

Syllabus: School Age and Adolescent Development (HDFS 229- Online) Winter 2017

Instructor: Linda Thommen, M.Ed. **Office:** IA 216
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Office hours: By appointment
Class Meets: Online

Course Description:

This online course focuses on the development of children ages 6–18 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 6 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 (at least twelve hours/week for a 4 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 (January 9) of the course.** You will have one assignment to complete prior to 11:00 pm on the first Wednesday of the term (January 11) and two more assignments to complete prior to 9:00 am on the second Monday of the term (January 16). This will give you (and me) a 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 9 am on the second Monday of the term (January 16, 2017).

If you determine that you will struggle with the rigor of this course, I urge you to drop before January 17th 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 and submit all your assignments 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. 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.

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

Schedule: By Wednesday at 11:00 pm during the first week, submit details regarding the 12+ hours per week that you will schedule to complete your HDFS 229 requirements.

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 content and text chapters from weeks 1-5 (text chapters 1 and 11-13). Exam 2 covers content 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, 12 pt. font. Choose from a list of topics. You will choose a topic Week 2 and submit your paper outline by the end of Week 4. 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 content and 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.

Please 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 not only 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, 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! **REGARDING 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".

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

Course Requirements				
Requirement	Summary	Possible Points per Unit	Units	Total Possible Points per Requirement
Schedule	By Wednesday at 11:00 pm during the first week, submit details regarding the 12+ hours per week that you will schedule to complete your HDFS 229 requirements.	20	1	20
Forum Discussion Activity	Each week, post (1) your thoughts around the forum topic and (2) one additional comment regarding other class members' posts. For full credit, each post must contain researched-based information from the text and/or material provided in the forum in addition to your personal reaction. [Of the 9 forum participation scores, 8 scores will affect your grade. The lowest score will be dropped.]	10	X 8 Graded Posts	80
Weekly Quizzes	8 online, open book quizzes [Of the 8 quiz scores, 7 scores will affect your grade. The lowest quiz score will be dropped.]	10	X 7 Graded Quizzes	70
Exams	Exam 1: Chapters 1, 11, 12, & 13 Exam 2: Chapters 14, 15, 16, & 17	50	X 2 Exams	100
Paper Topic Submission	Submit your paper topic choice by the end of week 2.	10	1	10
Paper Outline Submission	Submit your paper outline by the end of week 4.	20	1	20
Paper	5 page (+1 reference page) double-spaced, 12 pt. Font. The paper is due at the conclusion of Week 8.	100	1	100
Total Possible Points				400

GETTING STARTED

- Enter the course by midnight on January 9, 2017.
- Read the syllabus and all other course documents.
- Put all due dates for exams and assignments in your calendar.
- 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 “Week 1 Study Objectives” Form.
- **To avoid getting dropped, prior to 9am on Monday January 16, 2017:**
 1. **Enter the course by midnight on January 9, 2017.**
 2. **Complete the “Schedule” Assignment by 11:00 pm on Wednesday, January 11, 2017**
 3. **Complete the first Discussion Forum Activity (after completing your assigned reading).**
 4. **Take your Weekly Quiz (after completing your assigned reading).**

WORKLOAD

This online course takes the place of four hours of lectures and outside class assignments required in a traditional face-to-face class. You should expect to devote at least 12 hours per week on the online interactions and other class assignments. Set aside specific time each week to work on this class.

Calendar of Activities				
Date	Week	Topic	Chapter	Tasks due by 9:00 am (unless otherwise noted) on..
1/9	1	Introduction to Class History, Theory and Research Strategies	1	1/11 (by 11:00 pm) Schedule 1/16 Weekly online quiz: Chapter 1 Discussion Forum Activity
1/16	2	Physical Development in Middle Childhood	11	1/23 Weekly online quiz: Chapter 11 Discussion Forum Activity Post your paper topic
1/23	3	Cognitive Development in Middle Childhood	12	1/30 Weekly online quiz: Chapter 12 Discussion Forum Activity
1/30	4	Emotional and Social Development in Middle Childhood	13	2/6 Weekly online quiz: Chapter 13 Discussion Forum Activity Paper outline due
2/6	5	Emotional and Social Development in Middle Childhood (Part 2)	13	2/13 Discussion Forum Activity Exam 1 (Chapters 1, 11, 12, & 13)
2/13	6	Emotional and Social Development in Adolescence	16	2/20 Weekly online quiz: Chapter 16 Discussion Forum Activity
2/20	7	Physical Development in Adolescence	14	2/27 Weekly online quiz: Chapter 14 Discussion Forum Activity
2/27	8	Cognitive Development in Adolescence	15	3/6 Weekly online quiz: Chapter 15 Discussion Forum Activity Term paper due
3/6	9	Emerging Adulthood	17	3/13 Weekly online quiz: Chapter 17 Discussion Forum Activity
3/13	10	Review		3/13 (by 1:00) Exam 2 (Chapters 14, 15, 16, & 17) Exam opens on Monday, March 13, and must be <u>completed</u> by Monday, March 20 by 1:00.

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.

All coursework is submitted/conducted online via moodle. Do not send anything by email.

POLICIES

Preparedness: Begin each week by reading the assigned chapter. Complete all activities before the 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