

CUYAMACA COLLEGE
Child Development Department

Child Development 125—Child Growth and Development
Spring 2015 Section 5126

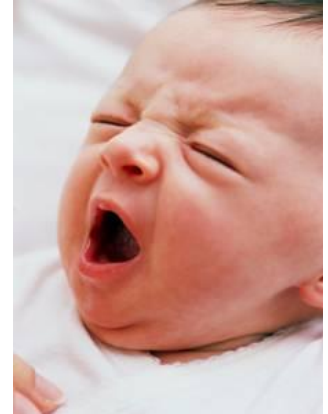
Required materials:

- CONNECT Digital Access Card (for required chapter quizzes and possibly study aids). After purchasing this card please go to the following web address and click on the “register now” button.

<https://connect.mheducation.com/class/k-kotowski-spring-2015-cd-125-5126>

If you have trouble with registration, please contact Customer Support at <http://bit.ly/StudentRegistration>.

- Textbook: Child, by Martorell; 1st ed., 2012, McGraw-Hill Publishers (choose either paperback or e-book format).



If you are delayed in purchasing these required materials (waiting for financial aid funding, etc.), you may still register with the CONNECT website for a free 3-week trial. At the end of this trial period you will have to provide a purchased access code to continue in this course.

You have two options for buying your course materials at [Cuyamaca’s Bookstore](#):

1. CONNECT Digital Access Card which includes the e-book edition of the text. This e-book can be accessed by computers, smartphones, i-pads, etc. at anytime and anywhere. It is hyperlinked to videos, activities, glossaries, and you have the ability to highlight and bookmark. This option is for students who prefer to read their textbook online.
2. CONNECT Digital Access Card which includes the e-book edition of the text, **and a paperback (loose leaf) edition of the text**. This is recommended for students who prefer reading a hard copy of the text and want to keep a copy of this text after the course is completed (Child Development majors).

Student Learning Outcomes

By the end of the semester, the student should be able to:

- 1) Analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language.
- 2) Analyze how cultural, economic, political, historical contexts affect children’s development.
- 3) Compare and contrast various theoretical frameworks that relate to the study of human development.
- 4) Integrate and apply current theory and research to the observation, documentation and unbiased analysis of a preschool child’s behavior.

Course Requirements:

- A. Original student work is required.
- B. Six hours of online study and participation per week.
- C. Textbook reading, research and critical analysis.
- D. Three written assignments investigating and reporting on related course topics (directions will be given separately).
- E. Reading Quiz completion for each chapter (16 chapters) submitted by the date outlined in the syllabus.
- F. Discussion Board participation via postings related weekly topics submitted by the date in the syllabus. Logging on 3 times a week to the discussion board is required, 3-4 times total for the course is recommended.

Evaluation:

- Chapter Reading Quizzes via CONNECT website (16 @ 10 points each, lowest score = bonus points!) = 150 points, Final 30 points; total for Final and Quizzes = 180 points
- Discussion Board Posts (15 @ 10 points each) = 150 points
- Assignments (3 @ 90 points each) = 270 points

Total possible = 600 points

100-90% = A	600 – 540
89-80% = B	539 – 480
79-70% = C	479– 420
69-60% =D	419– 360
59-0% = F	359 – 0



Office Hours:

On-line. I strongly encourage you to contact me using the message system within our course so I can quickly identify you as a CD 125 student, or you may send an email to kathy.kotowski@gcccd.edu make sure that to include the course number in the subject line & your **registered** name in the email. I will check email daily during the week after I have responded to messages and discussion posts within the course.

Attendance:

Weekly postings on the Discussion Board in Blackboard's website is expected & counted as attendance in this class. Missed discussion postings & quizzes are the same as absences. Students not participating during the first week of class will be dropped to make room for students on the waitlist. Students who become inactive during the remainder of the semester may be dropped from the course without warning if there has been no activity for a period of 7 days. Activity in the course includes participation in the discussion board, email communication, turning in assignments, & taking quizzes. Students missing 2 or more consecutive quizzes & or discussion boards without communicating may be dropped from this course without warning. Simply logging in to the course website is not participating.

Tutoring:

To support your efforts to succeed in this class, I refer you to Supervised Tutoring services that are available. All Supervised Tutoring sections are FREE to you. You need only enroll to receive services – no units or grades are given. (619) 660-4306 www.cuyamaca.edu/tutoring/new_site/default.asp

Accommodations:

Students with disabilities who may need accommodations in this class are encouraged to notify the instructor & contact Disabled Student Programs and Services (DSP&S) early in the course so reasonable accommodations may be implemented as soon as possible. See www.cuyamaca.net/eops/dsps.asp for contact information.

Please note:

You must have the ability to submit the written assignments in either “Microsoft Word Document (.doc)” format or “Rich Text Format (.rtf).” Computers at the library at both Cuyamaca and Grossmont colleges have these programs loaded on their computers for your use if you don’t have access to them. You will also need Adobe Acrobat reader to read .pdf handouts. If you don’t have this program already on your computer, you can download it for free from: <http://get.adobe.com/reader/>

Helpful hints:

1. Let the instructor know of any special needs or limitations within the first two weeks of the semester.
2. Please contact the instructor if you decide to drop this class.
3. If you have a question regarding a grade or posted score, please let the instructor know immediately (within the week of grade posting) of your concern.
4. Class work and projects will be graded on content as well as presentation. Do your best! College papers should have NO mechanical errors! Have assignments proof-read before submitting.
5. Keep all graded work until the end of the semester.

NO LATE WORK IS ACCEPTED. SUBMIT YOUR ASSIGNMENTS AND COMPLETE YOUR WEB QUIZZES WELL BEFORE THE DUE DATE TO AVOID LAST MINUTE CONFUSION OR TECHNICAL PROBLEMS.

GCCCD’s academic expectations as outlined in your class schedule and catalog will be upheld. Please note: plagiarism will result in a “0” grade for the assignment. Plagiarism includes presenting another person’s words, phrases, or ideas as your own. This includes presenting another person’s work as your own, cutting and pasting from the internet without using quotation marks and citations properly, restating the work of another writer without citing it, failing to put quotation marks around ideas which you cite but which you don’t put fully into your own words, presenting homework or written work which was extensively re-written by some else as your own. It also includes work conducted collaboratively which was designed to be completed by the individual. Refer to the Academic Standards for additional information, including tutoring and special needs.

Important Dates To Remember

2/6	Last Day to Add or Drop
2/27	Last Day to Apply for P/NP
3/20	Last Day to Apply for fall 2014 degree
3/23-3/28	Spring Break
4/24	Last Day to Drop Semester length classes
5/25	Memorial Day
5/26-5/27	Class Final is Available
6/4	Cuyamaca Commencement

Class Calendar

Week	Beginning Date	Topic	Text Reading	Activities Due This Week
1	1/26	Introduction to Child Development	Chapter 1	<input type="checkbox"/> Orientation Statement messaged <input type="checkbox"/> Web Quiz Ch. 1 <input type="checkbox"/> Discussion Board
2	2/2	Conception, Heredity, & the Environment	Chapter 2	<input type="checkbox"/> Web Quiz Ch. 2 <input type="checkbox"/> Discussion Board Ch. 2
3	2/9	Pregnancy & Prenatal Development	Chapter 3	<input type="checkbox"/> Web Quiz Ch. 3 <input type="checkbox"/> Discussion Board Ch.3
4	2/16	Birth & the Newborn	Chapter 4	<input type="checkbox"/> Web Quiz Ch. 4 <input type="checkbox"/> Discussion Board Ch 4
5	2/23	Physical Development & Health, 0 to 3	Chapter 5	<input type="checkbox"/> Web Quiz Ch. 5 <input type="checkbox"/> Discussion Board Ch.5
6	3/2	Cognitive Development, 0 to 3	Chapter 6	<input type="checkbox"/> Web Quiz Ch. 6 <input type="checkbox"/> Discussion Board Ch.6 <input type="checkbox"/> Infant/Toddler Observation Due
7	3/9	Psychosocial Development, 0 to 3	Chapter 7	<input type="checkbox"/> Web Quiz Ch. 7 <input type="checkbox"/> Discussion Board Ch.7
8	3/16 (Easter Break 3/23-3/29)	Physical Development & Health in Early Childhood	Chapter 8	<input type="checkbox"/> Web Quiz Ch. 8 <input type="checkbox"/> Discussion Board Ch.8
9	3/30	Cognitive Development in Early Childhood	Chapter 9	<input type="checkbox"/> Web Quiz Ch. 9 <input type="checkbox"/> Discussion Board Ch.9
10	4/6	Psychosocial Development in Early Childhood	Chapter 10	<input type="checkbox"/> Web Quiz Ch. 10 <input type="checkbox"/> Discussion Board Ch.10
11	4/13	Physical Development & Health in Middle Childhood	Chapter 11	<input type="checkbox"/> Web Quiz Ch. 11 <input type="checkbox"/> Discussion Board Ch. 11 <input type="checkbox"/> Preschool Observation Due
12	4/20	Cognitive Development in Middle Childhood	Chapter 12	<input type="checkbox"/> Web Quiz Ch. 12 <input type="checkbox"/> Discussion Board Ch.12
13	4/27	Psychosocial Development in Middle Childhood	Chapter 13	<input type="checkbox"/> Web Quiz Chap 13 <input type="checkbox"/> Discussion Board Ch.13
14	5/4	Physical Development & Health in Adolescence	Chapter 14	<input type="checkbox"/> Web Quiz Chap 14 <input type="checkbox"/> Discussion Board Ch.14
15	5/11	Cognitive Development in Adolescence	Chapter 15	<input type="checkbox"/> Web Quiz Chap 15 <input type="checkbox"/> Discussion Board Ch.15 <input type="checkbox"/> School Age/Adolescence Interview Due
16	5/18 Final Next Week	Psychosocial Development in Adolescence	Chapter 16	<input type="checkbox"/> Web Quiz Chap 16 <input type="checkbox"/> Discussion Board (ungraded)
Final	5/26-5/27	Online Comprehensive	Final	<input type="checkbox"/> Multiple Choice Ch 1-16

Assignment Guide CD 125

* Please note this is important → Discussions and responses are due by Fridays (at the latest), quizzes and assignments are due on Monday nights. Each week is listed here with the major requirements listed for the week. Discussions and discussion responses need to be completed by Fridays. All quizzes and written papers need to be submitted by Mondays. Everything is due by 8:59 pm PT. Students often get confused here...it is simple; discussion board is due by Friday of each week, all other assignments are due by Monday of each week.

Week 1: 1/26

- Check for announcements—do this each time you log on to Blackboard (Bb)
- Complete Orientation Scavenger Hunt, located in Weekly Assignments, Week 1 Folder. **Message** me when completed, follow the directions for credit!
- Read chapter 1—*Introduction to Child Development*
- Post your 1st discussion on Monday or Tuesday—Read the discussion prompt for the topic.
- Respond to the Discussion Board (Db) prompt and 2 other students' discussion postings. Make sure to post on different days (a total of 3 days) by Friday at 8:59 PT for full credit.
- Chapter 1 Quiz Due by Monday 2/16 @ 8:59 pm

Week 2: 2/2

- Read chapter 2—*Conception, Heredity, and Environment*
- Respond to the Db prompt and 2 other students' discussion postings. Make sure to post on different days (a total of 3 days) by Friday at 8:59 PT for full credit.
- Schedule infant/toddler observation
- Chapter 2 Quiz due by 2/16



Week 3: 2/9

- Read chapter 3—*Pregnancy and Prenatal Development*
- Respond to the Db prompt and 2 other students' discussion postings. Make sure to post on different days (a total of 3 days) by Friday at 8:59 PT for full credit.
- Respond to other students' discussion postings by Friday
- Chapter 3 Quiz due by 2/16

Week 4: 2/16

- Read chapter 4—*Birth and the Newborn*
- Chapter 4 Quiz
- Respond to the Db prompt and 2 other students' discussion postings. Make sure to post on different days (a total of 3 days) by Friday at 8:59 PT for full credit.
- Work on Observation paper due in 2 weeks

Week 5: 2/23

- Read chapter 5—*Physical Development and Health 0-3* and Chapter 5 Quiz
- Respond to the Db prompt and 2 other students' discussion postings. Make sure to post on different days (a total of 3 days) by Friday at 8:59 PT for full credit.
- **INFANT/TODDLER OBSERVATION—Due Next Week**

Week 6: 3/2

- Read chapter 6— *Cognitive Development 0-3*
- Respond to the Db prompt and 2 other students' discussion postings. Make sure to post on different days (a total of 3 days) by Friday at 8:59 PT for full credit.
- Chapter 6 Quiz
- **DUE—INFANT/TODDLER OBSERVATION**

Week 7: 3/9

- Read chapter 7— *Psychosocial Development 0-3*
- Respond to the Db prompt and 2 other students' discussion postings. Make sure to post on different days (a total of 3 days) by Friday at 8:59 PT for full credit.
- Schedule Preschool observation— Remember you must call & make appointment if you are observing a child at the Cuyamaca Child Development Center—Due week 10
- Chapter 7 Quiz

Week 8: 3/16

- Read chapter 8— *Physical Development and Health in Early Childhood*
- Respond to the Db prompt and 2 other students' discussion postings. Make sure to post on different days (a total of 3 days) by Friday at 8:59 PT for full credit.
- Chapter 8 Quiz
- Work on Observation paper due in 2 weeks

Week 9: 3/30

- Read chapter 9— *Cognitive Development in Early Childhood*
- Chapter 9 Quiz
- Respond to the Db prompt and 2 other students' discussion postings. Make sure to post on different days (a total of 3 days) by Friday at 8:59 PT for full credit.
- **Preschool Observation—Due Next Week**

Week 10 4/6

- Read chapter 10— *Psychosocial Development in Early Childhood*
- Chapter 10 Quiz
- Respond to the Db prompt and 2 other students' discussion postings. Make sure to post on different days (a total of 3 days) by Friday at 8:59 PT for full credit.
- **DUE—PRESCHOOL OBSERVATION**

Week 11: 4/13

- Read chapter 11— *Physical Development and Health in Middle Childhood*
- Chapter 11 Quiz
- Respond to the Db prompt and 2 other students' discussion postings. Make sure to post on different days (a total of 3 days) by Friday at 8:59 PT for full credit.
- Begin scheduling School Age or Adolescent Interview

Week 12 4/20

- Read chapter 12— *Cognitive Development in Middle Childhood*
- Chapter 12 Quiz
- Respond to the Db prompt and 2 other students' discussion postings. Make sure to post on different days (a total of 3 days) by Friday at 8:59 PT for full credit.

Week 13: 4/27

- Read chapter 13— *Psychosocial Development in Middle Childhood*
- Respond to the Db prompt and 2 other students' discussion postings. Make sure to post on different days (a total of 3 days) by Friday at 8:59 PT for full credit.
- Chapter 13 Quiz
- Work on Observation paper due in 2 weeks

Week 14: 5/4

- Read chapter 14— *Physical Development and Health in Adolescence*
- Respond to the Db prompt and 2 other students' discussion postings. Make sure to post on different days (a total of 3 days) by Friday at 8:59 PT for full credit.
- Chapter 14 Quiz
- **School Age/Adolescent Interview—Due Next Week**

Week 15: 5/11

- Read chapter 15— *Cognitive Development in Adolescence*
- Chapter 15 Quiz
- Respond to the Db prompt and 2 other students' discussion postings. Make sure to post on different days (a total of 3 days) by Friday at 8:59 PT for full credit.
- **DUE—SCHOOL AGE or ADOLESCENT INTERVIEW**

Week 16: 5/18

- Read chapter 16— *Psychosocial Development in Adolescence*
- Respond to the Db prompt and 2 other students' discussion postings. Make sure to post on different days (a total of 3 days) by Friday at 8:59 PT for full credit.
- Chapter 16 Quiz

FINAL EXAMINATIONS WEEK 5/26/-5/27 Tuesday and Wednesday Only

Campus Help Desk (for online students)

Online help desk email is:

619-660-4395

c-helpdesk@gcccd.edu

This course can be demanding. Keep up with the reading and assignments. The most common advice from previous semester students; "Don't fall behind, ask questions, and submit assignments a day or two early to avoid computer issues."

All papers will be submitted through SafeAssign so please make sure that you run your paper through an online plagiarism checker prior to submitting. I will only grade papers with a ratio of 25% or less matching. Anything more than that means that you have too much in your paper that is not original work. Even if it is cited correctly you will need to add more of your own content/observations to balance out what you are including in your paper.

Cuyamaca College Guidelines for Academic Standards Or How to be Successful in This Course!

ATTENDANCE: You are expected to log into the class at least 3 times a week to check announcements, post your discussion, respond to your peers, take quizzes, and submit assignments. This course requires the same number of hours online as a regular face to face class. If the class meets 3 hours per week on campus, expect to spend at least 3 hours per week online working on this course. An online course does not mean fewer hours or less work than a face to face course. You must participate regularly and “show up” to pass this course.

ABSENCE: If you have not logged into the class or participated for 7 days without contacting the instructor this may result in being dropped from the course. Late assignments will not be able to be made up without appropriate documentation. Excessive absence may not only affect your grade but it may result in you being dropped from the class.

PLAGIARISM AND CHEATING: When presenting research from the Web for this course, please be aware that utilizing content without acknowledging the source is unethical and unacceptable in this class. In any such case, the student will receive a zero on the assignment, and may be subject to disciplinary action as described in the Cuyamaca College catalog. Any content that is not your own, must be cited and credit given to the author. Do not turn in the same written work as another student. Having another student or family member completing your assignments is cheating. Doing a cut and paste from the internet to complete a written assignment is cheating. Work that appears not original or completed cooperatively will be returned without a grade. Cheating on exams is not acceptable and not indicative of the ethics required to work effectively with young children. You may be suspended from the class for cheating. Students are responsible for awareness, understanding, and implementation of the Cuyamaca College’s Academic Policies and Procedures, page 28 of the College Catalog 2011 – 2012: http://www.cuyamaca.edu/cc/pdf/catalog11-12/027-037_Academic.pdf Remember changing a few words or rearranging the word order does not make the work your own. When in doubt; cite, cite, cite!

MORE ON REFERENCES: Your assignments in this class will require a title page and reference section that needs to be cited correctly. Please use APA format, an example is listed below. If you use sources from the internet the sites you use must end in ‘.org’ or ‘.edu’. Be sure to cite the full required information, plus the last date that the website was updated and a link to the website.

A book citation looks like this:

Author, (Date Published). Title. (Edition if any) City, State published in: Publisher. **For this class please list pages used in the reference even if there is not a quote used.

Barbour, C., Barbour, N. H., & Scully, P. A., (2011). *Families, schools, and communities: Building partnerships for educating children*. (5th ed.). Upper Saddle River, New Jersey: Pearson. (Pg.44)

The Meaning of Grades

In fairness for the students enrolled in the Child Development Department, this description of the meaning of letter grades has been written. This document will clarify what each of the letter grades for written assignments represent. These grade descriptions will be used by faculty members in the Child Development Department in order to make expectations consistent. Faculty members are individuals and slight differences in interpretation are bound to occur, however, this document will hopefully make the academic expectations clearer and consistent, leading to the high levels of achievement expected for our students in the department.

Assignment must reflect college-level work. Spelling, grammar, and the use of the assigned format will be assessed. Assignments will reflect the grade the student earns and the quality of the assignment, NOT the amount of time it took to complete the assignment, nor the effort put in to the assignment. Both of these variables cannot be accurately evaluated. What can be evaluated is the final product turned in by the student.

A papers:

will demonstrate excellence, be innovative and extensive, adding personal insights and going well beyond the minimum requirements. An A paper is a model paper that could be used as a sample for other students. A papers represent the top 10% of the class, and in a small class there may be only a very few A-level papers, or perhaps none. These papers are the best of the best. A papers stand out for the depth and breadth of the material included. A papers are elegantly written, insightful and demonstrate the ability to communicate extremely well on paper, with correct usage of the English language. The presentation of the paper, or the appearance of the A paper, will be exceptionally neat, organized and professional.

Excellent, commendable, outstanding work

B papers:

will also go beyond the minimum requirements. B papers may have a few minor errors or omissions but not of significance. With a little attention to detail, and grammar, a B paper could become an A paper. B papers demonstrate added insights and work that goes beyond the minimum requirements, but does not quite meet the standard of an A paper. B papers may demonstrate some writing deficiencies, but these will be minor. B papers will have a very good appearance and organization and look much more professional than the basic C paper.

Very good work

C papers:

will add all the elements required in the instructions to the assignment. These papers will be basic documents that do not add anything new in terms of insight. The C paper is an average paper that simply meets the requirements of the assignment. A C paper is an acceptable grade, considered the average grade in the class. Papers will appear neat and will follow the format. Often most of the papers will fall in the C category.

Satisfactory work

D papers:

will have significant errors or omissions in content. The D paper may not follow or include all the required elements of the assignment. D papers have significant problems with written communication. D papers are not neat, nor organized, but do contain at least the majority of the required content. D papers are understandable yet have serious problems with content, organization, and/or English writing skills. **Unsatisfactory work; Student is in danger of failing the course if this level of work continues.**

F paper:

the paper is impossible to understand, either due to the writing level or poor content. The F paper will not be given any points and will be returned to the student with recommendations. Student may need to access the Tutoring services, the Writing Lab or enroll in ESL classes.

F papers are an indicator that the student is very unlikely to pass the course