

Syllabus: School Age and Adolescent Development (HDFS 229) Spring 2017

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Office hours: Tuesdays and Thursdays, at 12:00 - 1:00
Class Meets: Tuesdays and Thursdays, at 10:00 - 11:50, in T-207

Course Description:

This course focuses on the development of children ages 6–18 years. All domains of development are covered: cognitive, emotional, language, moral, physical, social, spiritual and volitional. The course also includes topics for persons interested in working with children in this age range, e.g. curriculum design, school-age care, building relationships and effective guidance.

Course Outcomes:

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

- Describe the course of school age and adolescent development in terms of physical, cognitive, social and emotional domains.
- Describe the factors influencing school age and adolescent development such as family, peers, school and community.
- Describe theories and research concerning school age and adolescent development including Vygotsky's sociocultural theory and Bronfenbrenner ecological systems theory.
- Develop responses to school-age and adolescent children's learning needs and behaviors based on theoretical perspectives.
- Relate course materials to current research, issues and practical implications.
- Examine cultural differences in child rearing practices and learning activities.

Required Materials:

Berk, L.E. *Infants, Children and Adolescents (8th Ed.)*. Boston: Pearson Education

Accessibility Resources:

Accessibility Resources provides assistance to students who have documented disabilities by:

- Reviewing documentation to confirm eligibility
- Planning reasonable accommodations
- Coordinating services in the classroom
- Providing support , i.e. assistive technology, testing accommodations, and classroom accommodations
- Success coaching and advocating

If you have a disability and feel that you will need accommodations as a student at Linn-Benton Community College, Accessibility Resources is here to support you: Contact Center for Accessibility Resources

Voice: 541-917-4789 Email: cfar@linnbenton.edu

Course Requirements				
Requirement	Summary	Possible Points per Unit	Units	Total Possible Points per Requirement
Schedule	By the Thursday of the first week, submit details regarding the 12+ hours per week that you will schedule to complete your HDFS 229 requirements.	10	1	10
Participation/ Attendance	During each class meeting, you are expected to engage in thoughtful and respectful discussions regarding the topics covered. Should you miss a class meeting, you may contact the instructor to receive material and information regarding a makeup paper. For full credit, the paper must contain researched-based information from the text and/or material provided in addition to your personal reaction.	5	X 20 Class Meetings	100
Weekly Quizzes	8 open book quizzes [Only the 7 highest scores will affect your grade.] You will not be allowed to makeup missed quizzes.	10	X 7 Quizzes	70
Exams	Exam 1: Chapters 1, 11, 12, & 13 Exam 2: Chapters 14, 15, 16, & 17	50	X 2 Exams	100
Paper Topic Submission	Submit your paper topic choice by the end of week 2.	10	1	10
Paper Outline Submission	Submit your paper outline by the end of week 4.	20	1	20
Paper	5 page (+1 reference page) double-spaced, 12 pt. Font. The paper is due at the conclusion of Week 8.	100	1	100
Total Possible Points				410

Grades are based on a percentage of the the total number of points possible. I encourage you to check in with me about your progress throughout the term to maximize your success and minimize any surprises.

A = 90-100% B = 80-89% C = 70-79% D = 60-69% F = 59% or below

Policies:

Preparedness: Begin each week by reading the assigned chapter. Submit each assignment before 5:00 pm on the due date. [Note: One assignment will be accepted late. That assignment must be submitted within one week of the original due date, however. No other late work will be accepted.]

Cheating/Plagiarism: Using someone else's work as your own or using information or ideas without proper citation (which is called plagiarism) can lead to your failing the assignment, test or class. Bibliographies and in text citations are required whenever you use outside sources, including internet sources (unless otherwise indicated by me).

Nondiscrimination Policy: LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws.

Ground Rules Regarding Discussions:

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| (1) Listen respectfully, without interrupting. | (4) Commit to learning, not debating. |
| (2) Respect one another's views. | (5) Avoid blame and speculation. |
| (3) Criticize ideas, not individuals. | (6) Avoid inflammatory language. |

Calendar of Activities				
Date	Week	Topic	Chapter	Tasks due by 5:00 Thursday (bold) Exams & Quizzes completed on Thursday
4/4 & 4/6	1	Introduction to Class History, Theory and Research Strategies	1	Schedule due*
4/11 & 4/13	2	History, Theory and Research Strategies (Part 2)	1	Paper topic due* Quiz: Chapter 1
4/18 & 4/20	3	Physical Development in Middle Childhood	11	Quiz: Chapter 11
4/25 & 4/27	4	Cognitive Development in Middle Childhood	12	Paper outline due* Quiz: Chapter 12
5/2 & 5/4	5	Emotional and Social Development in Middle Childhood	13	Quiz: Chapter 13
5/9 & 5/11	6	Emotional and Social Development in Middle Childhood (Part 2)	13	Exam 1 (Chapters 1, 11, 12, & 13)
5/16 & 5/18	7	Emotional and Social Development in Adolescence	16	Quiz: Chapter 16
5/23 & 5/25	8	Physical Development in Adolescence	14	Term paper due* Quiz: Chapter 14
5/30 & 6/1	9	Cognitive Development in Adolescence	15	Quiz: Chapter 15
6/6 & 6/8	10	Emerging Adulthood	17	Quiz: Chapter 17
6/13	Finals Week			Exam 2 (Chapters 14, 15, 16, & 17)

***All assignments must be submitted through the Moodle course shell.**

Moodle:

General course information, lecture slides, specific information regarding assignments, and access to grades are all located on Moodle. Information regarding how to use Moodle will be shared on the second day of class. If you need additional help, please feel free to see me during my office hours. The Student Help Desk at the library (541-917-4630) can help as well.

Help With Writing Your Term Paper

Many resources, such as the Learning Center and the Writing Desk, are available to you as a student. These resources are described in the student services section of the schedule of classes.