

Child Development 052
Section 01
Spring 2002

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Office Hours: Mondays 9:30am to 11:30pm; Thursdays 1:15 – 3:15pm; or by appointment
WebCT Access: <http://online.csuchico.edu>
Texts: Berger, K.S. (2000). The Developing Person, 5th Edition. New York, N.Y.: Worth Publishing Co.

Glanville, B., Vela, E., and Zappettini, K. (2001). Format and Style Guide for Student Papers: An Introduction to APA Style. Chico, CA: Educational Publication Services.

Optional but recommended: Study Guide to Accompany Berger

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. This course is appropriate for Speech Pathology, Nursing, Liberal Studies majors and those students seeking to fulfill three units of General Studies, Part E (*Lifelong Learning*). It is not appropriate for students who are declared Child Development majors or minors.

This is an introductory course in child development that deals with physical, social, emotional, and cognitive development from conception through adolescence. The purpose of this course is to examine the growth and development that can be explained by factors within children as well as by relationships and interactions within the systems that nurture and shape them. This course will present, describe, and apply various concepts, theories, and principles of child development to numerous situations that affect the lives of children.

COURSE OBJECTIVES:

Specific course objectives (CD 52)

Upon completion of this course, students will be able to:

1. Describe selected theories of child development.
2. Describe the general physical, cognitive (including language), and psychosocial development of children from conception through adolescence.
3. Discuss the role of genetic and hereditary factors (including maturation) in the cognitive, behavioral and psychosocial development of children.
4. Identify and evaluate the importance of contexts (sociocultural forces) surrounding the child that influence and shape child growth and development.
5. Identify and evaluate critical issues and debates that impact the development of children.

General Education and Area E Objectives:

1. 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.
2. 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

An anonymous objective survey will be employed at the end of the semester to assess how well this course met the GE and area E requirements.

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.

1. EXAMS: There will be five exams composed of objective questions drawn from the text, lectures and in-class activities. Each exam will be worth 100 points.

2. IN-CLASS ACTIVITIES: Periodic quizzes, writing assignments, and participation in demonstrations will contribute 100 points.

3. PAPER: Each student will be expected to prepare a 1,500 word (minimum) Child Development Laboratory Observation Report. This paper will be based on the direct observation of children in the Child Development Laboratory (a microsystem) and will be graded on these criteria: ability to perceive and describe behavior; ability to integrate knowledge gained from course; literacy and 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. This paper is due on **Thursday, April 25th**.

Grading Scale:

<u>Item</u>	<u>Points</u>	<u>Total</u>
5 exams	100 ea.	500
Activities	100	600
Paper	100	700

A = 644 points and up

A- = 630 to 643

B+ = 616 to 629

B = 574 to 615

B- = 560 to 573

C+ = 546 to 559

C = 504 to 545

C- = 490 to 503

D+ = 476 to 489

D = 420 to 475

F = 419 and below.

Grades, announcements, and a course calendar will be posted on WebCt. Please see <http://online.csuchico.edu> to register for the course. Under the course listing link, the course is under Child Development (see *CD052-01: Child Development, Groves*). An online tutorial is available on the course web page for those students unfamiliar with WebCT. If you have questions or difficulties regarding this aspect of the course, please see me.

Miscellany:

1. Class attendance is imperative to successful completion of the course. Activities will be available only in class and **no** make-ups will be allowed. I have a no excuse policy. If for any reason you have to miss class, I **do not want nor need an excuse**. You are allowed one missed activity without penalty. Those students who do not miss any activities will receive a 5% bonus on their activity grades. In order to receive credit for an activity, students must attend the entire class session.
2. Students who miss a scheduled exam will be given the opportunity to take a make-up test. The instructor will schedule a two hour block of time during the last week of classes when the make exam will be given.
3. Detailed handouts describing the expectations for the observation paper assignment will be distributed and discussed in class. As this assignment is used to fulfill a major component of the General Studies Literacy requirement, students who fail to turn in the paper will be penalized beyond receiving a zero grade for the assignment. (See assignment guideline sheet for details).
4. The observation papers are due at the beginning of class on the day assigned. Papers that are late for **any** reason will be penalized 10% for each 24-hour period the assignment is late. No assignment will be accepted if it is more than a 72 hours late.
5. No assignment should be submitted through the main office or under the instructor's office door in her absence without her permission.
6. Be advised that accurate completion of assignments within the parameters of the syllabus and assignment guidelines is the responsibility of the student not the instructor. Questions concerning assignments should be asked of the instructor before turning in assignments for final grading. The instructor reserves the right to assign a zero for inaccurate or incomplete assignments.
7. Assignments can be turned in early (before the due date). Students who want feedback on drafts of their observation paper are encouraged to make such arrangements with the instructor.
8. Students are expected to observe all principles of academic integrity. Violators of such standards will be dealt with according to University policy, as outlined in the *Code of Students' Rights and Responsibilities* available at 110 Kendall Hall.
9. Class participation will enhance our enjoyment of this class. It is essential that you read the assigned material before we discuss it in class. I consider this class a community of learners. As such, I expect that each student will respect his or her peers right to learn and my right to teach.
10. I reserve the right to modify this course syllabus as the need arises. Changes will be provided to the class in oral form.
11. If you have problems or questions with the course or material, please see me, email me, or give me a call.

Tentative Course Outline:

January 29 & 31	Chapter 1
February 5	finish Chapter 1; start Chapter 2
February 7	Chapter 2
February 12	Chapter 3
February 14	EXAM I
February 19	Chapter 4
February 21	Chapter 5
February 26 & 28	Chapter 6
March 5	Chapter 7
March 7	<i>No Class</i> —alternative assignment TBA
March 12	Chapter 7
March 14	EXAM II
March 19	Chapter 8
March 21	Chapter 9
<i>March 25 & 27</i>	<i>SPRING BREAK</i>
April 2	Chapter 9
April 4 & 9	Chapter 10
April 11	EXAM III
April 16	Chapter 11
April 18	Chapter 12
April 23	finish Chapter 12; start Chapter 13
April 25	Chapter 13 [OBSERVATION PAPER DUE]
April 30	EXAM IV
May 2	Chapter 14
May 7	finish Chapter 14; start Chapter 15
May 9	Chapter 15
May 14 & 16	Chapter 16
Thursday, May. 23	EXAM V 2:00pm to 3:50pm