

California State University, Chico
Child Development 252 Syllabus Spring 2011

CHLD 252: Section 01: 9-9:50am; Section 02: 10-10:50am

Professor: Valerie Singleton

Office: AJH 123

Office Hours: MWF 11-12 or By Appointment

Phone: 898-3095

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Text: Cook & Cook, World of Children, 2nd Edition

Please carefully read this syllabus, including the sections on DSS and academic honesty

DESCRIPTION OF COURSE

This is a broad based introductory lecture course which surveys child development from a multidisciplinary scientific perspective. Both theoretical and practical aspects of development are presented and examined within a multicultural context. This course is appropriate for Speech Pathology, Nursing, Liberal Studies majors and those students seeking to fulfill three units of General Studies, Part E. It is not appropriate for students who are declared Child Development majors or minors.

The course is primarily concerned with historical and contemporary scientific research and theory about human development from conception through adolescence. Emphasis is given to biological, psychological, and socio-cultural influences on the development of males and females. Some course activities will have you explore your childhood experiences and apply course concepts in relation to yourself and your development, as this course aims to help you better understand yourself and the social world in which you live. Emphasis is placed upon understanding human evolution in general and the evolution of childhood in particular.

COURSE OBJECTIVES

Upon completion of CHLD 252, students will be able to:

1. Describe 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.

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General Education and Area E Objectives:

The primary goals of the GE program are identified in the university catalogue and include improving reading, writing, critical thinking, instilling intellectual curiosity, broadening, enhancing, and integrating general knowledge about the universe and humanity, and showing the coherence and connectedness within the broad area of undergraduate education.

The primary goals of GE Area E for students are: to have them learn about substantive issues likely to be important throughout their lifetimes; to have them see these issues from the three broad perspectives of human life (the physiological, psychological and social); and to have them apply the ideas and the materials of the course to themselves as individuals.

You may visit this website for more information on GE and Area E:

http://www.csuchico.edu/catalog/cat01/req/ge_req.html

CLASS POLICIES

- You are welcome to bring your laptop/iPad/other note taking device to class – I expect for you to be using these technologies for just that – taking notes or performing tasks directly related to our class time. Please be courteous of our time together by honoring this directive.
- Cell phones must be turned off/put on silent while in class – no texting is permitted during class. I do understand that life cannot be turned off/put on silent, so if you need to attend to life's events, please be courteous and leave the classroom in a manner as to minimally distract your classmates.
- Assignments are due at the beginning of the class period – anything turned in after that is considered late.
- You are expected to be considerate of others at all times by being on time and seated when class begins, remaining in your seat until class is dismissed (except in the event of an emergency), and refraining from talking or causing distractions when others are speaking.
- A course calendar will be given and I expect that you will come to class prepared by reading all of the required chapters for the week BEFORE CLASS and completing assigned work.
- In order for you to be the most successful, your completion of the assignments AND your attendance is imperative.
- Some expense may be incurred to purchase supplies necessary to fulfill course requirements (poster board, markers, pictures, printing costs, etc.)
- Any work turned in that is found to be copied, plagiarized, or in any way un-cited and claimed to be the student's own work, will receive a **ZERO** for the assignment and the issue will be referred to Judicial Affairs. Please see following pages regarding academic honesty and plagiarism.
- The instructor reserves the right to modify this syllabus during the semester (e.g. assignments, due dates, content); changes will be announced in class, as well as in Blackboard.

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ASSIGNMENTS

- Papers **MUST BE** turned in through turnitin.com on Vista **BEFORE CLASS** begins (i.e. 8:59am for Section 1 and 9:59am for Section 2), as well as turning in a hard copy to me at the **BEGINNING OF CLASS** (by 9:05am or 10:05am for Sections 1 & 2, respectively).
- Papers turned in late will lose points – papers can be turned in up to 24 hours past the date due in my box in Modoc 216 for up to half (50%) credit. Papers must be notarized by Susan K. with date/time and signature.
- There will be no make-up for in-class assignments; if a student is not in class to complete an in-class assignment, s/he will not receive those points. Thus, students are **HIGHLY** encouraged to attend class.
- Papers, as well as extra credit opportunities, have strict (non-flexible) requirements that **MUST** be met to receive credit, so be sure you to ask if you have any questions.

ATTENDANCE AND ABSENCE POLICY

- Missed assignments cannot be “made up” without a valid and documented excuse.
- Make up exams will occur during finals week only. 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

GRADING

1. Exams

- There will be six exams composed of multiple choice questions, true/false questions, short answer and/or essays drawn from the text, lectures and in-class activities. Each exam will be worth a minimum of 100 points. (There may be bonus questions on each exam, raising the potential total points.) Your lowest exam score will be dropped, leaving a net total for exams of 500 points. If you miss a test, that is your dropped test.

2. In-Class Activities

- Periodic quizzes, writing assignments, and participation/attendance in demonstration activities will contribute 50 points.
- Regular attendance and class participation is essential!! The more you are here, the better you will do!! It will be fun, really, it will! ☺

3. Observation Paper

- Each student will prepare a 100 point Child Development Laboratory Observation Report. This paper will be based on the direct observation of children in the Child Development Laboratory and will be graded on these criteria: ability to perceive and describe behavior; ability to integrate knowledge gained from course; literacy and

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conformance to APA style. This paper will, when coupled with the in-class writing assignments, fulfill the General Studies writing (2500 words) and literacy requirements.

- Observations for these papers need to be completed **outside of class time** although there will be class sessions devoted to observations, edits and instructions on this paper and attendance is essential for these days!
- All term papers are due **Wednesday, April 27th**

4. Personal Paper

- You will also be preparing a child development related personal paper. Papers will be written under specific format guidelines which will be shared in class and reviewed extensively. They are worth 50 points.
- Personal papers will be due **Wednesday, March 30th**

5. Developmental Stages Poster & Presentation

- You will be working in groups to create posters according to a specified developmental stage (infancy, toddlerhood, early childhood, middle childhood, or adolescence).
- Group presentations will be given to the class.
- Specific directions and requirements will be given in class; there will also be class time provided to work on this project.
- Posters and presentations will be due **the week of May 9th** and are worth 50 points.

6. Extra Credit

- Extra credit opportunities may be presented over the course of the semester, ranging in points and variety. Please note that these are intended to *supplement* your semester of work and are at my discretion.

GRADE SCALE

| Item | Points | Total | % of Grade |
|-----------------------------------|--------|-------|------------|
| Exams (Best 5 scores of 6 tests) | 500 | 500 | 67% |
| In-Class Activities/Attendance | 50 | 550 | 7% |
| Observation Paper | 100 | 650 | ~12% |
| Personal Paper | 50 | 700 | 7% |
| Developmental Poster/Presentation | 50 | 750 | 7% |

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EXAM SCHEDULE

| Exam #/Topics | Chapters Covered |
|--|------------------|
| 1: Syllabus, history, theories, methods, prenatal development | 1-3 |
| 2: Infants and toddlers: physical, cognitive, psychosocial development | 4-6 |
| 3: Preschool child: physical, cognitive, psychosocial development; APA STYLE | 7-9 |
| 4: School aged child: physical, cognitive, psychosocial development | 10-12 |
| 5: Adolescence and youth: physical, cognitive, psychosocial development | 13-15 |
| 6: Final (Comprehensive from text & in-class activities) | All |

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.

This syllabus constitutes a contract between the instructor and student. Your continued enrollment in this class establishes an agreement to abide by the elements stated in this syllabus.