



IT'S IN THE SYLLABUS

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INFANT & CHILD DEVELOPMENT HDFS 225 (online) CRN 40459 Spring 2020

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COURSE DESCRIPTION

This course focuses on the development of children ages prenatal - 7 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:

- 1.) Describe the developmental trajectories of children in terms of physical, cognitive, social and emotional development.
- 2.) Evaluate the developmental stages of individuals children.
- 3.) Describe theories and concepts of child development including but not limited to Piaget's cognitive theory and Erikson's psychosocial theory.

REQUIRED MATERIALS

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

Note: This is a new text with substantial revisions. The older edition will not be adequate. We have reserved a copy of the updated 8th edition at the library.

Usage of Google Docs as assigned, Microsoft WORD (not microsoft works or wordpad) or an open source internet site such as Google Docs to submit electronic assignments. *****NOTE: In my experience, Chromebooks do not work well with Moodle so be advised to NOT use Chromebooks with this course!*****

You must always have access (and backup access) to the internet. **I rarely sympathize with the excuse of “my computer is down, or I couldn’t get service.”**

Ability to access and utilize Moodle, your LBCC email, Google Drive, and LBCC Library databases regularly.

CLASS STRUCTURE

This course is taught *exclusively* on Moodle. As class members you will be enrolled on LBCC’s e-learning system as a portal to Moodle. You must have reliable access to the internet. Moodle will be used for all forums, assignment submissions, and quizzes. We will not ever meet as a group. Once you have accessed Moodle, you can bookmark it and access it directly from your home computer. *Log on as soon as possible and update your password and contact information. Continue to log on regularly throughout the duration of the term.*

It is our shared responsibility to develop and maintain a positive learning environment for everyone in the class. I take this responsibility very seriously and will inform members of the class if their behavior makes it difficult for me to carry out this task. As a fellow learner, you are asked to respect the learning needs of your classmates and assist your instructor in achieving this critical goal. Below are some specific ways you can help.

1. **Read** assigned material, post in the forum, and take the online quizzes **before** the Assignment for which it has been assigned. The basic pattern to the class is read textbook, forum post/response, quiz, complete Assignment, read textbook, forum post/response, quiz, complete Assignment, etc.
2. Check Moodle frequently. **Post your questions in the class forum.**
3. **Participate** in forum discussions. Remember your OWN post is due on Thursdays and a response to a classmate is due the following Monday. More information about this below.
4. **All assignments (except otherwise stated) must be submitted through Moodle.** It is essential that you access Moodle consistently and frequently. *I will not accept emailed assignments. I repeat, I will not!* Be proactive in troubleshooting how to upload assignments successfully prior to due dates. **Do NOT make it a habit to submit assignments within the last hour it is due, you run the risk of getting kicked out of the system or glitches that become barriers to submitting on time. All 11:59 p.m. due dates are firm.**

Late is late is late, even if it’s submitted at 12:00 a.m.

It is a known fact that computers can and will crash the night before an assignment is due, so be proactive and make sure to email yourself assignments and/or download assignments onto a USB drive regularly. Take advantage of the free space you have available on your G drive!

5. You can get technology help using the following methods: Call the **Student Help Desk at 541.917.4630** or email questions to learning.support@mail.linnbenton.edu.

Ultimately, it is **my responsibility to create opportunities** for you to learn the content; it is **your responsibility to do the work to learn and be able to effectively navigate moodle.**

COMMUNICATING WITH INSTRUCTOR. Email is the best (and recommended) form of communication with me. When emailing, *I will only communicate with you via your LBCC gmail email account.* Do not send inquiries from a personal email account. I will not respond due to confidentiality in accordance with FERPA. In addition, I am not at liberty to respond to emails sent on your behalf from a spouse, parent, partner, roommate, etc. The email option in moodle is the easiest and most effective way to communicate with me. You will find that going through moodle will help keep our conversations separate from your general email.

It is the student’s responsibility to regularly check Moodle and his/her email account for any announcements or supplemental information shared regarding the course. It may take up to 24 - 48 hours for responses from the instructor concerning questions about assignments during the week. I rarely check email on the weekend or after 10 p.m. during the week. The student is responsible to plan enough time to get the supplementary help needed and still be able to complete the assignment by the due date. The instructor is also available for online video conferencing via Zoom. You will need a webcam or camera phone.

TOOLS FOR SUCCESS

A list of [Tools For Success](#) are posted in Moodle Welcome Page

STUDENT RIGHTS AND RESPONSIBILITIES

Students are expected to read and adhere to the standards in the [Student Rights and Responsibilities](#) handbook. You can also find this information on the Linn-Benton Community College website:

ACADEMIC INTEGRITY

Students are expected to be honest and ethical in their academic work and to refrain from *cheating* (use or attempted use of unauthorized materials, information, or study aids), *fabrication* (falsification or invention of information), *tampering* (altering or interfering with evaluation instruments or documents), *plagiarism* (representing the words or ideas of another person as one's own), or *assisting* another person in committing an act of academic dishonesty. **Upon documentation of academic dishonesty and after consulting with the department chair and informing the student of the action taken, the instructor may impose any academic penalty up to and including an F grade in the course.**

As a student at LBCC you will find that many assignments may overlap for different courses across disciplines. Assignment requirements could be similar in content and task. That being said, for this particular course it is imperative that you submit original work and not commit [self plagiarism](#). Self-plagiarism is basically when you try to recycle old work you've submitted and trying to pass it off as new.

LBCC COMPREHENSIVE STATEMENT OF NONDISCRIMINATION

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.

SPECIAL NEEDS AND ACCOMMODATIONS

LBCC is committed to inclusiveness and equal access to higher education. If you have LBCC approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in this class, please contact your instructor as soon as possible to discuss your needs. If you think you may be eligible for accommodations but are not yet registered with CFAR, please visit the CFAR website for steps on how to apply for services. Online course accommodations may be different than those for on-campus courses, so it is important that you make contact with CFAR as soon as possible.

GRADING

I. *Assignments, quizzes, and supplemental information will be opened on **Mondays by noon***. Often students ask if it's possible to move on ahead in content and proceed through the course at a quicker pace. My answer to this is, "No." Although I believe in individualizing learning, often moving too quickly and too far ahead in a course will defeat the benefits of peer discussion and hinder the natural evolution of the course. If you find that you are wanting to "enrich" your experience within a weekly topic with additional activities and readings, just let me know. I can provide supplementary information each week to further emphasize the information to challenge your knowledge of the subject.

II. Forums

- a. Forums are opportunities to "stop, think, and reflect" on content throughout the week. It is an opportunity for students to quickly ponder on information, write down questions, emotions, and opinions to be submitted for a grade. Forums may be available to view weeks ahead, however, you will not be able to post or reply until the designated weekly window.
- b. Forums are worth 15 points each week. You will be graded on your OWN post as well as your RESPONSES to fellow classmates. Your OWN post is due on Thursdays, 11:59 p.m. of each week. Your RESPONSE to a fellow classmate is due on the following Monday, 11:59 p.m. Attached is the [FORUMS Guideline and Grading Rubric](#).
- c. If you only post your OWN by the first due date, the most points you can earn is up to 10/15. If you do not post your OWN, however, you can still respond to a classmate and earn up to 5/10 points by the designated due date.
- d. Forums are worth 15 points. 15 points X 10 weeks = 150 points
- e. Missed forums cannot be made up or taken in advance.

III. Completion of required reading and related research

IV. Quizzes

- a. Quizzes are to be taken in Moodle.
- b. Quizzes can consist of multiple choice, true/false, and/or short answer. Questions are based on the assigned textbook chapters and supplementary information/videos posted in Moodle for the respective week.
- c. The quiz is designed to demonstrate your completion of text reading and any additional content. Best prep for quizzes is completing the reading and notetaking focused on the terms that the text author highlights and/or that I emphasize in the postings in Moodle. Participating in forums will also help you prepare for content that you and discuss with fellow classmates.
- d. You have 1 hour to complete each quiz. You will have unlimited attempts at quizzes. The rationale behind having unlimited attempts is not to "give away freebie points." Its intent is that if you answer a question incorrectly, you have the opportunity to go back and double check what the research says in order to provide the correct answer the next time around. Sure, it would be easy to forgo the text and just monotonously keep taking a quiz over and over until you get all 15 questions correct. However, with unlimited attempts you get to decide how you want to spend your time and effort. Would you rather get all answers correct the first (or second) time using all of your resources? Thus, getting to know the information a bit more. Or, would you rather run the risk of wasting time repeating and repeating the same incorrect answers? Either way, you'll be learning and retaining the material, right?
- e. Quizzes are open-book, but not "open friend." That is, you are permitted to consult your text, your notes, or the videos for quiz answers. Please do not consult your friends or other classmates.
- f. Quizzes are worth each worth 15 points. 15 points x 10 weeks = 150 points
- g. Missed quizzes cannot be made up, reopened, or taken in advance

V. Assignments

- a. All assignments are to be submitted in Moodle via Assignments or otherwise specified. *E-mailed Weekly Assignments are not accepted, you must submit in Moodle!* Do not email me your work!
- b. Assignments will involve application of text concepts and critical thinking. [See Guidelines & Grading for WEEKLY ASSIGNMENTS](#) for more information.
- c. Assignments may involve you observing young children and their teachers/care providers in their natural play. It is important that you have regular access to observing young children.
- d. *Assignments are due Mondays by 11:59 p.m. each subsequent week.*
- e. Missed assignments have a 48 hour grace period to turn in. You basically have until Wednesday, 11:59 p.m. to submit for partial credit. Late assignments will receive an automatic 10% point deduction. Late work may not receive feedback. After the 48 hour grace period, assignments are no longer accepted and students will receive a zero. **There is no 48 hour grace period for Week 1, Week 10 Assignment, IRF rough draft submission, or IRF final draft submission.**
- f. I will send feedback for on-time assignments and post grades within 7 - 10 business days after the due date. Be sure to regularly look at your assignments after they have been graded in order to receive feedback. Be timely about inquiring about grades. For example, do not wait until Week 8 to ask about how an assignment for Week 2 was allocated points. It is your responsibility to track your points and progress in the course accordingly.
- g. Assignments are to be typed, double spaced, and edited. *Single spaced will automatically be deducted 1.5 points.* After reading and grading 50+ pages of online work, my eyes will thank you for double spaced assignments. Written work will be graded based upon content and presentation. If you need help with spelling, punctuation, sentence structure, etc., the Tutoring Center and Writing Center are good resources. <https://www.linnbenton.edu/writing-center>
- h. Weekly Assignments are each worth 20 points. 20 points x 10 assignments = 200 points.

VII. Interactive Resource File

- a. See attached information for requirements for [Interactive Resource File](#)
- b. Worth 120 points
- c. Rough draft of 10 resources is due 4/27/20.
- d. Final IRF is due on 5/25/20

VII. Extra Credit

- a. It is rare that the instructor offers opportunities for extra credit. The goal of the course is to complete homework as assigned and to only rely on extra credit to "cushion your grade."
- b. There are 2 opportunities to earn extra credit: 1.) zoom meeting with the instructor by the end of the 3rd week of the term which is worth 10 points; and 2.) submitting your rough draft for the IRF by the designated rough draft due date which is worth 5 points. Once these dates have passed there will be no other opportunities for extra credit.

EVALUATION TOTALS

Weekly Forums	150
Weekly Quizzes	150
Weekly Assignments	200
Interactive Resource File	120
Total Points Possible	620

90% - 100% points = A

80% - 89% points = B

70% - 79% points = C

60% - 69% points = D

59% points or below = F

COURSE CALENDAR

WEEK #	TOPICS	Readings	Due (due by 11:59 p.m. of stated date)
1 April 6	Introduction to HDFS 225 History, Theory, & Research Strategies;	Syllabus; Chapter 1	Initial Login to course due 4/8 Mock Schedule due 4/10 Week 1 Forum Post due 4/10 Week 1 Forum Response due 4/10 Week 1 Quiz due 4/10 Week 1 Assignment due 4/10
2 April 13 Week of the Young Child 4/13 is the last day to add/drop without financial penalty	Genetics and Environmental Foundations	Chapter 2/3	Week 2 Forum Post due 4/16 Week 2 Forum Response due 4/20 Week 2 Quiz due 4/20 Week 2 Assignment due 4/20
3 April 20	Prenatal Development	Chapter 2/3	Week 3 Forum Post due 4/23 Week 3 Forum Response due 4/27 Week 3 Quiz due 4/27 Week 3 Assignment due 4/27 Rough Draft of at least 10 sources for Interactive Resource File due 4/27
4 April 27	Birth and the Newborn Baby	Chapter 4	Week 4 Forum Post due 4/30 Week 4 Forum Response due 5/4 Week 4 Quiz due 5/4 Week 4 Assignment due 5/4
5 May 4	Physical Development in Infancy and Toddlerhood Midterm	Chapter 5	Week 5 Forum Post due 5/7 Week 5 Forum Response due 5/11 Week 5 Quiz due 5/11 Week 5 Assignment due 5/11
6 May 11 5/17 last day to withdraw from the course without a grade	Cognitive Development in Infancy and Toddlerhood	Chapter 6	Week 6 Forum Post due 5/14 Week 6 Forum Response due 5/18 Week 6 Quiz due 5/18 Week 6 Assignment due 5/18
7 May 18	Emotional and Social Development in Infancy and Toddlerhood	Chapter 7	Week 7 Forum Post due 5/21 Week 7 Forum Response due 5/25 Week 7 Quiz due 5/25 Week 7 Assignment due 5/25 Final Interactive Resource File Due 5/25
8 May 25	Physical Development in Early Childhood	Chapter 8	Week 8 Forum Post due 5/28 Week 8 Forum Response due 6/1 Week 8 Quiz due 6/1 Week 8 Assignment due 6/1
9 June 1	Cognitive Development in Early Childhood	Chapter 9	Week 9 Forum Post due 6/4 Week 9 Forum Response due 6/8 Week 9 Quiz due 6/8 Week 9 Assignment due 6/8
10 June 8	Emotional and Social Development in Early Childhood	Chapter 10	****note due date change because we don't have an official finals week**** Week 10 Forum Post due 6/11 Week 10 Forum Response due 6/12 Week 10 Quiz due 6/12 Week 10 Assignment due 6/12

Instructor's Notes

The Instructor reserves the right to make changes in the course schedule. Changes will be announced in class forum and email. The instructor reserves the right to modify course content and/or substitute assignments and learning activities in response to institutional, weather, or class situations.

Revised 3/31/20