The School-Aged Child
Child Development 354
Spring 2015

Instructor: Lisa Jackson, MA
Office: Modoc 102
Office phone: 898-4761
Office Hours: Wednesday 1:00-3:30; and by appointment

E-mail: ldjackson@csuchico.edu

Meeting times: Monday and Wednesday, 4:00 pm-5:15 pm, Plumas 205

Required Readings:


Articles or readings posted on Blackboard (or handed out) may be assigned in class.

Pre-requisites:
CHLD 250 or CHLD 252 or PSYC 355

Course description:
In this course we will study and discuss research-based knowledge and theoretical principles of growth and development during middle childhood (ages 6 to 12). The following developmental domains will be covered: physical, cognitive, emotional, social, moral, and personality. Using an ecological perspective we will examine the influences of ethnic and cultural contexts, gender socialization, family, peers, and school settings on development.

Course Objectives
Upon completion of this course, students will be able to:
• learn about major concepts and growth in the 4 main developmental domains
• understand relevant theories and concepts regarding school-age development
• understand ecological contexts in which school-age children develop
• understand some of the research on school age children’s development
• collect data on school-age children and write papers about the data collected
• be aware of current issues that affect school-age children’s development
Student responsibilities:
1. Complete reading assignments PRIOR TO THE CLASS in which they will be discussed.
2. Attend class each week and participate in class discussions.
3. Obtain all course information, announcements, and readings during the semester.
4. Obtain all materials for this class, including (but not limited to) lectures, discussions, handouts, and films.
5. Complete assignments by their due dates.
6. Be present and prepared for tests.

Assignments & Evaluation Criteria

Observation Paper (50 points total)
Student will complete a 30-minute naturalistic observation of school-age children (no more than 4 children) in a public setting (e.g., park, playground, sports activity, mall, etc.). Using one of the observation forms found in the Observation Assignment Learning Module, students will observe specific behaviors or characteristics of a particular developmental domain (e.g., physical, social) and then write a summary of that observation using APA writing style. This paper will include a comparison with a current research study.

Papers must be submitted IN CLASS and submitted to Turnitin.com on the day they are due. Late papers will lose points and must be turned in no later than one-week past due date (hard copy submitted in class and paper submitted via “turnitin.com). No papers will be accepted after one-week post due date.

Group Presentation on Current Issue (50 points total)
Students will be asked to research one of the issues relevant to middle childhood that are explored in one of the two Sax books. The oral report will state the issue, justify why it is an issue during middle childhood, and offer a suggestion(s) for change. An annotated bibliography will be written and submitted by the group that summarizes the oral presentation. The specific requirements for this assignment will be discussed in class. To obtain full credit, presentation must be made IN CLASS on the day it is assigned. Late presentations will lose points and must be completed no later than one-week past due date. No presentations will be accepted after one-week post due date.

Tests
To receive full credit for the tests, 200 points, student must complete 2 tests. If a student so chooses, s/he can take the final in lieu of taking Test #1 or Test #2. The final will be a comprehensive test and worth 100 points, and is optional. Thus, if a student misses Test #1 or Test #2, for any reason, s/he can take the final -- no makeup tests will be given. If a student, having taking Test #1 and #2 wants to take the final that is possible. However, the final test will count regardless of the score and the lowest score from Test #1 or #2 will be thrown out. (The final score will count regardless of how well the student does on the final - the final cannot be used as a throw away.)

The following rules apply to tests:
- Under no circumstances are cell phones allowed during the test.
- No wearing of hats during the test.
• No books, papers on the desk during the test. The only 2 things allowed on the
desk at the time of the test, is the test and something to write with.
• Once the test is handed out, you cannot leave the classroom. If you need to
leave the classroom, your test will be considered finished and you will not be able
to work on it further. So you will want to go to the bathroom, get a drink of water,
etc. before the test begins.
• No talking during tests. If students are seen talking, it will be assumed they are
cheating and they will receive 0 points for the test. If you have a question during
the test, come see me.

In-Class Participation Points (10 @ 5 points each -- 50 points total)
To further encourage student attendance and participation, there will be 50 points
(maximum) given for class participation - students who are in class and participate for
the discussion, activity, etc. will receive full credit (5 points.) No makeup points will be
given. If a student misses class or does not participate on the day points are given, the
student will lose those points. There will be NO exceptions to this rule.

In Class Writing Assignments (5 @ 10 points each - 50 points total)
To do well in this class, students are expected to attend class. To encourage student
attendance and participation, there will be 5 in-class writing assignments. Each in-class
written assignment will be worth 10 points. If a student does not do well on the
assignment s/he can re-write the assignment for a maximum of 5 points. Re-written
assignments will be due the next class period and the original paper must be attached
to the re-submission. No makeup in-class written assignments will be given -- if you are
not in class the day of the written assignment, you cannot submit the assignment and
you cannot receive the 10 points. **No makeup assignments will be given and there will
be NO exceptions to this rule.**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>1 Observation paper</td>
<td>50</td>
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<tr>
<td>1 Group presentation @ 50 pts</td>
<td>50</td>
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<tr>
<td>2 Tests @ 100 pts each</td>
<td>200</td>
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<tr>
<td>10 Class participation opportunities @ 5 pts each</td>
<td>50</td>
</tr>
<tr>
<td>5 In class writing assignments @ 10 pts each</td>
<td>50</td>
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<td><strong>Total</strong></td>
<td><strong>400</strong></td>
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GRADE SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>%</th>
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<tbody>
<tr>
<td>A</td>
<td>100-93</td>
</tr>
<tr>
<td>A-</td>
<td>92-90</td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
</tr>
<tr>
<td>B</td>
<td>86-83</td>
</tr>
<tr>
<td>B-</td>
<td>82-80</td>
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<tr>
<td>C+</td>
<td>79-77</td>
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<tr>
<td>C</td>
<td>76-73</td>
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<tr>
<td>C-</td>
<td>72-70</td>
</tr>
<tr>
<td>D+</td>
<td>69-97</td>
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<tr>
<td>D</td>
<td>66-60</td>
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<tr>
<td>F</td>
<td>59 or below</td>
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**Attending classes is critical given this is a tentative schedule and is subject to changes which will be announced in class!!**

<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Weekly Topics: Areas of Focus</th>
<th>Readings</th>
<th>Assignments, Tests, Etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Jan. 21</td>
<td>Introduction</td>
<td>Read Chapter 1</td>
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<tr>
<td>2- Jan. 26 &amp; 28</td>
<td>Studying Middle Childhood</td>
<td>Read Chapter 2, Read <em>Girls on the Edge, Intro &amp; Chapter 1</em></td>
<td>-Group Presentation sign-up, -Assigned Presentation day given</td>
</tr>
<tr>
<td>3- Feb. 2 &amp; 4</td>
<td>Physical Development</td>
<td>Read Chapter 3, Other readings as assigned</td>
<td>-Group Presentation Assignment discussion, rubric and workday</td>
</tr>
<tr>
<td>4- Feb. 9 &amp; 11</td>
<td>Physical Development Continued</td>
<td>Read Chapter 4, Read <em>Girls on the Edge, chapters 2-3</em></td>
<td>-Observation paper assignment discussion &amp; rubric</td>
</tr>
<tr>
<td>5- Feb. 16 &amp; 18</td>
<td>Cognitive Development</td>
<td>Read Chapter 5, Read <em>Girls on the Edge, chapters 4-5</em></td>
<td>-Study guide for test #1, -Group Presentation</td>
</tr>
<tr>
<td>6- Feb. 23 &amp; 25</td>
<td>Cognitive Development Continued</td>
<td>Read Chapter 6, Read <em>Girls on the Edge, chapters 6-7</em></td>
<td>-Group Presentation</td>
</tr>
<tr>
<td>7- March 2 &amp; 4</td>
<td>Cognitive Development Continued</td>
<td>Other readings as assigned</td>
<td>Test #1- Wednesday, March 4</td>
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<tr>
<td>8- March 9 &amp; 11</td>
<td>Affective Development</td>
<td>Read Chapter 7, Read <em>Boys Adrift, Intro &amp; chapter 1</em></td>
<td>-Group Presentation</td>
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<tr>
<td>March 16-20</td>
<td>Spring Break</td>
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<tr>
<td>9- March 23 &amp; 25</td>
<td>Affective Development Continued</td>
<td>Read Chapter 11, Read <em>Boys Adrift, chapters 2-3</em></td>
<td>Observation Paper Due Wednesday, March 25</td>
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<tr>
<td>10- March 30 &amp; April 1</td>
<td>Family Relations</td>
<td>Read Chapter 8, Read <em>Boys Adrift, chapters 4-5</em></td>
<td>-Group Presentation</td>
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<tr>
<td>11- April 6 &amp; 8</td>
<td>Social &amp; Moral Development</td>
<td>Read Chapter 9, Read <em>Boys Adrift, chapters 6-7</em></td>
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<tr>
<td>Date</td>
<td>Assignment</td>
<td>Assignment</td>
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| 12-April 13 & 15 | Attachment                                     | -Study Guide for Test #2  
|            |                                                 | -Group Presentation |
| 13-4-April 20 & 22 | Social & Moral Development Continued          | Read Chapter 10  
|            |                                                 | Read Boys Adrift, chapter 8  
|            |                                                 | -Group Presentation |
| 14-April 27 & 29 | Class wrap up                                  | -Group Presentation |
| 15-May 4 & 6  | Class wrap up                                  | Test #2- Monday, May 4 |
| 16-May 11-15 | Finals Week                                     | TBA                 |
|            |                                                 | Final (optional)    |

Class and University Policies

**ASSIGNMENTS:**
- Paper assignments are due at the beginning of the class on the assigned due date. Papers turned in late will lose points!
- There will be no make-up for in-class points; if a student is not in class, s/he will not receive those points. Thus, students are HIGHLY encouraged to attend class.
- Papers have strict (non-flexible) requirements that MUST be met to receive credit, so be sure to ask if you have any questions.
- If a student turns in a paper with a high “similarity match index” as assessed through turnitin.com, that paper will receive NO-credit and the paper will be referred to judicial affairs.

**ATTENDANCE:**
In class we will discuss the assigned readings not only in terms of content but also to help you know week-to-week what you should be reading. Thus to be successful in this class, attendance is HIGHLY encouraged!

**Other:**
- The instructor reserves the right to make changes to the syllabus if needed. Changes will be announced in class.
- You are strongly encouraged to utilize email for correspondence (e-mail maintains a record of correspondence, which is very much to your benefit.)
- University policy for incompletes and withdrawals will be strictly followed.
- If you have questions or concerns about your grades, please come see me; don’t wait until the end of the semester!

**Class rules:**
The following class rules apply to everyone: (If you cannot abide by these rules then you should not take this class.)
- please be considerate of others at all times;
• be on time and seated when class begins;
• remain in your seat until class is dismissed (except in the event of an emergency);
• refrain from talking or causing distractions when others are speaking;
• DO NOT come into class or leave during a presentation
• silence all cell phones and pagers -- do not answer them in class;
• DO NOT text during class;
• DO NOT use your laptop in class to peruse the web, correspond with friends/family, update Facebook...etc -- it can be very distracting to other students.

**Academic Dishonesty & Plagiarism**
The university has a strict policy concerning academic dishonesty, misuse of sources and plagiarism. These may result in a failing grade for a course. One of the most common forms of plagiarism is the copying of someone else’s (author, professor, another student) words, ideas, or work and presenting them as your own.

Plagiarism and misuse of sources is not allowed. Proper referencing is required. In this class APA citations and referencing format is required! Any paper assessed “high” on “similarity match”, assessed through “Turnitin.com”, will receive no credit and can result in a referral to judicial affairs – University Policy concerning plagiarism will be followed. If you have any questions, come see me!

**Cheating on exams** also falls into this category and will result in a failing grade.

**Disabilities**
Qualified students with disabilities needing appropriate academic adjustments should inform the instructor during the first week of the course.

**Child Development Program Mission statement:**
Within the context of the broader university commitment to higher education, the Child Development Program offers opportunities for students to engage in the purposeful acquisition and integration of child development theory, research, and practice. Specifically, the program centers on the foundations of child development, child study and assessment, programs for children and families, professional qualities, critical thinking skills, and developmental context.

**Child Development Program Vision Statement:**
Students in the Child Development Program will gain an understanding of the development of children and families and how to apply this knowledge in a variety of human service and educational settings. Faculty will facilitate students’ professional development through teaching, leadership, promoting scholarly activities, and guiding relevant practical experiences. Graduates of the program will be knowledgeable and reflective professionals who recognize and value the uniqueness and diversity of children and families within and across multiple ecological contexts.