

Los Medanos College  
CHDEV 10  
Tuesday and Thursday  
8:00-9:20  
Spring 12

Instructor: Janice Townsend  
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Student Hours: Room CSC 102  
Monday 5:30-7:00 Tuesday 1:00-2:00 (in the  
CORE for the **Professor Is In**),  
Wednesday 4:00 to 5:00 (online)  
and Thursday 3:30-5:00

### **Child Growth and Development**

**Course Description:** This course exams the major physical, psychosocial, and cognitive/language developmental milestones for children, both typical and atypical, from conception through adolescence. There will be an emphasis on interactions between maturational processes and environmental factors while studying developmental theories and research methodologies. Students will observe children, evaluate individual differences and analyze characteristics of development at various stages.

#### **Course-Level Student Learning Outcomes (CSLOs):**

1. Read critically to identify major developmental milestones for children from conception through adolescence in the domains of physical, psychosocial, cognitive, and language development and in writing effectively apply developmental theories to the analysis of child observations including all domains of development and areas of typical and atypical development.
2. In writing critically analyze research results and methodologies involved in establishing the child development canon from an interdisciplinary perspective that includes socio-economic, political, historical, and multicultural factors as well as ethical limitations involved in human subject research.
3. Think critically about various theoretical frameworks of child development and using interdisciplinary approaches in writing creatively apply these theories to interactions and prescriptions to promote optimal child development across the domains considering multicultural factors
4. In writing and in oral presentations analyze the importance of childhood through synthesis of the interdisciplinary impacts of the social, political, economic, multicultural, historical, biological, global and psychological contexts that influences the domains of child development and identify ethical concerns

**Text:** 1) Child Development, Principles and Perspectives by Joan Littlefield Cook and Greg Cook  
2) Module, CHDEV 10 (In LMC Bookstore)

#### **Course Requirements and Evaluation:**

5 points	Plagiarism Contract
30 points	Parent Trap
20 points	Immunization Assessment
60 points	Mid-term: Child Development Theory Paper
10 points	Child Development Theory Share
50 points	Infant and Toddler Observation or Preschooler Observation
30 points	Age Group Assignment (Completed in Class)
5 points	Research Questions Brainstormed (Due on Feb 19th)
40 points	Research Paper/Oral Presentation
20 points	Research Class Notes (Notes taken in class)
100 points	Topic Guides (13 @ 9 points each =117...possible 17 points extra credit)
<u>125 points</u>	<u>Take Home Final</u>
500 points total	(90% = A, 80% = B, 70% = C, 60% = D)

## Attendance and Class Policies:

Please plan to come to each class, arrive on time and be present and engaged. That would mean that you are not texting, answering your cell phone, doing homework, sleeping, etc.

- College Attendance Policy is:
  - Students are expected to be punctual and attend all courses in which they are enrolled. Students may be dropped by the instructor for failure to attend class in the following circumstances:
    - 1) Failure to attend first class meeting.
    - 2) Absence from three consecutive weeks of instruction.
    - 3) **At any point when it is concluded that absences have irretrievably affected the student's progress in their coursework.**

Grades should not be used as punishment for absences. However, academic grades may be lowered to the degree that instructors can estimate the loss of cognitive, affective or skills learning due to the students absences.

- Papers are graded using the following guideline: **Knowing, Understanding and Perspective taking, and Applying and Synthesizing**
  - **Knowing:** Accurately detailing and summarizing the information (Grade C)
  - **Understanding and Perspective taking:** Relating the information to your life and life experiences while exploring ethical issues and seeing the information from another person's perspective (Grade B)
  - **Applying and Synthesizing:** What will you do now or in the future using this information and connect information together with other sources and within disciplines (Grade A)
  - Papers must include all components to get an A

Papers that don't demonstrate knowing (accurately detailing and summarizing the information) will be handed back to the student with suggestions for improvement and will need to be re-written before a grade can be given. You have two weeks to resubmit the paper. Only passing papers will receive a grade.

(The final is excluded from this requirement.)

- All papers may be re-graded (Take home final excluded).
- This class has a lot of weekly work due. It is a challenge to keep-up if you fall behind. However, I know that life happens. Late work will be accepted but you must check-in with me on the due date to be granted a **two week extension**. All late work (including topic guides and observation assignment) must be turned in by Nov 26th.
- Shares can't be made-up. Class time allotted is only for the day they are due.
- Typing is appreciated for all assignments (other than actual observations and topic guides). I have to be able to read your paper to grade it.
- LMC policy is that children may not attend class. For some of you this may be as challenging a policy to adhere to as it is for me to enforce. However, I will be enforcing this policy with no exceptions. If you have any questions about this policy please speak with me.
- If you plan to drop this course, you are responsible for notifying the registrar within the deadline period listed in the LMC Class Schedule.

**Accommodations:** Students with documented learning and/or physical disabilities may receive reasonable classroom and/or testing accommodations. Please make these arrangements with the instructor at the beginning of the semester or as soon as possible after documentation has been determined. Last minute requests may not be determined to be "reasonable".

**Plagiarism:** A student will receive 0 points for any plagiarized assignment in this course and the student's name will be forwarded to the Dean of Student Development. The student may not return to class until he/she has attended an appointment with the Dean of Student Development

<b>Date</b>	<b>Class Topic</b>	<b>Reading Due Yellow or Green Book</b>	<b>Reading Due White Book</b>	<b>Homework Due</b>
Aug 20	Introduction			
Aug 22	Preview Text, Introduce topic guides			
Aug 27	Intro Parent Trap	Chapter 12 Topic 1, Topic 2	Chapter 13 Topic 1, Topic 2	Topic Guide
Aug 29	Families, Parenting Approaches, The Parent Trap	Parent Trap Article	Parent Trap Article	
Sept 3	Research	Pages 6-7 and 21-37 and Chapter 2 Topics 3 and 4	pages 6-7 19-33 and Chapter 2 Topics 3 and 4	Topic Guide
Sept 5	Genetics			
Sept 10	Probabilistic Epigenetics			
Sept 12	Research Topics Assigned- begin Brainstorm			<b>The Parent Trap</b>
Sept 17	Embryonic and Fetal Devel, Brain Development Critical Periods	Chapter 3	Chapter 3	Topic Guide
Sept 19	Teratogens, Pregnancy			
Sept 24	Labor and Birth Newborn Capacities (I am your child) <b>Your Research Question for your Research Topic/ Immunization Assesment</b>	Chapter 4	Chapter 4	Topic Guide <b>Bring Your Brainstorm questions for your research to class</b>
Sept 26	Child Development Theorists and Theories			

Oct 1	Child Development Theorists and Theories	Chapter 5 Chapter 1 topic 1	Chapter 5 Chapter 1 topic 1	Topic Guide <b>Immunization Assessment Due</b>
Oct 3	Child Development Theorists and Theories			
Oct 8	Child Development Theorists and Theories continued	Chapter 10	Chapter 10 (exclude pages 356-358) Chapter 11 topic 1 and pages 386-389 Aggression 406-409 Altruism	Topic Guide
Oct 10	Child Development Theorists and Theories			
Oct 15	Responsive Caregiving, Attachment	Chapter 9	Chapter 9 (exclude 327-329 Depression, Suicide and Resilient Children)	Topic Guide
Oct 17	Temperament			
Oct 22	Introduce Observation Assignment ( <b>Don't miss this class</b> )	Chapter 8 Topics 2, 3, and 4	Chapter 8 Topics 2, 3, and 4	Topic Guide
Oct 24	<b>Child Development Theory Report Share</b>			<b>Child Development Theory Report</b>
Oct 29	Language and Physical Devel			
Oct 31	Preschool and School Choices and the importance of play	Chapter 12 topic 3 and Chapter 13 topic 1	Chapter 13 topic 3 and Chapter 14 topic 1	Topic Guide
Nov 5	<b>Age groups in class assignment</b>	Chapter 11	Chapter 12	Topic Guide
Nov 7	<b>Age groups in class assignment</b>			
Nov 12	Moral Development			
Nov 14	Multiple Intelligence	Chapter 7	Chapter 7 (exclude pages 233-237 Extremes of Intelligence and 251-253 Problems with academics)	Topic Guide

Nov 19	Discipline <b>Final Give Out</b>			<b>Infant/Toddler or Pre-schooler Observation</b>
Nov 23	Child Abuse <b>Research Topic Abuse Presentations</b>	Chapter 14	Read the following: Health and Safety and Child Abuse pages 139-145 190-192 on ADHD and 210- 212 on Autism 233-237 Extremes of Intelligence and 251-253 Problems with academics 327-329 Depression, Suicide and Resilient Children Pages 389-405 bullying, conduct problems risky behaviors, etc.	Topic Guide <b>Research Reports Due</b>
Nov 26	<b>Research Topic Presentations</b>	Chapter 13 Topics 2 and 3	Chapter 14 Topics 2 and 3	Topic Guide <b>All Late work must be turned in</b>
Dec 3	<b>Research Topic Presentations</b>			
Dec 5	<b>Research Topic Presentations</b>			<b>Final Due</b>
Dec 10	<b>Research Topic Presentations</b>			
Dec 12	<b>Research Topic Presentations Final Class 8:00-10:00</b>			<b>Turn in Research Notes</b>

### **Homework Descriptions Child Growth and Development (CD 10)**

It is important to me that each student is successful with these assignments. What I do is go over the assignments in class at least two weeks before they are due, provide a written description of each assignment, and make myself available to help you through office hours and email. Using the CORE for reading and writing tutoring is very helpful in completing assignments for this class. I will be there on Thursdays from 1:00-2:00 to help you. Please make a commitment to attend class, participate, and keep up with the reading and assignments. If you have a question I encourage you to ask about it in class, other students probably have the same question. If you need additional support please talk with me.

## Topic Guide Weekly Assignment:

Each week there is reading for this class. You may opt out of the topic guides once you receive three 9+ scores and instead answer the ( Thinking About/Thinking Of ) questions for the assigned reading. Below are the instructions for completing a topic guide.

1. Identify the topic and write it on the topic line.
2. Preview the section (read questions, look at pictures and captions, read definitions, charts, etc).
3. Take the Let's Review Test. Identify areas you should focus on while reading.
4. Read the topic and write comments in the "Questions and Comments" section. This is meant to be a thoughtful opportunity to synthesize the interdisciplinary, ethical and cultural issues and ideas that develop for you while you are reading.
5. Write notes in the "Notes on Topic from Readings" section (add more paper when needed). Use the topic, subtopics, and sub-subtopics, to organize your notes.
6. Repeat steps 1-6 for assigned textbook reading
7. Choose one "Your Perspective Note" or a "Thinking of" to answer. Be thoughtful in your response and use this section to relate to the information and engage in connecting with the material in a meaningful way.

### Rubric for Topic Guides

9 points			
Notes	7 pts Notes are clear and organized for each topic	4-5 pts Notes include more than definitions for each topic	2 pts Notes are mostly definitions for each topic
Response to Perspective/Thinking	1 pts and comprehensive answer	.5 pts Answered cursorily	0 – not answer
Questions and Comments	1 pts thoughtful and a minimum of 2 per topic	.5 one per topic	0 – less than one per topic

## The Parent Trap Assignment:

In this essay you will analyze the role of nature vs. nurture by responding to Judith Rich Harris' theory in the **Parent Trap** article.

1. Before you read the **Parent Trap**, write a paragraph identifying your beliefs regarding the influence of parents, peers and heredity on the outcome of a child's development.
2. Read the **Parent Trap** and identify Judith Rich Harris' claim?
3. In detail describe how her claim compares and contrasts to your own childhood. Consider the impact that genes peers, parents, neighborhoods, culture, income, adoption and health issues had in your childhood.
4. Was the research that Judith Rich Harris did with her daughters valid? Why or why not? Be specific. What type of research is most similar to what she actually did? (longitudinal, cross-sectional, experimental, naturalistic, etc.) Use textbook pages 19-27/21-29 to support your answers.
5. Identify ethical issues in developing research to answer the nature vs. nurture question and the challenges of measuring impact on a child. Provide an example of unethical research. (Refer to pages 27 (white book) and 29-30 (yellow book) in the text book to help you with this question)
6. How has your belief been influenced (changed or reinforced) by Judith Rich Harris' claim?

## **Immunization Assessment:**

Instructions for this assignment will be given in class.

### **Child Development Theory Paper:**

- 1) Choose a child development theory that interests you most from the following: B.F. Skinner's Operant Conditioning; Freud's Psychosexual Theory and Theory of the Mind; Erikson's Psychosocial theory; Piaget's Cognitive Developmental Stages and include the process of assimilation and accommodation; and the components of Vygotsky's Sociocultural Theory.
- 2) Use at least three resources to gather information about this theory, on-line is appropriate (however be careful not to plagiarize). There are many web pages with information about each theory. Once you choose your theory you can conduct a search and you will find a bounty of information.
- 3) Write a paper that includes:
  - The name of the theory that you chose?
  - A summary of the theory of child development in your own words (at least one page single typed). (knowing)
  - Explain how this theory compares and contrasts with your experience and beliefs about how children develop. Provide specific examples from your life (this should be a page). (understanding)
  - Identify ethical and cultural issues with this theory. Are there aspects of the theory that raise ethical issues? Does this theory apply across all cultures? (Understanding, Perspective taking and synthesizing)
  - Give at least three examples of how your interactions with children will be influenced and guided by this theory. If your theory covers stages identify the stage the advice is for. (applying)
  - Provide three pieces of parenting advice you would give a new parent based on this theory (applying). If your theory covers stages identify the stage the advice is for. (This advice has to be specific to your theory, not a general piece of advice like love your child)

### **Child Development Theory Oral Reports:**

- 1) Which child development theory did you choose?
- 2) Why?
- 3) What ethical and cultural issues did you explore?
- 4) How will this theory influence and guide your interactions with children?
- 5) Share one piece of parenting advice

### **Infant Toddler Observation Report or Preschooler's Play Observation Report:**

A complete description and sample will be provided three weeks before the assignment is due.

- 1) You will observe an infant 6 months to two years or a preschooler between 2 and 4 years and record a 60 minute running record which you will turn in. (The child must be awake and indoors for at least half the observation period. The TV may not be on during your observation time and the child may not be using the computer.)
- 2) You will analyze your observation to report on the child's physical, cognitive, language, and psychosocial development in a written report.
- 3) There will be a separate assignment sheet for this report.

### **Age Group In-Class Assignment**

This is an in-class group assignment, with both group and individual work. This assignment consists of three parts, each worth 10 points. You must attend class in order to receive the corresponding points for that day's work.

#### 1. Part 1: Compare and Contrast Two Age Groups

For the assigned two age groups:

- Read the chapters for your assigned ages.
- Identify the key characteristics of both ages.
- Compare and contrast the growth patterns, classroom development and developmentally appropriate curriculum for the two ages.
- Develop a presentation that includes a written or visual component of your findings

### **Age Group In-Class Assignment (continued)**

#### 2. Part 2: Class Presentation

- Each person in the group orally presents a component of your groups findings

#### 3. Part 3: Notes

- Each person will take notes of the different groups' presentations and write a brief reflection about what was learned from this assignment.



### **Research Paper or Research Presentation:**

In class on September 12<sup>th</sup> you will choose your Research Topic (if you miss this class make sure to see me). You will have a choice of writing an in depth paper regarding your research topic or making a presentation to the class. See the instructions below for each assignment:

#### **Research for your Paper or Presentation (This applies to both assignments):**

In this Research Paper or Presentation you will research a topic (chosen in class) and present all sides of the interdisciplinary issue that impact children in an objective manner. You will identify ethical and cultural concerns with the topic (home birth, circumcision, dyslexia, breastfeeding, etc.)

- 1) You will choose a topic in class on September 13<sup>th</sup>. (If you miss this class see me as soon as possible about a topic for you)
- 2) **Brainstorm a list of questions to research about your topic and bring to class on September 25<sup>th</sup>**
- 3) Once you have chosen the topic write what you currently know about the topic before beginning your research
- 4) Research and find at least four sources to cite and in your paper/presentation defend why these are good sources to cite
- 5) If available read the information about this topic in the Cook text. (This is not one of your 4 sources)

#### **In Depth Research Paper Assignment:**

**The length of your paper will vary based on the complexity of the topic. That being said this is meant to be a thorough, in depth and thoughtful review of the topic.**

- The name of your topic
- Your brainstormed list of research questions
- Your original current knowledge
- The research sources cited and why you think they are valid sources to choose
- A detailed summary of the information from your research. This should cover all the important information about your topic. Make sure this section is in your own words. Quotes and paraphrases should be cited.
- Your paper may include your experience with the topic in addition to your research.
- Include the ethical and cultural issues that are a component of this topic
- Elaborate on at least 5 important points of this topic that you would want to share with others
- Identify what have you learned about this topic from doing this research how is this topic relevant to child development.

#### **The Research Presentation:**

**You must create a visual presentation (PowerPoint or prez.com, etc). Be careful not to plagiarize from the web when creating your documents. Upload your presentation to the CHDEV class site on Insight. You have 15 minutes to present your information in an organized and clear manner. Use your visual presentation and notes to guide your oral presentation. Do not read your presentation. On the day of the presentation provide for me the original list of brainstormed research questions.**

- State the topic you have studied and the previous knowledge you had about the topic
- Provide a balanced and detailed summary of the information.
- Elaborate on 5 important points that you want to share with others
- Describe the cultural and ethical issues you considered
- Identify what you have learned from this topic.
- Answer questions from the class