Course Description: This course examines the major developmental milestones for children, both typical and atypical, from conception through adolescence in the areas of physical, psychosocial, and cognitive. The course will emphasize interactions between maturational process and environmental factors. While studying developmental theory and investigating research methodologies, students will observe children, evaluate individual differences, and analyze characteristics of development at various stages.

Section #: 0422 Units: 3 Class Website: myetudes.org

Course Meeting Dates: April 11-June 5, 2016 Prerequisite: None

Instructor: Evelyn A. Gomez-Villaflor Email: gomezea@lattc.edu Virtual Office Hours: I will respond to all questions and emails within 24 hours (excluding weekends and holidays).

Class Schedule: Each week begins.opens on Mondays at 6:00am and closes on Sundays at 11:55pm. Be sure to log in every Monday to read new information, review assignments for the week. Keep track of all assignment DUE DATES and TIMES. NO ASSIGNMENTS, ACTIVITIES, WORK OR TESTS WILL BE ACCEPTED AFTER THE DUE DATES. NO EXCEPTIONS!

Required Texts: Childhood and Adolescence; Voyages in Development, By Spencer A. Rathus, Fifth Edition© 2014

Textbook Resources:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Companion website</td>
<td><a href="http://www.wadsworth.com/cgi-wadsworth/course">http://www.wadsworth.com/cgi-wadsworth/course</a></td>
<td>Check out <a href="http://www.amazon.com">www.amazon.com</a> Or any other online resource available</td>
</tr>
</tbody>
</table>

Course Objectives:

- Identify the concepts related to norms for children’s development through reading the text and analyze information from research and personal experience.
- Examine a child’s behavior and write, using Standard English, a child case study utilizing information from research and developmental theories to document the influences on a child’s development.
- Describe the physical, cognitive and psychosocial domains of development and the ways in which nature and environment influence growth.
- Analyze strategies that can be used to facilitate development and provide intervention when appropriate to promote healthy child development.
Student Learning Outcomes *(Statements describing knowledge, skills, abilities, and attitudes that you will be able to demonstrate at the end (or as a result) of this class experience.)*:

- Students will analyze and determine the stage of development of the child in the four developmental domains: physical, socio-emotional, cognitive and linguistic stages of development.
- Criterion Level: At least 70% of students will achieve this SLO.

Course Materials:

- **Computer access** – you will need access to a reliable computer with **Microsoft Word and PowerPoint**.
- **Internet access** – you must have reliable internet access. A dial-up connection will work, however DSL or Cable connection will provide for faster access and manipulation of the course website and internet resources.
- **Email** – use district email address only
- **Access to Professional Early Childhood Education/Child Development Journals** (online, public library, NAEYC)

Course Evaluation and Requirements for Grading:

Grades will be based on a point system. You will also participate in individual and group presentations. The final course grade will be calculated according to the following point system:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. VTEA Survey</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>2. What is Child Development?</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>3. Exams #1 &amp; #2</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td>4. Exams #3 # 4 and #5</td>
<td>50</td>
<td>150</td>
</tr>
<tr>
<td>5. Final Exam</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>6. Chapter Reviews/Reflection Journals….</td>
<td>10</td>
<td>150</td>
</tr>
<tr>
<td>7. “My Baby” Life Cycle Power Point</td>
<td>100</td>
<td>50</td>
</tr>
<tr>
<td>8. Theorist/Theory Report I</td>
<td>25</td>
<td>25</td>
</tr>
</tbody>
</table>

*It’s not as bad as it looks!*

**Total Possible Points = 550 pts.**

Posting of Grades: I **strive** to post your grades on the class website within one weeks of each assignment’s due date. PLEASE…PLEASE…PLEASE do not start asking questions about your grades unless the one week has passed. Some students believe that the computers grade all of the work…but it doesn’t, unfortunately. 😊
I suggest you record your points on the Individual Tracking Sheet separate from Etudes. Please bring any discrepancies to my attention A.S.A.P.

-gomez
Attendance Policy:  **Your active participation is mandatory.**
- Each week begins on Sunday and ends on Thursday at 11:55pm.
- You are expected to participate actively in class discussions and activities.
- You must inform the instructor of any event/emergency that may prevent you from participating in weekly class experiences.
- I strongly recommend that you log onto the class website on a daily basis.  **A minimum of four times a week is required for your success in the class.**
- It is the student’s responsibility to officially drop this class if you are no longer attending. Inactive log-ins to course Website may constitute non-attendance and can result in your exclusion from the course.

Method of Instruction:
Learning experiences will be based on lecture, reading assignments, class discussions, small and large group activities, presentations, quizzes, exams, hands-on activities, videos, Child Development Center observations and more.

Assignments:
- No late assignments will be accepted.  **NO EXCEPTIONS!**
- All assignments are due on assigned due dates by 11:55pm PST unless stated otherwise.  All assignment uploads and exams will close electronically at the time stated.
- There are no make up assignments and/or exams.
- Detailed descriptions of all assignments will be given on the course website.

Activities and Discussions:
- Class participation is a **MAJOR PLUS** to being successful in the class.  We learn from each other, therefore, I value your input and ideas on all in class activities.
- You will participate in a variety of activities and discussions throughout the semester.  However, points will be assigned to **select** activities and discussions on assigned dates.
- Check the announcements on a regular basis.
- You will not receive partial points for an activity by responding to your classmates posts only.  You must post your own response first.

Quizzes and Examinations:
- All quizzes and exams will be given during the weeks indicated.
- They may cover the assigned reading material, videos, activities, discussions, and class lecture.
- Quizzes and exams will be multiple choice, true/false, essay, and/or short answer.
- Each quiz or exam will cover the chapter/s in the text we have just reviewed as a class or individually.
- The final exam will be comprehensive.
- Pay attention to the dates and times the quizzes and exams will open and close.  The due dates may vary each time.  You must read your modules and weekly checklist.
- **No make-up quizzes or exams will be given.**

Readings: Read your text on or before the day(s) they are assigned on the syllabus.  Discussions will be more relevant and engaging when you read the chapter ahead of time.  Relying solely on the instructor’s lecture for your own growth and complete understanding of the information may not be the best method.  Additional information may be on exams that were not discussed in lecture.
Extra Credit: Extra credit assignments are 10 points each unless otherwise noted. You can receive a maximum of 20 points from extra credit assignments. You may complete any of the following activities:

- Attend 2 course related workshops (pre-approved by the instructor). Submit a one page write-up and verification of attendance (certification, agenda with nametag, etc.)
- Attend 1 “CD/ECE” conference (pre-approved by the instructor). Submit a one page write-up and verification of attendance (certification, agenda with nametag, etc.)
- Obtain Membership with NAEYC. Submit a copy of membership ID and/or receipt for purchase. www.naeyc.org ($50.00 student fee)
- Volunteer at a licensed Child Development Center and/or In-home Family Daycare with infants and/or preschool-age children (1 month – 5 years) for a minimum of 5 days/3 hours a day. Submit a one page write-up and verification of experience form – please ask me for the form when you begin volunteering. The form must be signed by a program administrator and/or director. Must have current TB skin test. *
  - All volunteer experiences will be verified.

Verification of attendance and a brief written summary of the workshops attended and/or the highlights of the conference attended must be submitted on the assigned due date in order to receive extra credit points.

Email communication guidelines:

- You may email me directly through “Etudes private messages” with any PERSONAL questions about grades, absences, illness, etc.
- If you have questions about the course material post them in the “Questions” Discussion.
- Sign your email with your full name
- If you do not hear from me, send me another email and check to see that you have followed the rules above.

For detailed information regarding student support services please refer to Schedule of Classes and/or campus website: www.wlac.edu. You may also seek additional assistance from your instructor during designated office hours and/or by appointment.

Disabled Students Programs and Services (DSP&S): is dedicated to promoting academic success by providing services and accommodations that assure educational access for students with disabilities. Any student who feels she/he may need an accommodation based on the impact of a disability should contact Disabled Students Program and Services (DSP&S) at (323) 241-5480 or visit the DSP&S office in room SSB 117.

Student Process for Addressing Concerns: If you have a concern regarding your learning opportunities in this class, please follow the following steps:

(1st) Communicate your concern with your instructor. Best time is during office hours.
(2nd) If you need your concern addressed further, schedule an appointment with the CDEV Department Chair, Ms. Brinson by calling (323) 241.5023.
(3rd) Your next step for further discussion, schedule an appointment with the Dean of Workforce Development.
(4th) The Dean of Workforce Development may refer you to the Dean of Student Services or the Executive Vice President if there is no resolution at step 3.
(5th) Further referral may be to the LASC Compliance Officer.

For more detailed information go to www.lasc.edu/students/studentcomplaint.html or contact Dean Oscar Cobian in the Student Services Building, Room 209 or by phone at (323) 241-5328.
WAYS TO BE SUCCESSFUL IN CLASS

- Learn how to navigate in your Course Management System. Watch the Orientation Videos.
- Observe course netiquette at all times.
- Be prepared to get questions answered and learn something new each week.
- Keep abreast of course announcements.
- Address technical problems immediately.
- Keep abreast of course announcements.
- Be prepared to get questions answered and learn something new each week.
- Address technical problems immediately.
- Observe course netiquette at all times.
- Inform the instructor of personal/medical emergencies affecting your attendance/participation.
- Obtain your textbook.
- Be respectful to your instructor and other classmates at all times.
- Use language that is appropriate for children to hear at all times.
- BTW, refrain from using text messaging language when submitting written assignments. LOL…u…i…etc…
- Use the buddy system. Exchange phone numbers with a classmate.
- Officially drop this class if you stop attending.

- Last Day to Drop without a “W” April 18.
- Last Day to Drop with a “W” May 20.

STANDARDS OF STUDENT CONDUCT

Refer to the District Policies Section of the College Catalog for Complete Standards of Student Conduct

The following is a brief description of behaviors that would be grounds for disciplinary action at LASC according to the Standards of Student Conduct:

- Dishonesty, such as:
  - Cheating,
  - Knowing furnishing false information to instructors and college personnel,
  - Turning in work that is not one’s own (plagiarism).
- “Obstruction or disruption of classes.”
- “Assault or battery, abuse, or any threat of force or violence directed to any member of the college community.”
- RUDENESS!!!!
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE/DAY</th>
<th>LECTURE TOPICS/READINGS</th>
<th>ASSIGNMENTS/EXAM DUE DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4/11/16 Monday</td>
<td>Welcome Message&lt;br&gt;Syllabus and Syllabus Contract&lt;br&gt;Sample Quiz/Journal&lt;br&gt;VTEA SURVEY&lt;br&gt;&lt;a&gt;<a href="https://services.laccd.edu/districtsite/workforce_dev/vtea/survey_login3.asp">https://services.laccd.edu/districtsite/workforce_dev/vtea/survey_login3.asp</a>&lt;/a&gt;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4/12/16 Tuesday</td>
<td>History, Theory and Methods – Chapter 1</td>
<td>Sample Quiz Due&lt;br&gt;What is Child Development?&lt;br&gt;VTEA SURVEY&lt;br&gt;Chapter Review/Reflection Journals/Class Activities #1</td>
</tr>
<tr>
<td></td>
<td>4/13/16 Wednesday</td>
<td>History, Theory and Methods – Chapter 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4/14/16 Thursday</td>
<td>History, Theory and Methods – Chapter 1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>4/18/16 Monday</td>
<td>Heredity and Conception – Chapter 2</td>
<td>Chapter Review/Reflection Journals/Class Activities Week #2, and #3 Exam #1 (Chapters 1 &amp; 2)</td>
</tr>
<tr>
<td></td>
<td>4/19/16 Tuesday</td>
<td>Heredity and Conception – Chapter 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4/20/16 Wednesday</td>
<td>Heredity and Conception – Chapter 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4/21/16 Thursday</td>
<td>Heredity and Conception – Chapter 2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>4/25/16 Monday</td>
<td>Prenatal Development – Chapter 3</td>
<td>Chapter Review/Reflection Journals/Class Activities Week #4, and #5 Exam #2 (Chapters 3 &amp; 4) Theory/Theorist Report I</td>
</tr>
<tr>
<td></td>
<td>4/26/16 Tuesday</td>
<td>Birth and the Newborn Baby – Chapter 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4/27/16 Wednesday</td>
<td>Infancy: Physical Development – Chapter 5 Developmental Milestones</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4/28/16 Thursday</td>
<td>Infancy: Physical Development – Chapter 5 Developmental Milestones</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>5/2/16 Monday</td>
<td>Infancy: Cognitive Development – Chapter 6&lt;br&gt;Infancy: Social and Personality Development – Chapter 7&lt;br&gt;Early Childhood: Physical development – Chapter 8</td>
<td>Chapter Review/Reflection Journals/Class Activities #6 and #7 Exam #3 (Chapters 5-7) Theory/Theorist Report II</td>
</tr>
<tr>
<td></td>
<td>5/3/16 Tuesday</td>
<td>Infancy: Cognitive Development – Chapter 6&lt;br&gt;Infancy: Social and Personality Development – Chapter 7&lt;br&gt;Early Childhood: Physical development – Chapter 8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/4/16 Wednesday</td>
<td>Infancy: Cognitive Development – Chapter 6&lt;br&gt;Infancy: Social and Personality Development – Chapter 7&lt;br&gt;Early Childhood: Physical development – Chapter 8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/5/16 Thursday</td>
<td>Infancy: Cognitive Development – Chapter 6&lt;br&gt;Infancy: Social and Personality Development – Chapter 7&lt;br&gt;Early Childhood: Physical development – Chapter 8</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Monday</td>
<td>Tuesday</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>---------------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>5</td>
<td>5/9/16</td>
<td>Early Childhood: Cognitive Development – Chapter 9</td>
<td>Early Childhood: Social and Emotional Development – Chapter 10</td>
</tr>
<tr>
<td></td>
<td>5/10/16</td>
<td>Early Childhood: Cognitive Development – Chapter 9</td>
<td>Early Childhood: Social and Emotional Development – Chapter 10</td>
</tr>
<tr>
<td>6</td>
<td>5/16/16</td>
<td>Middle Childhood: Physical Development – Chapter 11</td>
<td>Middle Childhood: Cognitive Development – Chapter 12</td>
</tr>
<tr>
<td></td>
<td>5/17/16</td>
<td>Middle Childhood: Physical Development – Chapter 11</td>
<td>Middle Childhood: Cognitive Development – Chapter 12</td>
</tr>
<tr>
<td></td>
<td>5/18/16</td>
<td>Middle Childhood: Physical Development – Chapter 11</td>
<td>Middle Childhood: Cognitive Development – Chapter 12</td>
</tr>
<tr>
<td></td>
<td>5/19/16</td>
<td>Middle Childhood: Physical Development – Chapter 11</td>
<td>Middle Childhood: Cognitive Development – Chapter 12</td>
</tr>
<tr>
<td>8</td>
<td>5/30/16</td>
<td>Chapter Review/Reflection Journals/Class Activities #14 and #15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/31/16</td>
<td>Extra-Credit Due</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6/1/16</td>
<td>“My Baby” – Life Cycle Presentations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6/2/16-6/5/16</td>
<td>FINAL EXAM (Thursday-Sunday)</td>
<td></td>
</tr>
</tbody>
</table>
Individual Points/Grade Tracking Sheet

Name: _________________________________

**************************************************************************

VTEA Survey  ____/10 points

https://services.laccd.edu/districtsite/workforce_dev/vtea/survey_login3.asp

What is Child Development?  ____/5 points

Chapter Review/ Reflection Journals/Class Activities (10 points each):

1____  2____  3____  4____  5____  6____  7____  8____  9____  10____  ____/150 points

Assignments:

Theorist/Theory Report I  ____/25 points
Theorist/Theory Report II  ____/25 points
Theorist/Theory Report III  ____/25 points

“My Baby” Life Cycle Power Point Presentation  ____/50 points

Exams:

1____ (30 pts)  2____ (30 pts)  3____ (50 pts)  4____ (50 pts)  ____/210 points

5____ (50 pts)

Final Exam:  ____/50 points

Total Possible Points:  ____/ 550 points

Extra Credit - ___ pts + ___ pts  ____/ 20 points

Total Points / Grade  ____/ ____

A = 550 - 495 pts.
B = 494 - 440 pts.
C = 439 - 385 pts.
D = 384 - 330 pts.
F = 329 - 0 pts.

Communicate any concerns regarding your points with me A.S.A.P.  Don’t wait until the last minute.

PLEASE DO NOT FOLLOW PERCENTAGES IN ETUDES.  CALCULATE TOTAL POINTS ONLY!!!