**INFANT & CHILD DEVELOPMENT**

**HDFS 225**

**CRN 20564**

**Fall 2018**

**Instructor:**     Rachelle G. Saceda, M.S.

**Office:**     IA-231A (by appointment)

**Class Meeting:** Mondays and Wednesdays, 1 - 2:50 p.m. Takena 205

**Phone:** 541-917-4915 (rarely checked)

**E-mail:** [sacedar@linnbenton.edu](mailto:sacedar@linnbenton.edu) (preferred form of contact)

**Office hours:** Face-to-face, Fridays 10 to 11 a.m., by appointment *only* or by appointment via Zoom webconferencing (*you will need access to a webcam or camera phone*). Please make sure to confirm with me if you are planning to come on Friday f2f office hours.

**COURSE DESCRIPTION**

This course focuses on the development of children ages prenatal-7 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**

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

1. Describe the developmental trajectories of children in terms of physical, cognitive, social and emotional development.
2. Evaluate the developmental stages of individuals children.
3. Use child development concepts to support and nurture children’s growth and development.
4. Describe theories and concepts of child development including but not limited to Piaget’s cognitive theory and Erikson’s psychosocial theory.
5. Develop responses to children’s behaviors based on theoretical perspectives.
6. Relate course materials current research, issues and practical implications.

**REQUIRED MATERIALS**

Berk, L.E. *Infants, Children and Adolescents (8th Ed.).* Boston: Pearson Education

Note: This is a new text with substantial revisions. The older edition will not be adequate. We have reserved a copy of the updated 8th edition at the library.

Usage of Google Docs as assigned, Microsoft WORD (not microsoft works or word pad) or an open source internet site such as Google Docs to submit electronic assignments. *\*\*\*NOTE: In my experience, Chromebooks do not work well with Moodle so be advised to NOT use Chromebooks with this course!!\*\*\**

You must always have access (and backup access) to the internet. I rarely sympathize with the excuse of “my computer is down, or I couldn’t get service.”

Ability to access and utilize Moodle, Turnitin within Moodle, your LBCC email, Google Drive, and LBCC Library databases regularly.

**CLASS STRUCTURE**

This course is taught face-to-face, however, Moodle will be used for quizzes, midterm, final, and IRF Project submission. As class members you will be enrolled on LBCC’s e-learning system as a portal to Moodle. Once you have accessed Moodle, you can bookmark it and access it directly from your home computer. *Log on as soon as possible and update your password and contact information. Continue to log on regularly throughout the duration of the term.*

It is our shared responsibility to develop and maintain a positive learning environment for everyone in the class. I take this responsibility very seriously and will inform members of the class if their behavior makes it difficult for me to carry out this task. As a fellow learner, you are asked to respect the learning needs of your classmates and assist your instructor in achieving this critical goal. Below are some specific ways you can help.

1. **Attend ALL classes. *“****A grade” or “B grade” students who miss more than 5 classes will automatically drop to a “C grade” standing.* See instructor for further clarification.
2. **Read** assigned material ***before*** attending the respective class.
3. **Check** your lbcc email and moodle regularly.
4. **Participate** in class discussions, activities, and in-class reflections.
5. **All assignments (except otherwise stated) must be printed off hard copies and submitted IN CLASS.** *I will not accept emailed assignments*. *I repeat, I will not!* ***Do NOT make it a habit to take quizzes within the last hour it is due. You may run the risk of getting kicked out of the system or glitches that become barriers to completing quizzes on time. All 11:59 p.m. due dates are firm***.

***Late is late is late, even if it’s completed at 12:00 a.m.***

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| ***It is a known fact that computers can and will crash the night before an assignment***  ***and/or quiz is due. Be proactive and make sure to email yourself assignments and/or***  ***download assignments onto a USB drive regularly.***  ***Take advantage of the free space you have available on your G drive*!** |

1. You can get technology help using the following methods: Call the **Student Help Desk at 541.917.4630** or email questions to [elearning.support@mail.linnbenton.edu](mailto:elearning.support@mail.linnbenton.edu).

Ultimately, it is **my responsibility to create opportunities** for you to learn; it is **your responsibility to do the work to learn**.

**COMMUNICATING WITH INSTRUCTOR.** Email is the best (and recommended) form of communication with me. When emailing, *I will only communicate with you via your LBCC gmail email account*. Do not send inquiries from a personal email account. I will not respond due to confidentiality in accordance with FERPA. In addition, I am not at liberty to respond to emails sent on your behalf from a spouse, parent, partner, roommate, etc. The email option in moodle is the easiest and most effective way to communicate with me. You will find that going through moodle will help keep our conversations separate from your general email.

It is the student’s responsibility to regularly check Moodle and his/her email account for any announcements or supplemental information shared regarding the course. It may take up to 24 hours for responses from the instructor concerning questions about assignments during the week. I rarely check email on the weekend. The student is responsible to plan enough time to get the supplementary help needed and still be able to complete the assignment by the due date. The instructor is also available during office hours or online video conferencing via Zoom. You will need a webcam or camera phone.

**TOOLS FOR SUCCESS**

A list of [Tools For Success](https://docs.google.com/a/linnbenton.edu/document/d/1ZGYxxfe1_7E36qtluDNUlKu9vtfCtHdtO8px9lYfeoU/edit?usp=sharing) are posted in Moodle Welcome Page

**STUDENT RIGHTS AND RESPONSIBILITIES**

Students are expected to read and adhere to the standards in the [*Student Rights and Responsibilities*](https://www.linnbenton.edu/current-students/administration-information/policies/students-rights-responsibilities-and-conduct) handbook. You can also find this information on the Linn-Benton Community College website:

**ACADEMIC INTEGRITY**

Students are expected to be honest and ethical in their academic work and to refrain from *cheating* (use or attempted use of unauthorized materials, information, or study aids), *fabrication* (falsification or invention of information), *tampering* (altering or interfering with evaluation instruments or documents), *plagiarism* (representing the words or ideas of another person as one’s own), or *assisting* another person in committing an act of academic dishonesty. **Upon documentation of academic dishonesty and after consulting with the department chair and informing the student of the action taken, the instructor may impose any academic penalty up to and including an F grade in the course.**

As a student at LBCC you will find that many assignments may overlap for different courses across disciplines. Assignment requirements could be similar in content and task. That being said, for this particular course it is imperative that you submit original work and not commit [self plagiarism](https://www.ithenticate.com/hs-fs/hub/92785/file-5414624-pdf/media/ith-selfplagiarism-whitepaper.pdf). Self-plagiarism is basically when you try to recycle old work you’ve submitted and trying to pass it off as new.

**LBCC COMPREHENSIVE STATEMENT OF NONDISCRIMINATION**

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.

**SPECIAL NEEDS**

You should meet with your instructor during the first week of class if:

1. You have a documented disability and need accommodations
2. Your instructor needs to know medical information about you, or
3. You need special arrangements in the event of an emergency.

If you have documented your disability, remember that you must take your request accommodations through the Center for Accessibility Resources Online Services web page every term in order to receive accommodations. If you believe you may need accommodations, but are not yet registered with CFAR, please go to <http://linnbenton.edu/cfar>for steps on how to apply for services or call 541-917-4789.

**GRADING**

I. *Assignments and supplemental information will be opened in Moodle on* ***Mondays****. This will allow you to read over it before you begin work on the weekly assignments, quizzes, and additional information.* Often students ask if it's possible to move on ahead in content and proceed through the course at a quicker pace. My answer to this is, "No." Although I believe in individualizing learning, often moving too quickly and too far ahead in a course will defeat the benefits of peer discussion and hinder the natural evolution of the course. If you find that you are wanting to "enrich" your experience within a weekly topic with additional activities and readings, just let me know. I can provide supplementary information each week to further emphasize the information to challenge your knowledge of the subject.

II. In-Class Reflections

1. In-Class Reflections are *random* “stop, think, and reflect” moments that will happen during class time only. It is an opportunity for students to quickly ponder and write down questions, emotions, and opinions to be turned in for a grade. These are hand-written and submitted during class. With the exception of break time, it is to your benefit to be present during the entire class period to avoid missing a reflection.
2. In-Class Reflections are each worth 5 points. There are 2 reflections each week, thus 10 points each week. 10 points x 10 weeks = 100 points
3. Missed In-Class Reflections cannot be made up, or taken prior to the designated class date.

III. Completion of required reading and related research

IV. Quizzes

1. Quizzes are to be taken in Moodle.
2. Quizzes can consist of multiple choice, true/false, and/or short answer. Questions are based on the assigned textbook chapters and supplementary information/videos posted in Moodle for the respective week.
3. Quizzes will open on Wednesdays and are due the following Wednesday, 11:59 p.m. The quiz is designed to demonstrate your completion of text reading and any additional content. Understanding the reading will enable you to take part in class discussions and assignments. Best prep for quizzes is reading and notetaking focused on the terms that that the text author highlights and/or that I emphasize during lecture or shared postings in Moodle.
4. You have 1 hour to complete each quiz. You will have unlimited attempts at quizzes. The theory behind having unlimited attempts is not to “give away freebie points.” Its intent is that if you answer a question incorrectly, you have the opportunity to go back and double check what the research says in order to provide the correct answer the next time around. Sure, it would be easy to forgo the text and just monotonously keep taking a quiz over and over until you get all 20 questions correct. However, with unlimited attempts you get to decide how you want to spend your time and effort. Would you rather get all answers correct the first (or second) time using all of your resources? Thus, getting to know the information a bit more. Or, would you rather run the risk of wasting time repeating and repeating the same incorrect answers? Either way, you’ll be learning and retaining the material, right?
5. Quizzes are open-book, but not "open friend." That is, you are permitted to consult your text, your notes, or the videos for quiz answers. Please do not consult your friends or other classmates.
6. Quizzes are each worth 10 points. 10 points x 8 weeks = 80 points
7. Missed quizzes cannot be made up, reopened, or taken in advance

V. Assignments

1. All assignments are to be **printed out and turned in** during class. *E-mailed assignments are not accepted.* The only exception will be Week 10 assignment which will be submitted online in moodle. More information to follow.
2. Assignments will involve application of text concepts and critical thinking. [See Guidelines & Grading for Assignments](https://docs.google.com/document/d/1vGiuv7VsNuUtzA5XbNZRmclPi9Cee7v-hb-mz9mdW4A/edit?usp=sharing) for more information.
3. Assignments may involve you observing young children and their teachers/care providers in their natural play. It is important that you have regular access to observing young children. There is a link in the Moodle Welcome Block to the Periwinkle Child Development Center if you need a place to observe.
4. *Assignments are due Monday by the end of class at by 2:50 p.m. each subsequent week.*
5. Missed Assignments have a 48 hours grace period to turn in (basically, you can still turn it in by Wednesday of the same week). Late assignments will receive an automatic 10% point deduction. Late assignments may not receive instructor feedback. After the 48 hour grace period, assignments are no longer accepted and students will receive a zero. **There is no grace period for Week 10 Assignment**.
6. Grades for assignments turned in on time will be posted within 7 - 10 business days after the due date. Be sure to regularly look at your assignments after they have been graded in order to receive feedback. Be timely about inquiring about grades. For example, do not wait until Week 8 to ask about how an assignment for Week 2 was allocated points. It is your responsibility to track your points and progress in the course accordingly.
7. Assignments are to be typed, double spaced, and edited. Single spaced and/or hand-written will automatically be deducted 1.5 points. After reading and grading 50+ pages of online work, my eyes will thank you for double spaced assignments. Written work will be graded based upon content and presentation. If you need help with spelling, punctuation, sentence structure, etc., the Tutoring Center and Writing Center are good resources. <https://www.linnbenton.edu/writing-center>
8. Assignments are each worth 20 points. 20 points x 10 weeks *=* 200 points.

VI. Midterm & Final (40 points Midterm, 40 points Final)

1. The Midterm and Final are to be taken in Moodle.
2. Both the Midterm and Final will have 40 questions consisting of multiple choice, t/f, and/or short answer questions.
3. The midterm will open Wednesday of Week 5 and due the subsequent Wednesday by 11:59 p.m. The Midterm will cover reading and information from week 1 through week 5.
4. The final will be opened Monday of Week 10 and close the Monday of Finals Week (December 3rd, 11:59 p.m.). The Final will cover all reading material and information from week 6 to week 10.
5. Similar to quizzes, the Midterm and Final cannot be made up, reopened, or taken in advance. Email me for individual circumstances. You will have one (1) attempt for both the midterm and final.

VII. Interactive Resource File

1. See attached information for requirements for [Interactive Resource File](https://docs.google.com/document/d/1gJYlmMnhuwlVq9-KOdi62UonlYoAsnGIhHLSrkv95I0/edit?usp=sharing)
2. Worth 120 points
3. Rough draft of 10 resources is due on October 22nd.
4. Final IRF is due on November 19th.

**EVALUATION TOTALS**

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| In-Class Reflections | 100 |
| Weekly Quizzes | 80 |
| Weekly Assignments | 200 |
| Midterm | 40 |
| Final | 40 |
| Interactive Resource File | 120 |
| **Total Points Possible** | **580** |

**90% - 100% points = A**

**80% - 89% points = B**

**70% - 79% points = C**

**60% - 69% points = D**

**59% points or below = F**

**COURSE CALENDAR**

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| **WEEK #** | **TOPICS** | **Readings** | **Due** |
| 1  September 24 & 26 | Introduction to  HDFS 225  History, Theory, & Research Strategies; | Syllabus;  Chapter 1 | Assignment 1 due 10/1  Quiz 1 due 10/3 |
| 2  October 1 & 3  10/1 last day to add/drop | Genetics and Environmental Foundations | Chapter 2 | Assignment 2 due 10/8  Quiz 2 due 10/10 |
| 3  October 8 & 10 | Prenatal Development  10/10 Guest Speaker: Liz Baer | Chapter 3 | Assignment 3 due 10/15  Quiz 3 due 10/17 |
| 4  October 15 & 17 | Birth and the Newborn Baby | Chapter 4 | Assignment 4 due 10/22  Quiz 4 due 10/24  **Draft of at least 10 sources for Interactive Resource File due 10/22** |
| 5  October 22 & 24 | Physical Development in Infancy and Toddlerhood  Midterm | Chapter 5 | Assignment 5 due 10/29  **Midterm due 10/29** |
| 6  October 29 & 31 | Cognitive Development in Infancy and Toddlerhood | Chapter 6 | Assignment 6 11/5  Quiz 5 due 11/7 |
| 7  November 5 & 7  11/9 last day to withdraw in f2f  11/11 last day to withdraw online | Emotional and Social Development in Infancy and Toddlerhood | Chapter 7 | Assignment 7 due 11/14  Quiz 6 due 11/14 |
| 8  November 12 & 14 | NO CLASS 11/12  Physical Development in Early Childhood | Chapter 8 | Assignment 8 due 11/19  Quiz 7 due 11/21  **Final Interactive Resource File Due 11/19** |
| 9  November 19 & 21  Turkey Week! | Cognitive Development in Early Childhood  11/21 Digital Day! | Chapter 9 | Assignment 9 due 11/26  Quiz 8 due 11/28 |
| 10  November 26 & 28 | Emotional and Social Development in Early Childhood | Chapter 10 | Assignment 10 submitted by 12/3, 11:59 p.m.  **Final Due 12/3** |
| Finals  December 3 - December 7 | Review all readings |  | Assignment 10 submitted by 12/3, 11:59 p.m.  **Final Due 12/3** |

**Instructor’s Notes**

*The Instructor reserves the right to make changes in the course schedule. Changes will be announced in class forum and email.The instructor reserves the right to modify course content and/or substitute assignments and learning activities in response to institutional, weather, or class situations.*

**Revised 9/24/18**