



# Los Angeles Valley College

## Course Syllabus – Fall 2021

**Course Title:** CD 1 Child Growth and Development (online)

**Section #:** 14434

**Zero Textbook Cost Textbook:** <https://open.umn.edu/opentextbooks/textbooks/750>

A hard copy of the text can be purchased at the LAVC bookstore!

**Course Dates:** 16 weeks online: Monday, Aug. 30 to Thursday, Dec. 16, 2021

**Units:** 3.00 units

**Section #:** 14434

**16 Weekly classes: Beginning, 8/30 and Course Ends 12/16.**

Entirely Online with LAVC Canvas – Fall 2021

**Instructor:** Debra Pourroy

### Contact Information:

Email the instructor: [Pourrod@LACCD.edu](mailto:Pourrod@LACCD.edu) and/or online in the “Questions for the Instructor Discussion” board.

### Help:

Child Development Department Office: (818) 778-5502.

**Canvas Help:** 818.778.5834

**Virtual Valley:** <http://www.lavc.edu/virtualvalley/index.html>

**Help Desk:** <http://www.lavc.edu/virtualvalley/help.html> (Links to an external site.)Links to an external site.

**Email:** [virtualvalleyhelp@lavc.edu](mailto:virtualvalleyhelp@lavc.edu) or [vvhd@lavc.edu](mailto:vvhd@lavc.edu)

### Course Description:

Developmental theories from pre-natal to adolescents will be covered in this course. The following developmental domains will be discussed: physical, mental, social and emotional. This course will examine the major developmental milestones for children from conception through adolescence in the physical, social, emotional, and cognitive domains. Emphasis is placed on issues that affect typical and atypical development through the study of theories, research and child observations.

### Prerequisites:

There is a significant amount of reading required. Professional-level English language proficiency in the following areas is required: listening and note taking, reading

comprehension and vocabulary, and written expression and oral presentation. Students who lack these skills should consider taking English as a Second Language courses before enrolling in this program.

English #28 or English as a second Language #363 or placement in English 101

### **Required Text book:**

Paris, J. "Child Growth and Development". Publisher:

College of the Canyons. **This is a FREE online resource that you can access online.**

**<https://open.umn.edu/opentextbooks/textbooks/750>**

**Policy of Respect:** This class will be conducted in an atmosphere of mutual respect. I encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The conflict of ideas is encouraged and welcome. The orderly questioning of the ideas of others, including mine, is similarly welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect I expect in this class, you will not be permitted to participate further and be asked to leave the course. See "the rules of Netiquette."

**Accommodations and Access:** If you are a student with a disability requiring classroom accommodations, and have not contacted SSD, do so in a timely manner. SSD is located in the Student Services Annex, Room 175 or you can call 818 947-2681 or TTD 818 947-2680 to meet with a counselor. If SSD has already sent a memo to instructor confirming accommodations required by the student for this class, please meet with me to discuss arrangements. For more info:

<http://www.lavc.edu/ssd/index.aspx> (Links to an external site.)Links to an external site.

**Financial Aid** is available! Call 818 947-2412. Go to the Financial Aid office in the Student Services Center, first floor. For more info:

<http://www.lavc.edu/financialaid/index.aspx> (Links to an external site.)Links to an external site.

**Academic Honesty Policy** Academic dishonesty covers behavior in cheating, plagiarism, and fabrication of information. These behaviors are not tolerated. Students are encouraged to familiarize themselves with the LAVC Student Conduct Code and the official statements regarding cheating and plagiarism in the student handbook:

<https://www.lavc.edu/counseling/library/2016-17-New-Student-Handbook-10-25-16.aspx>

### **Nondiscrimination Policy:**

In compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Age Discrimination Act of 1975, and Americans with Disabilities Act of 1990, LAVC does not discriminate on

the basis of race, color, national origin, religion, sex, disability, or age in any of its policies, procedures, or practices; nor does the University discriminate on the basis of sexual orientation.

### **Technology:**

For formal admission to credential program, each student must:

1. Own or have ample access to a computer (in UCLA computer labs, at home or at work)
2. Have general knowledge of the operation of and care for a computer, computer hardware/software, and be able to implement some basic troubleshooting techniques (check connections, restart the computer, etc.)
3. Must have a valid email address.
4. Have a basic understanding of how to use the internet.

Students should anticipate that their use of these skills will be integrated into course within their program. Students who fail to meet any of the above expectations are strongly advised to take an introductory computer course before they are formally admitted to the Education Specialist Credential Program.

5. All formal written work must be word processed and carefully edited. The acceptable formats for submission are: docx., doc., rtf, and PDF. If you are a Mac user "pages" and "txt" cannot be accepted, it's easy to convert your files to a more acceptable format.

### **Late Policy:**

Every this is due by 11:59pm on the Due Date, usually Sunday. Due to the online, participatory nature of this course, LATE assignments cannot be accepted for full credit. Once assignments are submitted late, it becomes very difficult for me to manage the students' assignments and the entire course. Also, once a student falls behind and begins submitting assignments late, this leads to a pattern of more and more late assignments, which makes it very difficult for the student to ever catch up and pass the course. Believe me, I've seen it many times before. Therefore, in this online class, **late assignments will not be accepted for full credit**. Late Submissions, L(late) grades will reflect a 10-50% deduction of points.

### **Late Work will not be accepted after the Course End Date!**

Assignments will NOT be accepted in an email to the instructor, all work needs to be submitted online in the online classroom.

### **Questions for the Instructor:**

If you have a question about a grade or other private matters, like late assignment, contact the instructor directly at [Pourrod@LACCD.edu](mailto:Pourrod@LACCD.edu)

## **Course Objectives & Lecture Topics:**

1. Identify stages of pregnancy from conception to birth.
2. Define and describe the stages of human development from conception through adolescence.
3. Recognize developmental theorists and their contributions to the understanding of how children develop and learn.
4. Describe the influence of family, peer group, school, environment and culture on the developing child.
5. Discuss the inter-relationships of physical, emotional, intellectual and social growth on the developing child.
6. Recognize and acknowledge behaviors that may indicate physical and/or emotional stress and which may indicate a need for intervention.
7. Observe, recognize and discuss individual variation in children's social-emotional, physical, language and cognitive development.
8. Explore appropriate caregiving practices based on the child's stage of development, cultural background and individual needs.

### **Student Learning Outcomes**

#1. Student will relate child observations to the four developmental domains; social-emotional, physical, language and cognitive, and identify ages and stages of development. Assignment Child Observation Wk 8 & Final Exam

#2. Students will summarize key concepts of the major theorists and relate them to growth and development of children ages infants to adolescence. Assignment Theorist Comparison Report Wk 2 and Final Presentation, Wk 8

### **Suggested World Wide Web Based References:**

National Association for the Education of Young Children: <https://www.naeyc.org/>

A book on the infant's world embodying the ecological approach:

<http://www.hup.harvard.edu/catalog/ROCINF.html>

For a site that deals with the ecological approach to fatherhood, go to:

<http://fatherhood.hhs.gov/concept.htm>

How teachers can use children's literature to explore how families function:

<http://www.yale.edu/ynhti/curriculum/units/1990/5/90.05.05.x.html>

Database of how children are faring in United States, according to the 2000 census:

<http://www.aecf.org/kidscount/census/>

Information on child statistics from US government for 2002:

<http://www.childstats.gov/americaschildren/>

The Children, Youth, and Families Education and Research Network's site covers many things including brain development:

<http://www.cyfernet.org/>

A more in-depth look at the plasticity of development, including lifespan perspective, can be found at:

[http://www.iesbs.com/pdf/human\\_plasticity.pdf](http://www.iesbs.com/pdf/human_plasticity.pdf)

A site devoted to social contexts:

<http://www.hhdev.psu.edu/chdfrdc/>

Here is an interesting article on race, ethnicity and social construction;

<http://profs-polisci.mcgill.ca/abizadeh/ethnicity.pdf>

For a quick look at the social construction of reality see:

[http://en.wikipedia.org/wiki/The\\_Social\\_Construction\\_of\\_Reality](http://en.wikipedia.org/wiki/The_Social_Construction_of_Reality)

An interesting look at the cohort effect using Morris Massey's ideas:

<http://home.thirdage.com/Retirement/dwightl/CohortEffect.html>

Here is a great interview with Daniel Glazer about his research with mirror neurons:

<http://www.pbs.org/wgbh/nova/sciencenow/3204/01.html>

This is an excellent article that details the importance of finding mirror neurons:

[http://www.edge.org/3rd\\_culture/ramachandran/ramachandran\\_p1.html](http://www.edge.org/3rd_culture/ramachandran/ramachandran_p1.html)

An excellent overview of the scientific method can be found at this spot on the Discovery Channel:

<http://school.discovery.com/sciencefaircentral/scifairstudio/handbook/scientificmethod.html>

Another good overview of the scientific method is at:

[http://teacher.nsl.rochester.edu/phy\\_labs/AppendixE/AppendixE.html](http://teacher.nsl.rochester.edu/phy_labs/AppendixE/AppendixE.html)

## **Course Requirements and Assessment Procedures:**

### **Policies &**

#### **General Requirements**

1. Grades will be based on evaluation of directed teaching competencies to be reviewed in class and by the quality of completed course assignments as defined in this syllabus.
2. Students are responsible for dropping the class if they become inactive or stop submitting weekly work. Anyone missing more than ONE week's session will be asked to drop/withdraw from the course and will be required to take this course at another time. You must participate by the third day of class during the first week of the course or you will be dropped from the roster and will need to re-enroll in the next semester.
3. Personal time management is a critical teaching competency, and your attendance and punctuality will bear strongly on my evaluation of your professionalism.
4. Students are expected to be prepared for class. Operationally defined, preparation includes having required reading assignments read, and written work completed when due so that you can discuss, relate and apply the information. If you have questions that arise during your preparation, contact the faculty member.
5. Due dates for all assignments are final unless prior arrangements (email the instructor, at least one week in advance of due date) have been made with the instructor. All late assignments will result in a 50% deduction in points, unless arranged with the instructor. No Late work will be accepted after the course end date.
5. I do not accept work in an email. **Once the course ends, late work will NOT be accepted by the instructor.**
6. Please check your email at least two times a week, this is the main way we will communicate with each other.

7. All formal written work must be word processed and carefully edited. The acceptable formats for submission are: docx., doc., rtf, and PDF. If you are a Mac user "pages" and "txt" cannot be accepted, it's easy to convert your files to a more acceptable format.

8. **References & Citations: In all assignments, provide a web link source or text book citations that relate to the topic.**

\*Here's an example for the culture discussion wk 1:

**Berger, edition 10, page 11**

## Assignments

1. **Discussion Boards** (165 points): Students will be expected to complete weekly discussion assignments as they relate to textbook readings. **\*Always include the connection to the text book pages that relate to your response.** Total possible points for all 6 discussions are 165 points, and that is about 15-20 points per discussion. 36% of the overall grade.

<u>DISCUSSIONS</u>	Point Value	
Wk 1 Introductions	20 points	
Wk 2 Scientific Method	20 points	
Wk 3 Making a Birth Plan	20 points	
Wk 3 Nature or Nurture	20 points	
Wk 4 Play Years	20 points	
Wk 5 Infants & Toddlers	15 points	
Wk 6 Discussion Play	20 points	
Wk 7 TV & School Age kids	15 points	
Wk 8 Video Review	15 points	
Total Discussions	165 points	36%

**Weekly Terms Quizzes**, open book, & use the internet, **70 points total**

**Wk 8 Final Exam:** Open book, & use the internet; Comprehensive, **40 points**, the questions are available for you to research as of the first day of class.

**3. Reflection papers & Assignments**, 265 points total, 64 % of overall grade

<u>ASSIGNMENTS</u>	Point Value
Wk 1 Culture & Young Children	10 points
Wk 1 Syllabus Quiz	15 points
W 1 Video	5 points
Wk 2 Theorist Comparison	20 points
Wk 2 Video	5 points
Wk 3 Video	5 points
Wk 4 Video Reflection	30 points
Wk 4 Video	5 points
Wk 4 Observation Info	5 points
Wk 5 Teacher Interview	15 points
Wk 5 Video	5 points
Wk 6 Piaget Experiment	40 points
Wk 6 Video	5 points
Wk 7 TV Debate	15 points

<b>Wk 7 Video</b>	<b>5 points</b>	
<b>Wk 7 Parenting Styles</b>	<b>20 points</b>	
<b>Wk 8 Final Presentation,</b>	<b>50 points</b>	
<b>Wk 8 video Review</b>	<b>10 points</b>	
<b>Total Assignments</b>	<b>265 points</b>	<b>49%</b>
<b>Total Quiz &amp; Discussions</b>	<b>275 points</b>	<b>51%</b>

**Total ALL Assignment**                      **540 points**                      **100%**

**Observations:** There are two video observations in this class; each observation required at least 20 min. each. In the Piaget Assessment wk 6, You are asked to compare the reactions of two children, an older child and a younger preschool age child & Conservation Skills OR observe an infant Object Permanence.

The second observation is an observation of a preschool age children & adult interaction description.

## **Assignment Descriptions**

### **Wk 1 Cultural Traditions**

In a reflection paper, at least 2 paragraphs, interview a family member, or remember about your own cultural traditions growing up and how they may have influenced your development & cultural identity. Describe the tradition, how old were you when you first remember this tradition, how do you think it shaped or influenced your identity?

**Wk 2 Theorist Comparison** –(SLO) Reflect on, compare & contrast two theorists.

**Wk 4 Video Reflection.** View a Video about the importance of play in children's lives and respond to the corresponding questions.

**Wk 6 Piaget Experiment;** Using the Piaget Experiment on Conservation, perform the experiment two times with the provided script, first with a preschool age child and then with an older child. As a result, do you agree or disagree with Piaget's theory of cognitive development in children? OR observe an infant and determine if the child has mastered Object Permanence.

**NO FINAL EXAM: Instead, Wk 8 Personal Reflection – “Final Presentation”;** In a power point presentation, use memories of your own child growth and

development and connect them what we learned in this class; connect your childhood memory to the developmental domains and at least 1 child development theorist.

**Grading Scale:**

**550 Total Points Possible**

Grade	Points	Percentage
A	414 -460	90 – 100%
B	368-413	80 – 89%
C	322-367	70 – 79%

**WEEKLY**

**Grading Rubric Discussions**

**Important: for full credit your first post needs to be on the discussion board by Friday, to give classmates time to read and respond!**

Description	Points
Initial (response) Posts made <b>after</b> the due date	-7
Initial (response) Posts made on the due date	-3
Your initial response needs to be on the discussion board <b>before the due date</b> – giving classmates time to read, reflect and respond to your comments. Subsequent posts can be made up to and including the due date	-2
Initial response answers the question in detail, providing an example to validate your response. Response is based on factual content from the textbook (cite the page #) or other reliable source, an/or life experience linked appropriately to the theme of the question or case study.	10
A substantial response to a classmate where applicable. Response is fully developed, contributing to the group discussion. Responding with “yes, I agree” or “Great idea” <b>are</b> not fully developed remarks.	4
Mechanics; complete sentences, free of spelling errors, & grammatically correct.	1
Total	15

\*In all assignments, provide a web link source or text book citations that relate to the topic.

Provide at least ONE Textbook page support or a web link reference related to the topic; to either your initial post or to your comment on a classmate’s posting in discussions or in submitted assignments, Textbook Support should be indicated in bold type, underlined, or italicized and include (page number reference in parenthesis).



Here's an example for the culture discussion wk 1:

Textbook page: **(Berger, edition 10, p 11)** or

Weblink: <https://www.stanfordchildrens.org/en/topic/default?id=normal-growth-90-P01625>

## Fall 2021 Dates and Deadlines

Course Start Date Monday, Aug. 30, 2021

Last date to drop with a refund/no fee owed: 9/12/21

Last date to drop this class without a "W" 9/12/21

Last date to drop with a "W": 11/21/21

Course End Date: Thursday, Dec. 16, 2021. Canvas locks down at midnight.  
Late work will not be accepted after the course end date!

## **ASSIGNMENT CHART FALL 2021, 16 weeks**

Each topic will be covered over a span of 2 weeks per topic. For example, the toddler years will be covered during week 7 and Week 8.

**Please review all the pages within the module, especially the Orientation module!**

**You must log in and participate by Friday, Sept. 3<sup>rd</sup> or risk being dropped as a "no show".  
Reminder: It is always the responsibility of the student to drop a class when they have become inactive!**

[0.0 Welcome: Begin Here! Monday, 08/30 to Sunday, 09/05 ORIENTATION](#)

### **Assignments**

[0.15: WK 1 Syllabus Quiz](#)

## **WEEK 1 & WEEK 2**

[1.0 Module 1: Week 1. Introduction to Child Growth & Development 08/20 - 09/05](#)

[Module 2. Week 2. Introduction to Child Growth and Development. 9/06 - 9/12](#)

### **Assignments Week 1 & Week 2**

[1.3: Wk 1 Checking in](#)

[1.4: Wk 1 Introductions Discussion](#)

[1.4: Wk 1 Assignment Thrive Reflection](#)

[1.5. Wk 1 Quiz & Self Check](#)

[2.2. Wk 2 checking in](#)

[2.3: Wk 2. Genes or Not?](#)

[2.4: Wk 1 Video](#)

[2.5. Wk. 2 quiz Self Check](#)

## **WEEK 3 & WEEK 4**

[3.0 Week 3: Conception, Heredity, prenatal development: 9/13 - 9/19](#)

[4.0. Wk 4 Conception, Heredity, prenatal development Continued: 9/20 - 9/26](#)

### **Assignments Week 3 & Week 4**

#### **[3.3: Wk 3. Checking In](#)**

[3.5: Wk 3 Fenisha & Max's infertility Discussion](#)

[3.4. Wk 3. How the Environment Affects Fertility](#)

[4.2: Wk 4 Teratogen Research 4.2: Wk 4 Teratogen Research](#)

[4.3: Wk 4 Theorist Report](#)

[4.4: Wk 4 Quiz Self Check](#)

## **WEEK 5 & WEEK 6**

[5.0 Week 5: Birth and the new born: 9/27 - 10/03](#)

[6.0. Wk 6 Birth and the new born, continued: 10/04 - 10/10](#)

### **Assignments Week 5 & Week 6**

#### **[5.3: Wk 5 Checking In](#)**

## **5.4: Wk 5 Discussion Making a Birth Plan**

[5.5. Wk 5 Kangaroo Care?](#)

[6.3: Wk 6 Advise for a New Mother or Father Discussion](#)

[6.4: Wk 6. Assignment Causes of Infant Mortality](#)

[6.5: Wk 6. Genetic Disorders](#)

[6.6: Wk 6 Quiz Self Check](#)

## **WEEK 7 & WEEK 8**

[7.0 Week 7: Infancy & Toddlerhood: 10/11 - 10/17](#)

[8.0. Wk 8 Infancy & Toddlerhood, continued: 10/18 - 10/24](#)

### **Assignments Week 7 & Week 8**

[7.3: Wk 7 Checking in](#)

[7.4: Wk 7. Assignment Infant/Toddler Observation](#)

[7.5. Wk 7. Toddler Talk? Video](#)

[7.6: Wk 7 Quiz & Self Check](#)

[8.3: Wk 8. Assignment Infant & Toddler Language Development](#)

[8.4. Wk 8. Video Review Object Permanence](#)

[8.5: WK 8 Mid Term Exam](#)

## **WEEK 9 & WEEK 10**

[9.0 Week 9: Early Childhood: 10/25 - 10/31](#)

[10.0. Week 10: Early Childhood, continued: 11/01 - 11/07](#)

### **Assignments Week 9 & Week 10**

[9.3: Wk 9. Checking in](#)

## **9.4: Wk 9 Types of Play**

[9.5: Wk 9 Discussion Quality Child Care](#)

[9.6: Wk 9 Quiz Self Check](#)

[10.2: Wk 5 Comparing Developmental Milestones](#)

[10.3: Wk 10. Assignment Parenting Styles](#)

[10.4. Wk 10. Observation Preschool Age](#)

## **WEEK 11 & WEEK 12**

[11.0 Week 11: Middle Childhood: 11/08 - 11/14](#)

[12.0. Week 12: Middle Childhood, continued: 11/15 - 11/21](#)

### **Assignments Week 11 & Week 12**

[11.3: Wk 11 Checking in](#)

[11.4: Wk 11. Discussion Learning Difficulties](#)

[11.5. Wk. 11. Middle Childhood Books, Sitcoms and Films](#)

[11.5: Wk 11. Quiz Self Check](#)

[12.3. Wk 12. Piaget Experiment](#)

[12.4: Wk 12. Assignment TV Programming](#)

## **WEEK 13 & WEEK 14 & WEEK 15**

[13.0 Week 13: Preview the Teen years. THANKSGIVING HOLIDAYS 11/22- 11/24](#)

[14.0 Week 14: Adolescence the Teen years, continued. 11/29- 12/05](#)

[15.0. Week 15: Adolescence the Teen years, continued: 12/06- 12/12](#)

### **Assignments Week 13 & Week 14 & Week 15**

### **13.3: Wk 13 Checking In**

[14.4. Wk 14 Teen Identity Status](#)

[15.2: Wk 15. Assignment Teen Issues](#)

[15.3: Wk 15. Final Quiz & Self Check](#)

[Wk 16 Course Ends 12/16 midnight! Late work will not be accepted after the course ends!](#)

**Final Presentation Assignment Week 16**

**16.1: Wk 16 Final Presentation & Sharing**

**COURSE ENDS ALL WORK NOW DUE!**