

Syllabus: School Age and Adolescent Development (HDFS 229- Online) Summer 2016

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Use my **email** to contact me

Office hours: Benton campus Mondays and Wednesdays 12:30 to 1:30 pm

Class Meets: Online

Course Description:

This online course focuses on the development of children ages 8–18 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:

Utilize knowledge of developmental theories to adjust for the needs of individuals aged 5 to 18-years-old in a variety of contexts.

Required Materials:

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

Your Responsibilities

- Critically read/analyze assigned information
- Use your LBCC email account to communicate with me
- Effectively participate in class assignments, activities, quizzes, and evaluations

The Education/Child and Family Studies Department offers several online courses. Our online courses are just as rigorous and time-intensive as face-to-face courses. We want to be sure that you, our students, are prepared for the rigor and work involved in being successful in online education. For that reason, we encourage you to prepare yourself just as you would for any new task. [Here are some tips](#). Familiarize yourself with [Moodle](#) and your student email. Set aside regular class times (about nine hours/week for a 3 credit course) for yourself. Stay in close communication with your teacher. Create a workspace for yourself. Take the initiative to figure out what you need to know.

To ensure your continued enrollment and success in our courses, **you must enter the course by midnight on the first day of the course** (this term June 27, 2016). You will have three assignments to complete prior to the second Monday of the term (July 4, 2016). This will give you (and me) a good sense of whether the class is a good fit for you.

I make use of the Institutional Drop policy. **This means that I will drop you from the course if you have not completed the three mandatory assignments by 9am the second Monday of the term (July 4, 2016).**

If you determine that you will struggle with the rigor of this course, I urge you to drop before the end of the second week so you may receive a full refund for the class. Refunds are not granted to students that are not officially withdrawn from a course by the specified date (please consult the college academic calendar for specific dates). Stay in close touch with me. I am glad to have you in my course and I want you to be successful.

Instructor Responsibilities

The current week's content and assignments will be posted on moodle by noon each Monday. I will be available to support your learning when requested. I will hold you accountable by following through with course objectives and

syllabus content. My aim is to facilitate an online classroom environment that encourages active, effective and respectful activities, discussion and learning.

Important Note: All students who are on the class roster will be enrolled in the Moodle site for this course during the 1st week of classes. You will take all your quizzes on Moodle in addition to accessing the syllabus, your grades, study guides, internet links and handouts. You must be able to upload assignments and take exams on moodle. **It is an expectation for this course that you will use moodle independently and seek help from the eLearning center if you have questions related to using moodle. For information on how to use moodle [check out this site](#). If you are not prepared to work independently with moodle, drop this course immediately.**

Course Requirements

Note: Weekly quizzes, Discussion Forum Activity, and Exams will *all take place on moodle outside of class time.*

Your final grade in this class will be determined by your performance on the following:

Quizzes: There will be 8 open book online quizzes at the Moodle site for this course (see *Schedule of Activities* and *Course Requirements* for more information). The quizzes are intended to assess your understanding of **the text**. The quizzes are comprised of a mix of true/false, multiple choice (one or more options) and matching. T/F = 1 point; multiple choice with 1 answer = 1 point; multiple choice with more than one 1 answer = 2 points; matching = 3 points. You will have 20 minutes to take each quiz. I will only include your 7 highest scores in the determination of your final grade.

Exams: Two exams will assess your understanding of the course material. Exam 1 covers lecture material and text chapters from weeks 1-5 (text chapters 1 and 11-13). Exam 2 covers lecture material, video and text readings from weeks 6-10 (chapters 14, 15, 16 and 17). Items consist of multiple-choice, true/false and matching. T/F = 1 point; multiple choice with 1 answer = 1 point; multiple choice with more than one 1 answer = 2 points; matching = 3 points.

Major Paper: 5 page (+1 reference page) double-spaced, maximum 12 pt. font. Choose from a list of topics. You will choose a topic Week 2, submit your paper outline by the end of Week 4 and the paper is due at the conclusion of Week 8.

Discussion Forum Activity: In addition to readings, quizzes and exams, you will participate in 9 forums about topics related to the course. You will be instructed to watch a brief video, listen to a podcast or do a reading and then post your reaction. Your post should reflect an integration of course lecture content and/or your reading with your perspective. You will also respond to at least 1 other classmates' post. Forum activities are posted by noon on Monday and are open until 9am the following Monday. I will only include your 8 highest scores in the determination of your final grade.

Treat the discussion topics and your classmates with respect. We all have unique values and beliefs relating to the subject matter. It is important that you bring your unique perspective to share in a way that is non-dogmatic so that others can "listen" and understand you. I encourage you to ask questions, agree, and disagree with others as much as possible, as long as you do so respectfully. Participating in this class gives you an opportunity to learn the course content, but also to develop your personal understanding about psychology. In order to receive full credit, your forum posts should reflect an integration of the podcast, video or reading assigned for the activity and/or the ideas covered in the weekly text readings. I will enter the Forums to "observe" your progress and sometimes join the discussion. The forum is a good way for you to interact with others in the class and share your perspective and questions and learn about class members. This kind of sharing has the potential to move your experience and thinking to a higher level. Make good use of it! **CONFIDENTIALITY:** In your online discussions you may choose to share personal anecdotes about people you know. Remember to speak from your own perspective. In addition, please protect the confidentiality of others in your life. Refer to them by first initial only (e.g. "T" rather than Thomas). You may also refer to "my sister", "my uncle", "my neighbor" or "my friend".

Course Requirements				
Requirement	Summary	Points Possible per unit	Units	Total Points Possible
Forum Discussion Activity	A personal post on your thoughts around the forum and one additional forum comment on other class member's post. For full credit, your post must contain research-based information from your text and/or material provided in the forum, and/or outside sources in addition to your personal reaction.	Scale 0-10 based on completion and quality of post	X9 posts	90
Chapter Quizzes	8 online, open book, multiple choice quizzes.	Variable types/values totaling 10 points	X8 quizzes	80
Exams	Exam 1: Chapter 1 and Chapters 11-13	50	x2 exams	100
	Exam 2: Chapters 14-17	50		
Paper	5 page (+1 reference page) double-spaced, maximum 12 pt. font. Choose from a list of topics. You will choose a topic Week 3, submit your paper outline by Week 7 and the paper is due Week 9.	100	Paper	130
	Topic (submit to moodle)	10		
	Paper Outline (submit to moodle)	20		
Total Possible Points				400
*Note: An actual total of 380 points is possible for the term. I will drop your lowest discussion forum activity & your lowest quiz grade at the end of the term (for a total of 20 points).				

Grades are figured on straight percentage based on 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

Incomplete Grades: You may be eligible for an 'Incomplete' grade if you have finished 90% of the class work. If you have an 'Incomplete,' all coursework must be finished by the end of the next term. I can only award an 'A', 'B', 'C', 'D', or 'F' grade. You must contact me at least one week before the end of the term with proper documentation to receive an Incomplete.

Calendar of Activities				
Date	Week	Topic	Chapter	Tasks Due by 9am on...
6/27	1	Introduction to Class History, Theory and Research Strategies	1	7/4 Weekly online text quiz: Chapter 1 Discussion Forum Activity
7/4	2	Physical Development in Middle Childhood	11	7/11 Weekly online text quiz: Chapter 11 Discussion Forum Activity Post your paper topic
7/11	3	Cognitive Development in Middle Childhood	12	7/18 Weekly online text quiz: Chapter 12 Discussion Forum Activity
7/18	4	Emotional/Social Development in Middle Childhood	13	7/25 Weekly online text quiz: Chapter 13 Discussion Forum Activity Paper outline due
7/25	5	Emotional and Social Development in Middle Childhood (Part 2)	13	8/1 Discussion Forum Activity Exam 1 (Chapters 1 and 11-13)
8/1	6	Emotional and Social Development in Adolescence	16	8/8 Weekly online text quiz: Chapter 16 Discussion Forum Activity
8/8	7	Physical Development in Adolescence	14	8/15 Weekly online text quiz: Chapter 14 Discussion Forum Activity
8/15	8	Cognitive Development in Adolescence	15	8/22 Discussion Forum Activity Weekly online text quiz: Chapter 15 Paper Due
8/22	9	Emerging Adulthood	17	8/29 Discussion Forum Activity Weekly online text quiz: Chapter 17
8/29	10			Exam 2 (Chapters 14-17) opens on Friday, 8/26 at 9 am and is due by noon 8/30

TOOLS FOR SUCCESS IN THIS COURSE

In a web course, the teacher is a **resource** in the learning process, while the student takes a more active role in the process. If you are new to online learning, be aware that you will need to take the initiative to read all documents and materials thoroughly for your own understanding. Self-direction and self-discipline are critical.

It is up to you to keep track of deadlines and complete and upload your assignments. The assignments, exams and weekly forums are ways for me to gauge your understanding of the teaching/learning process in which you are participating. I am here to help. I will respond to your assignments with feedback. If you have carefully read course materials and still have a question, post your question to the Question and Answer forum right away! Don't delay.

GETTING STARTED

- Enter the course by midnight on June 27, 2016.
- Read the syllabus and all other course documents.
- Put all due dates for exams and assignments in your calendar.
- Create a schedule for completing course activities.
- Have questions? Post them on the *Question and Answer Forum*. This is the fastest and most efficient way for you to get an answer. If you have the question, it is likely someone else does too.
- Read information that comes to you via the Announcements.
- Read Chapter 1 and complete the Chapter Review Form.
- **To avoid getting dropped, prior to 9am on Monday July 4, 2016:**
 - Enter the course by midnight on June 27, 2016
 - Complete the first Discussion Forum Activity (after completing your assigned reading).
 - Take your Weekly Quiz (after completing your assigned reading).

AS THE COURSE PROGRESSES...

1. Review announcements, do your assigned reading, complete the Chapter Review Forms, participate in weekly forum discussions, complete the Weekly Quizzes, complete the Exams and Term Paper assignments.
- All assignments must be uploaded on moodle.
 - All quizzes and exams take place on moodle.

SYLLABUS/WORKLOAD

Online courses take the place of three hours of lectures and outside class assignments required in a traditional face-to-face class. You should expect to devote about 10 hours per week on the online interactions and other class assignments. Set aside specific time each week to work on this class.

All coursework is submitted/conducted online via moodle. Do not send anything by email. Quizzes and assignments will be posted by noon on Monday and must be completed/submitted on moodle before 9am on the following Monday. **The exception to this is your Exam 2, which is due by noon on 8/30/16**

POLICIES

Preparedness: Begin each week by reading the assigned chapter. Complete all activities before due time and date.

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 (<http://po.linnbenton.edu/BPsandARs/>)

RESOURCES

Help for 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.

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