

MCLDDV 103: Child Growth and Development (3 Units)
Section 8050
Tuesdays, Muir 163, WEST CAMPUS 6:00 pm – 9:05 pm
Spring 2017

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When emailing me, please put the course number and section number in the subject line.
Example: 103 Tuesday 8050

Office Hours:

T 5:00 pm – 6:00 pm
9:05 pm – 9:35 pm
W 3:30 pm – 6:00 pm
9:05 pm – 9:35 pm
TH 9:05 pm – 9:35 pm

REQUIRED TEXT AND MATERIALS:

- Martorell, G., Papalia, D., Feldman, R. (2013) A child's world : Infancy through adolescence, 13th ed. McGraw-Hill Higher Education *
- 5 882 Scantrons, not wrinkled

CONNECT, McGraw Hill Publisher All work MUST be submitted through Blackboard, not through Connect or the publisher. If you have trouble with Connect, call the publisher directly and their support team can assist you. 800-338-3987, Prompt 1

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 Blackboard, **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 |
| <ul style="list-style-type: none"> • All 17 questions responded to in summary - 16 • Organization of material - 2 • Spelling, grammar - 2 | |
| Compare AND contrast | 5 points |
| Adequate, accurate information | 1 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 Blackboard): 10 points each, one per week for 14 weeks

Each week you will complete a Learn Smart activity through Blackboard. 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, 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 Monday at 11:59 pm following the lecture. You will have 6 days following the lecture to complete them.

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

Each week you will take a quiz on an assigned chapter using Blackboard. 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 100 points. If you struggle with quizzes, this will help you significantly. You can miss 40 questions over the course of the semester and still receive full points for the category of chapter quizzes.

Quizzes are due Tuesday at 4:00 pm, before class meets. You will be taking the quiz on the chapter that was lectured the previous week.

5. Videos/summaries: as assigned, in class as time permits

Each week I have located several videos that help students understand the information that is presented that week. Some of these we will watch in class. If we watch the videos in class, you do not need to write a summary of the video. If we do not watch the videos, summaries of each are due the following week.

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

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. I will throw out your lowest-scoring test. Questions are true/false and multiple choice.

You can make a handwritten 5 x 8 index card that you personally make. It can contain information that you are concerned you won't remember when the stress of an exam occurs. I encourage you to make the card as I am lecturing as I will tell you important things that I know are on the exam. You will need a scantron for each test. Exams are not cumulative; once tested on materials, we do not go back and test on that section again. **If you want to take the test online that will be available to you before we take the exam in class.** You will have two attempts. If you don't like your score, you may take the exam in class. If you don't take the exam prior to class and you don't like your score in class, you do not have the option to attempt the online exam. If you liked your score online, you can come to class at 7:30 for the lecture. All exams will have a study hall 45 minutes prior to class meeting: 5:15 – 6:00 pm.

7. Chapter 15, 16, 17 Open Book Test 25 points

This open-book test on adolescence will be completed in class on the final night of class. Final time for night classes is the same meeting time as the class. You will need a scantron for this test.

Grading Rubric

| | |
|------------|--|
| 25 points | Birthing Interview |
| 25 points | Article Summary/Critique |
| 100 points | 10 Learn Smarts (you can miss 4 without penalty) |
| 100 points | Quizzes total (140 points possible; only 100 recorded) |
| 75 points | Exams: 4 exams, lowest-scoring exam thrown out |
| 25 points | Open book exam, chapters 15, 1, 17 |
| 75 points | Video summaries (more points are possible; only 75 recorded) |

425 points possible

| | |
|------------------|---|
| 383 – 425 points | A |
| 340 – 382 points | B |
| 298 – 339 points | C |
| 255 – 297 points | D |
| < 255 points | F |

- **All papers 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 week it is late.**
- All work is to be turned in via Blackboard.
- There are many resources available to students, including tutoring, health services, transportation between campuses, and “success coaches”. 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 Blackboard, “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 Blackboard for the link.
- Both libraries have copies of the textbook. You can check the books out from either library. If you are a person who needs a hard copy of the textbook, please let me know. We have LIMITED books available for students after the third week of class.
- **Don’t cheat. All cheating will be responded to according to the MJC Code of Student Conduct.**
- **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!
- No use of cell phones during class. Students observed with their cell phones will be asked to leave.
- All computers used during class time must only be used in the first two rows.

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!

Schedule of Classes

| Date | Lecture Schedule | In Class Activity | Assignments Due Following Lecture Schedule |
|-------------|---|--------------------------|--|
| 1/10 | Introduction to Course, Chapter 1 | | |
| 1/17 | Chapter 2 | Videos | Learn Smart Ch 1 (Mon) Quiz Ch 1 (Tues) |
| 1/24 | Chapter 3 | Videos | Learn Smart Ch 2 (Mon) Quiz Ch 2 (Tues) |
| 1/31 | Chapter 4 | Videos | Learn Smart Ch 3 (Mon) Quiz Ch 3 (Tues) |
| 2/7 | Chapter 5 | Videos | Learn Smart Ch 4 (Mon) Quiz Ch 4 (Tues) |
| 2/14 | Chapter 5 (cont) Birth Interview Due | Videos | Birth Interview Due 2/14 Learn Smart Ch 5 (Mon) Quiz Ch 5 (Tues) |
| 2/21 | Exam 3, 4, 5 Chapter 6 | | |
| 2/28 | Chapter 7 | Videos | Learn Smart Ch 6 (Mon) Quiz Ch 6 (Tues) |
| 3/7 | Chapter 8 | Videos | Learn Smart Ch 7 (Mon) Quiz Ch 7 (Tues) |
| 3/14 | Exam Ch 6, 7, 8 Chapter 9 | | Learn Smart Ch 8 (Mon) Quiz Ch 8 (Tues) |
| 3/21 | Chapter 10 | Videos | Learn Smart Ch 9 (Mon) Quiz Ch 9 (Tues) |
| 3/28 | Chapter 11 | Videos | Learn Smart Ch 10 (Mon) Quiz Ch 10 (Tues) |
| 4/4 | Exam Ch 9, 10, 11 Chapter 12 | | Learn Smart Ch 11 (Mon) Quiz Ch 11 (Tues) |
| 4/11 | Chapter 13 Article Summary Due | Videos | Learn Smart Ch 12 (Mon) Quiz Ch 12 (Tues) Article Summary Due |
| 4/18 | Chapter 14 | Videos | Learn Smart Ch 13 (Mon) Quiz Ch 13 (Tues) |
| 4/25 | Exam Ch 12, 13, 14 Final Open Book Ch 15, 16, 17 | | Learn Smart Ch 14 (Mon) Quiz Ch 14 (Tues) |