

**INFANT & CHILD DEVELOPMENT**

**HDFS 225**

**CRN 30664**

**Winter 2017**

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**Office hours:** Face-to-face, Fridays 10:00 a.m. - 11:00 a.m. OR By appointment via Google Hangout (*you will need access to a webcam or camera phone*). Please make sure to email me to confirm you are coming to office hours.

**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. Use child development concepts to support and nurture children’s growth and development.
4. Describe theories and concepts of child development including but not limited to Piaget’s cognitive theory and Erikson’s psychosocial theory.
5. Develop responses to children’s behaviors based on theoretical perspectives.
6. Relate course materials current research, issues and practical implications.

**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 word pad) 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 back up 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, Turnitin within Moodle, your LBCC email, Google Drive, and LBCC Library databases regularly.

**CLASS STRUCTURE**

This course is taught face-to-face, however, Moodle will be used for all assignment submissions and quizzes, midterm, and final. As class members you will be enrolled on LBCC’s e-learning system as a portal to Moodle. 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 and take the online quizzes ***before*** the Weekly Assignment for which it has been assigned. The basic pattern to the class is read textbook, class reflection, quiz, complete Weekly Assignment, read textbook, class reflection, quiz, complete Weekly Assignment, etc.
2. Check Moodle frequently. **Post your questions in the class forum.**
3. **Participate** in class discussions and reflections. [Weekly Assignment Guidelines and Grading Rubric](https://docs.google.com/a/linnbenton.edu/document/d/1tKnHoBGFKQSvi5fIE2ftFzJ25cfFo229j4zRWeyyhZo/edit?usp=sharing) for additional information.
4. **All assignments (except for class reflections) must be submitted through Moodle and Turnitin.** It is essential that you access Moodle consistently and frequently. *I will not accept emailed assignments*. Be proactive in troubleshooting how to upload assignments successfully prior to due dates.
5. You can get technology help using the following methods: Call the **Student Help Desk at 541.917.4630** or email questions to [elearning.support@mail.linnbenton.edu](mailto:elearning.support@mail.linnbenton.edu).

Ultimately, it is **my responsibility to create opportunities** for you to learn; it is **your responsibility to do the work to learn**.

**COMMUNICATING WITH INSTRUCTOR.** Email is the best (and recommended) form of communication with the instructor. When emailing, the instructor will only communicate with students via their LBCC gmail email accounts. Use your LBCC email address, subject line your e-mails with HDFS 225 and sign with your first and last names for the fastest response.

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 hours for responses from the instructor concerning questions about assignments during the week. I rarely check email on the weekend. 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 during office hours or online video conferencing via Google Hangout by appointment. You will need a webcam or camera phone.

**TOOLS FOR SUCCESS**

A list of [Tools For Success](https://docs.google.com/a/linnbenton.edu/document/d/1ZGYxxfe1_7E36qtluDNUlKu9vtfCtHdtO8px9lYfeoU/edit?usp=sharing) 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: <https://www.linnbenton.edu/current-students/administration-information/policies/students-rights-responsibilities-and-conduct>

**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.

Assignments are to be typed, double spaced, and edited. 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>

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| ***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*!** |

**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**

You should meet with your instructor during the first week of class if:

1. You have a documented disability and need accommodations
2. Your instructor needs to know medical information about you, or
3. You need special arrangements in the event of an emergency.

If you have documented your disability, remember that you must take your request accommodations through the Center for Accessibility Resources Online Services web page every term in order to receive accommodations. If you believe you may need accommodations, but are not yet registered with CFAR, please go to <http://linnbenton.edu/cfar>for steps on how to apply for services or call 541-917-4789.

# **GRADING**

I. Opening of each week’s content on Moodle. *Assignments and supplemental information will be opened on* ***Monday****. This will allow you to read over it before our first meeting each week and to bring any questions to group discussion. Quizzes will be opened every Friday afternoon at 2 p.m.* More information about assignments and quizzes is below.

Often students ask if it's possible to move on to the next week’s Assignments/Quizzes and proceed through the course at a quicker pace. My answer to this is, "No." Although I believe in individualizing learning, sometimes moving too quickly and too far ahead 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. In-Class Reflections

1. In-Class Reflections are *random* “stop, think, and reflect” moments that will happen during class time only. It is an opportunity for students to quickly ponder and write down questions, emotions, and opinions to be turned in for a grade. These are hand-written or submitted via Moodle during class time. With the exception of break time, it is to your benefit to be present during the entire class period to avoid missing a reflection.
2. In-Class Reflections are each worth 5 points. There are 2 reflections each week, thus 10 points each week. 10 points x 10 weeks = 100 points
3. Missed In-Class Reflections cannot be made up, or taken prior to the designated class date.

III. Completion of required reading and related research

IV. Weekly Quizzes

1. Quizzes are to be taken in Moodle.
2. Quizzes are multiple choice, true/false, and/or short answer. Questions are based on the assigned textbook chapters for the respective week.
3. *Quizzes will open on Fridays at 2 p.m. Quizzes are due Tuesdays by 11:59 p.m. each subsequent week, with the exception of noted due date changes in the syllabus*. The quiz is designed to demonstrate your completion of text reading and lecture content. Understanding the reading will enable you to take part in class discussions and Weekly Assignments. Best prep for quizzes is reading and notetaking focused on the terms that that the author highlights and/or that I emphasize in the Weekly postings in Moodle.
4. You have 30 minutes to complete each quiz. You get two tries on each of the first two quizzes; one try on the rest.
5. 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.
6. Quizzes are worth each worth 10 points. 10 points x 9 weeks = 90 points
7. Missed quizzes cannot be made up or reopened.

V. Weekly Assignments

1. All Weekly Assignments are to be submitted in Moodle via Turnitin. *E-mailed Weekly Assignments are not accepted, you must use Turnitin*!
2. Weekly Assignments will involve application of text concepts and critical thinking. [See Guidelines & Grading for Weekly Assignments](https://docs.google.com/a/linnbenton.edu/document/d/1tKnHoBGFKQSvi5fIE2ftFzJ25cfFo229j4zRWeyyhZo/edit?usp=sharing) for more information.
3. Weekly 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.
4. *Weekly Assignments are due Tuesdays by 11:59 p.m. each subsequent week.*
5. Missed Weekly Assignments have a one (1) week grace period to turn in. Late assignments will receive an automatic 10% point deduction. After one (1) week grace period, assignments are no longer accepted and students will receive a zero. **There is no 1-week grace period for Week 10 Assignment**.
6. Weekly Assignments are each worth 20 points. 20 points x 10 weeks *=* 200 points.
7. I will send feedback on assignments and post grades within 7 - 10 business days after the due date. Be sure to regularly look at your assignments and quizzes 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.

VI. Midterm & Final (40 points Midterm, 40 points Final)

1. The Midterm and Final are to be taken in Moodle.
2. Both the Midterm and Final will have 40 multiple choice questions.
3. The midterm will be opened the Monday of Week 5 and due the subsequent Tuesday by 11:59 p.m. The Midterm will cover reading and lectures from week 1 through week 5.
4. The final will be opened the Monday of Week 10. The Final will cover all reading material and lectures for the entire 10 week term.
5. Similar to quizzes, the Midterm and Final cannot be made up or reopened.

VII. Interactive Resource File

1. See attached information for requirements for [Interactive Resource File](https://docs.google.com/a/linnbenton.edu/document/d/1nPdDQx-6IuGpxWXrs2UVeVw7-fFhw2LZtaXr3SqZxPQ/edit?usp=sharing) (requirements subject to change)
2. Worth 120 points

**EVALUATION TOTALS**

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| --- | --- |
| In-Class Reflections | 100 |
| Weekly Quizzes | 90 |
| Weekly Assignments | 200 |
| Midterm | 40 |
| Final | 40 |
| Interactive Resource File | 120 |
| **Total Points Possible** | **560** |

**90% - 100% points = A**

**80% - 89% points = B**

**70% - 79% points = C**

**60% - 69% points = D**

**59% points or below = F**

# **COURSE CALENDAR**

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| **WEEK #** | **TOPICS** | **Readings** | **Due**  **(due by 11:59 p.m. of stated date)** |
| 1  Jan.  9th - 13th | Introduction to  HDFS 225  History, Theory, & Research Strategies; | Syllabus;  Chapter 1 | Week 1 Quiz due 1/17  Week 1 Assignment due 1/17 |
| 2  Jan.  16th - 20th | Genetics and Environmental Foundations | Chapter 2 | Week 2 Quiz due 1/24  Week 2 Assignment due 1/24 |
| 3  Jan.  23rd - 27th | Prenatal Development | Chapter 3 | Week 3 Quiz due 1/31  Week 3 Assignment due 1/31 |
| 4  Jan.  30th -2/3 | Birth and the Newborn Baby | Chapter 4 | Week 4 Quiz due 2/7  Week 4 Assignment due 2/7 |
| 5  Feb.  6th - 10th | Physical Development in Infancy and Toddlerhood | Chapter 5 | No Quiz  Week 5 Assignment 2/14  Midterm due 2/14  UPDATE: No Class Meeting on 2/10 |
| 6  Feb.  13th - 17th | Cognitive Development in Infancy and Toddlerhood | Chapter 6 | Week 6 Quiz due 2/21  Week 6 Assignment 6 due 2/21  Draft of at least 10 sources for Interactive Resource File due 2/21 |
| 7  Feb.  20th - 24th | Emotional and Social Development in Infancy and Toddlerhood | Chapter 7 | Week 7 Quiz due 2/28  Week 7 Assignment due 2/28 |
| 8  Feb.  27th - 3/3 | Physical Development in Early Childhood | Chapter 8 | Week 8 Quiz due 3/7  Week 8 Assignment due 3/7 |
| 9  March  6th - 10th | Cognitive Development in Early Childhood | Chapter 9 | Week 9 Quiz due 3/14  Week 9 Assignment due 3/14 |
| 10  Mar.  13th -17th | Emotional and Social Development in Early Childhood | Chapters 10 | Week 10 Quiz due 3/21  Week 10 Assignment due 3/21  Interactive Resource File Due 3/21 |
| Finals11 Mar.  20th - 24th | Review all previous topics | Review all chapters | No Quiz  No Weekly Forum  No Weekly Assignment  Final Due 3/23, 11:59 p.m. |

**Instructor’s Notes**

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