

MCLDDV 103: Child Growth and Development (3 Units)  
Section 1030  
ONLINE  
Spring 2018

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**When emailing me, please put the course number and section number in the subject line.**  
**Example: 103 Online 1030**

**Office Hours:**

W 3:30 pm – 6:00 pm  
By Appointment

**REQUIRED TEXT AND MATERIALS:**

➤ Martorell, G., Papalia, D., Feldman, R. (2013) A child's world : Infancy through adolescence, 13<sup>th</sup> ed. McGraw-Hill Higher Education \*

**CONNECT, McGraw Hill Publisher All work MUST be submitted through Canvas, not through Connect or the publisher. If you have trouble with Connect, call the publisher directly and their support team can assist you. 800-331-5094**

**STUDENT AUDIENCE:**

Child Development majors, future multiple/single subjects teachers, parents, community members interested in the development of children.

**COURSE DESCRIPTION:**

Examines the major physical, psychosocial, and cognitive/language developmental milestones for children, both typical and atypical, from conception through adolescence. Emphasis on interactions between maturational processes and environmental factors. While studying developmental theory and investigative research methodologies, students will observe children, evaluate individual differences and analyze characteristics of development at various stages. Field trips might be required.

**CLASS FORMAT:**

This fast-paced 16-week face-to-face course targets Child Development majors or any student studying the critical role of Early Childhood Educators in gaining knowledge and understanding of infant, child and adolescent growth and development.

Students will perform assignments, quizzes and tests submitted online. Videos will be viewed in class as time permits and online as well. Weekly attendance and participation is required.

**COURSE LEARNING OUTCOMES:**

*Upon satisfactory completion of this course, the student will be able to:*

1. Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.
2. Identify cultural, economic, political, historical contexts that affect children's development.
3. Differentiate characteristics of typical and atypical development.
4. Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.
5. Identify and compare major theoretical frameworks related to the study of human development

## INSTRUCTIONAL METHODS AND ASSIGNMENTS:

### 1. **Birth Interview** 25 Points

Interview someone about a birth: your mother about your own birth, a grandparent, a friend about their experiences giving birth, a father who was present at the birth of his child, or write about your own child's birth. Use the questions below to **gather information**.

- a) Summarize the interview in paragraphs, forming topic sentences.
- b) **Include a final paragraph comparing/contrasting the information provided you to the information in the text.**

All interviews must be submitted via Canvas, **double spaced, Times New Roman, Arial, or Courier, font size 12**. Points will be deducted for improper format, grammatical errors, and incomplete information.

#### **Required questions to ask:**

1. How did you learn you were pregnant? How many pregnancies have you had? Do you have other boys? Or girls? How old are they?
2. What type of prenatal care did you receive during pregnancy? When did your prenatal care begin?
3. Were you informed about what labor would be like? How did you learn about labor? Did you take any prenatal course or childbirth education class?
4. Did you take any medications, prescribed or nonprescribed, during your pregnancy? What were they?
5. How did you know labor had begun?
6. How long were you pregnant? Was the baby early, late, or on time?
7. Where did the birth take place: home, hospital, birthing room?
8. Who was present during labor? Who was present during the delivery?
9. Was pitocin used?
10. Was the delivery considered normal or were there complications? (Ex: prematurity, excessive bleeding, anoxia, malpresentation, forceps delivery, caesarian section) Did the complications involve the mother? The infant?
11. Were drugs administered during labor? During delivery? Who made the decision? What drugs?
12. How long did labor last?
13. Were forceps or vacuum used to deliver the baby?
14. Was an episiotomy performed?
15. What were your baby's APGAR scores? How much did your baby weigh?
16. How would you describe how you felt during labor? During delivery? After birth?
17. Did you have the baby with you in your room? How long did you stay in the hospital? Did you have any help at home with the baby or any infant care classes?

#### **Grading Rubric**

Summary of the 17 questions, including all of the 17 responses 20 points

- All 17 questions responded to in summary – 16 points
- Organization of material – 2 points
- Spelling, grammar – 2 points

Compare AND contrast

5 points

### 2. **Article Summary/Critique** 25 points

**\*\*You must use the assigned article. You may not select your own article.**

Goal: To extend learning about how children grow and develop using a journal article. Details will follow. This assignment will be due when 2/3 of the semester is complete.

### 3. **Chapter Learn Smart (Connect using Canvas): 10 points each, one per week for 14 weeks**

Each week you will complete a Learn Smart activity through Connect. This is a self-paced activity that you can start and stop without penalty. Completing the Learn Smart will prepare you for your quiz and later, exam. If you complete the Learn Smart, you will get the entire 10 points. If you miss questions, the program will redirect you back to the textbook and give you another

opportunity to discover the correct response. The Learn Smarts should take you on average one hour per week. You can miss 4 Learn Smarts without penalty: I take up to 100 points for the Learn Smarts. The **Learn Smarts are designed by the publisher to be completed ON TIME**. Once the time for the Learn Smarts expire, even if you complete them at a later time, you will get zero. It is important for you to plan your time accordingly. If you wait until 11:30 pm the night it is due and you don't finish it until 12:01 am, you will get zero points. I am not able to adjust that requirement so **PLAN AHEAD AND DON'T PROCRASTINATE**. If you do miss the deadline, that will be one of the Learn Smarts that you don't do.

**Learn Smarts are due Saturdays at 11:59 pm.**

**4. Chapter Quizzes: 10 points each, one per week for 14 weeks      120 points**

Each week you will take a quiz on an assigned chapter using Canvas. You will have two attempts and the highest scoring quiz will record. These quizzes are timed and will automatically submit when the time is up. I encourage you to choose the time wisely when you attempt the quiz. If you get logged off or your internet drops, you still have one more attempt (which is the reason for allowing two attempts; I realize things happen!) The questions are true/false, multiple choice, and matching. These can be taken late with an automatic point deduction per day. There are a total of 140 points possible; I take up to 120 points. If you struggle with quizzes, this will help you significantly. You can miss 20 questions over the course of the semester and still receive full points for the category of chapter quizzes.

**Quizzes are due Sundays at 11:59 pm.**

**5. Videos/summaries: as assigned**

Each week I have located several videos that help students understand the information that is presented that week. You will watch the videos and then summarize them.

**6. Exams (4: Ch 3, 4, 5; Ch 6, 7, 8; Ch 9, 10, 11; Ch 12, 13, 14) 25 points @; 100 points**

I do not have an exam on the first two chapters. Each exam covers a specific developmental time period: conception to birth; infancy/toddlerhood; early childhood; and middle childhood. Questions are true/false and multiple choice.

Exams are not cumulative; once tested on materials, we do not go back and test on that section again. Each exam will allow two attempts.

**7. Chapter 15, 16, 17 Learn Smarts and Quizzes Only      60 points**

The section on adolescence will be completed without an exam. This section must be completed and the points for Learn Smarts and quizzes are separate from the assignments for chapters 1 – 14..

**8. Discussion Boards      TBA**

During the semester you will engage in discussions with fellow students. You will post and then read and comment on others' posts.

**Grading Rubric**

25 points	Birth Interview
25 points	Article Summary/Critique
100 points	10 Learn Smarts (you can miss 4 without penalty)
120 points	Quizzes total (140 points possible; only 120 recorded)
100 points	Exams: 4 exams, lowest-scoring exam thrown out
TBA points	Video summaries, NPR articles/radio interviews, activities
60 points	Ch 15, 16, 17 activities
TBA points	Discussion Boards
90% - 100% =	A
80% - 89% =	B
70% - 79% =	C
60% - 69% =	D
< 60% =	F

- **All submissions must be Times New Roman, Arial, or Courier, font size 12, double space only. Do not use bold type and do not use all caps.**
- **You may turn work in late. There is a 10% point deduction per day it is late.**
- All work is to be turned in via Canvas. Work is not accepted through email.
- There are many resources available to students, including tutoring, health services, transportation between campuses, and “success specialists” located in Yosemite Hall on West Campus and Student Services building on East Campus. If students are struggling with a class, they can contact DSPS for testing to see if they may have a learning disability that is interfering with their success in a class. They have wonderful support services. The Student Equity and Success Initiative provides places for students to gather and receive services. Many services are on East Campus, so check out the location when seeking help. **See Canvas, “My Policies” for links to many programs available to students.**
- If you are currently working in a LICENSED child care program or a volunteer in a licensed child care program over 20 hours per week, you qualify for the Child Development Training Consortium tuition reimbursement and book loan program. See Canvas for the link.
- **Don’t cheat. All cheating will be responded to according to the MJC Code of Student Conduct. Any cheating or plagiarism will result in 0 points and will be reported.**
- **YOU** are the reason I am here; you do not inconvenience me nor bother me. I am busy but I am never too busy to support your success here. **I am committed to your success**; let me know how I can support you!

***Welcome!***  
***Here because I choose to be here,***  
***Here because I love to be here,***  
***Here because you deserve my very best.***  
***I commit to give you my very best each class!***

## Tentative Schedule of Classes

<b>Date</b>	<b>Weekly Schedule</b>	<b>Other Activities (More may be assigned)</b>	<b>Assignments Due</b>
Week 1 Ending 1/14	Chapter 1	Videos	Learn Smart Quiz
Week 2 Ending 1/21	Chapter 2	Videos/Article	Learn Smart Quiz
Week 3 Ending 1/28	Chapter 3	Videos/Article	Learn Smart Quiz
Week 4 Ending 2/4	Chapter 4	Videos/Article	Learn Smart Quiz
Week 5 Ending 2/11	Chapter 5	Videos/Article	Learn Smart Quiz
Week 6 Ending 2/18	Exam: Ch 3, 4, 5 Birth Interview Chapter 6	Videos/Article	Learn Smart Quiz Birth Interview
Week 7 Ending 2/25	Chapter 7	Videos/Article	Learn Smart Quiz
Week 8 Ending 3/4	Chapter 8	Videos/Article	Learn Smart Quiz
Week 9 Ending 3/11	Exam Ch 6, 7, 8 Chapter 9	Videos/Article	Learn Smart Quiz
Week 10 Ending 3/18	Chapter 10	Videos/Article	Learn Smart Quiz
Week 11 Ending 3/25	Chapter 11	Videos/Article	Learn Smart Quiz
Week 12 Ending 4/1	Exam Ch 9, 10, 11 Chapter 12	Videos/Article	Learn Smart Quiz
Week 13 Ending 4/8	Chapter 13	Videos/Article	Learn Smart Quiz
Week 14 Ending 4/15	Chapter 14	Videos/Article	Learn Smart Quiz
Week 15 Ending 4/22	Exam Ch 12, 13, 14 Chapter 15	Videos/Article	Learn Smart Quiz
Week 16 Ending 4/28	Chapter 16 Chapter 17		Learn Smart Quiz