

## **C.D.250/252 CHILD DEVELOPMENT SYLLABUS FALL 2011**

Professor: Brad Glanville, Ph.D.

Office Hours: M W 2:30-3:45 Other times by appointment

**NOTE: the minutes before class starts are not office hours. I use that time to prepare for class. Please respect my need to prepare for class!**

**ALL PERSONAL ELECTRONIC DEVICES ARE TO BE OFF DURING CLASS!!**

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T.A.: Alice Stark

Use VISTA ONLY!

Required Texts:

Cook, J., and Cook, G., (2010) *The World Of Children*, 2 E., Boston, MA: Pearson Education, Inc.

### **DESCRIPTION OF COURSE:**

This is a broad-based introductory lecture course that surveys child development from a multidisciplinary scientific perspective. Both theoretical and practical aspects of development are presented and examined within a multicultural context. The 250 course is appropriate for students who are (or may later become) declared Child Development majors or minors or are in the Liberal Studies child concentration. It is not appropriate for Speech Pathology, Nursing majors, or those students seeking to fulfill three units of General Education. **These students should be enrolled in CD 252.**

This course is not focused on what it feels like to be a parent or how to properly raise children, although there is considerable discussion of concepts relevant to these topics. Instead, the course is concerned primarily with historical and contemporary scientific theory and research on human development from conception through adolescence. Emphasis is given to biological, psychological (intrapsychic), and socio-cultural influences on the growth and development of boys and girls. The evolutionary perspective of human development is core to this class.

### **COURSE OBJECTIVES:**

Upon completion of C.D. 250 or 252, students will be able to:

1. Describe general physical development from conception through adolescence.
2. Describe the development of gross and fine motor skills.

3. Discuss the role of genetic and hereditary factors (including maturation) in the cognitive, behavioral and psychosocial development of children.
4. Discuss the perceptual and cognitive development of children, citing relevant theory and research.
5. Describe and discuss socio-cultural influences on development from the macro (cultural) to the micro (intra-familial) systems.
6. Understand the developmental process.
7. Understand the role of adults who work with children or otherwise teach them, especially parents and teachers.
8. Be aware of best practices when working with children and families.
9. Write an APA style manuscript.

### **Student Learning Objectives (SLOs):**

This course directly contributes to SLO I, Foundations of Child Development and SLO V, Critical Thinking Skills. The chapters and presentations on history and theories provide a foundation for understanding contemporary research and theory on child development. The remaining chapters give an overview of the current research on child development. Finally, students will receive an introduction to research methods and data analysis fundamental to critical thinking.

### **GRADING:**

Grades are objectively based on the **total points** you earn on the required papers, exams and in-class activities as outlined below. **THERE IS NO EXTRA CREDIT OPTION** beyond these activities.

#### **EXAMS: 500 points**

There will be six exams composed of objective questions drawn from the text, lectures and in-class activities. Each exam will be worth a minimum of 100 points. Usually there will be two or three bonus questions, which might make a test worth as much as 106 points. The lowest test score will be dropped automatically for a net total for exams of 500 points.

**MAKE UP POLICY** if you miss an exam there is a make up during the regularly scheduled final. **Make-ups require a valid excuse.**

#### **IN-CLASS ACTIVITIES: 100 points**

Periodic quizzes, writing assignments, and/or participation in class activities will contribute 100 points.

#### **PAPER: 100 points**

Each student will be expected to prepare a 5-6 page Child Development manuscript. The manuscript will be graded in terms of its conformance to APA Style, its organization and

content, and its literacy. Included in these pages are a separate title page and a separate reference page.

Grading Scale:

Item	Points	Total
Exams	500	500
Activities	100	600
Paper	100	700

Grade	Points
A	630+
B	560-649
C	490-579
D	420-489
F	419-

**ATTENDANCE AND ABSENCE POLICY: Students are expected but not required to attend class. Be forewarned: Missed assignments cannot be “made up” without a valid and documented excuse. Assignments that require two consecutive days of attendance will lose 1/2 credit for each unexcused day’s absence. Make up exams will be essay and will occur at the discretion of the INSTRUCTOR. Note that you may miss one exam without penalty.**

Notifying me in advance that you will be missing class does not constitute an excused ABSENCE.

**EXAM SCHEDULE**

EXAM #	CHAPTERS See course schedule
1. Syllabus, history, theories, methods, prenatal development	1-3
2. infants and toddlers: physical, cognitive, psychosocial dev.	4-6
3. Preschool child: physical, cognitive, psychosocial dev. APA STYLE	7-9
4. School aged child: physical, cognitive, psychosocial dev.	10-12

5. Adolescence and youth: physical, cognitive, psychosocial dev	13-15
6. Final comprehensive	TBA

- Papers and other assignments are due when collected in class. Make ups require excused absences.
- Late assignments may not be accepted.

**CLASS NOTES:**

1. There is no extra credit option.
2. There are no exceptions to the policies outlined in this syllabus.
3. Students should, at a minimum, read and outline each chapter.

**Students with disabilities (taken from Disability Support Services website):**

If you have a documented disability that may require reasonable accommodation, please contact Disability Support Services (DSS) for coordination of your academic accommodations. They can be reached at 898-5959. More information about their services can be found at <http://www.csuchico.edu/dss/index.shtml>

**Academic honesty (taken from Student Judicial Affairs website):**

- All written work is to be individually produced unless otherwise noted in the assignment.
- Plagiarism is the use of the written work of others (either direct copies or close paraphrases) as one's own original work. If quotations and/or passages from other works are used in papers, they must be accorded the proper citation in order to avoid any misunderstandings about plagiarism.
- When there is evidence suggesting that a student has committed plagiarism, copied the work of others, allowed others to copy their work, cheated on an exam, altered class material or scores, or has inappropriate possession of exams, or sensitive material, the incident will be investigated by Student Judicial Affairs. The consequences for academic dishonesty are severe.

In this class, failure to cite sources properly will be considered plagiarism.