

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

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Class Meets: Online

## Course Description:

Focuses on theories and research specifically related to development during middle childhood and adolescence. Describes the domains of cognitive, physical, social and emotional development as well as the influences of family, peers, schools, and community. Provides application to working with and understanding school-age and adolescent children.

## Course Outcomes:

Upon successful completion of this course, students will be able to:

Describe the course of school age and adolescent development in terms of physical, cognitive, social and emotional domains. Analyze the factors influencing school age and adolescent development such as family, peers, school and community. Describe theories and research concerning school age and adolescent development including Vygotsky's biosocial learning theory and Bronfenbrenner ecological system theory.

## Required Materials:

Thriving Development: A Review of Prenatal through Adolescent Growth - OER  
This book is provided digitally through the course. No purchase is required.

[Click here to access our OER textbook.](#)

**We will only be using the following Sections of the textbook:**

**Unit one: Chapters 1 and 2**

**Unit 5: Chapters 9, 10, and 11**

**Unit six: Chapters 12, 13, and 14**

# 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 Friday (June 30th) of the course.** You will have the Schedule assignment, a discussion board post, a reply to another student, and a quiz to complete prior to 9:00 am on the second Monday of the term (July 3rd). 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 (July 3rd).**

If you determine that you will struggle with the rigor of this course, I urge you to drop before April 9th 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 Monday at 9:00 AM (July 3rd), 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 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

## To avoid getting dropped, prior to 9am on Monday, July 3rd:

1. Enter the course by midnight on Friday, June 30th.
2. Complete the "Schedule" Assignment by 9:00 AM Monday July 3rd.
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.

## 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.

# Center for Accessibility Resources

LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in the class, please talk to your instructor as soon as possible to discuss your needs. If you believe you may need accommodations but are not yet registered with CFAR, please visit the CFAR Website for steps on how to apply for services or call 541-917-4789.