Child development theories expand our knowledge and enable us to think about childhood and adolescence from a wider perspective.

In class, I use PowerPoint in my lectures. For your benefit, I use on-line course management systems technology to supplement my face to face teaching. You are required to preview the topic outline before coming to class. In class, you are encouraged to express your viewpoints and give examples. Critical thinking is required, not just memorizing. Reading, reflecting and relating the subject matter to your own experiences will make this course meaningful and easier to remember.

I sincerely hope that after taking this course, you will have a broader understanding of how children grow and develop with an awareness of the diversities and similarities in children's development! Together, we can have a meaningful teaching-learning experience!

- **To succeed in this class →→ Preview, Read, Reflect, Review, Repeat!**
- **There is no shortcut to success but hard work!**

Wk Day	Topic	Reading/Assignment
1 Sept. 2	Syllabus; Introduction; Domains of Dev.	Ch. 1: Class work
2 Sept. 9	Biological & Environmental Factors Typical and Atypical Development Go over Guidelines for Research Report	Ch. 2: Class work
3 Sept. 16	Cultural, economic, political, historical contexts of Dev.	Movie <i>Babies</i>; Class Work
4 Sept. 23	Prenatal Development, Teratogens Birth and the Newborn Child	Ch. 2: Class work Ch. 3
5 Sept. 30	Theories of Human Dev. & Domains of Dev.	Ch.1: Class work <u>Due → Research Report</u>
6 Oct. 07	Classic Theories	Ch. 1: Class work
7 Oct. 14	Recent Theories	Ch. 1: Class work
8 Oct. 21	<u>Exam 1</u> Go over guidelines for Developmental Observations	Bring a Blue Exam Book
9 Oct. 28	Infancy & Toddlerhood: Dev. Characteristics	Ch. 4, 5: Class work
10 Nov. 04	Early & Middle Childhood: Dev. Characteristics	Ch. 6, 7: Class work
11 Nov. 11	Veterans Day - College Closed	
12 Nov. 18	Adolescence: Dev. Characteristics	Ch. 8: Class work
13 Nov. 25	Role of family in facilitating children’s development	Class discussions
14 Dec. 02	Developmental Observations - Presentation	
15 Dec. 09	Developmental Observations - Presentation	<u>Due→ Dev. Observations Report</u>
16 Dec. 16	<u>Final Exam</u> 8:00 PM – 10:00 PM	

➤ **Please Note:**

- If necessary, this schedule may be modified.
- **It is your responsibility to come to class on time and attend all the classes.**
- If you miss a class, refer to Etudes CourseMap & Modules for the topics you missed.
- Excessive absences or tardiness will affect your grade.
- **Tardiness will not be included in positive attendance.**
- There will be no substitute work provided for missed class work.
- A doctor’s note will be required for class work missed due to a medical reason.
- **Assignments will not be accepted via e-mail. No exceptions will be made.**
- If you have any questions or concerns you may discuss with me during my office hour.

Thank you, for your cooperation.