

INFANT & CHILD DEVELOPMENT

HDFS 225

CRN 43932

Spring 2020

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COURSE DESCRIPTION

This course is an introduction to Human Development specifically focusing on prenatal, infant and child development. All domains of development are covered: cognitive, physical, social and emotional development. 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:

- Describe the developmental trajectories of children in terms of physical, cognitive, social and emotional development.
- Evaluate the developmental stages of individual children.
- Describe theories and concepts of child development including Piaget's cognitive theory and Erikson's psychosocial theory.

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 or Open Office to submit electronic assignments.

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

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, your LBCC email, Google Drive, and LBCC Library databases regularly.

CLASS STRUCTURE

This course is taught *exclusively* on Moodle. As class members you will be enrolled on LBCC's e-learning system as a portal to Moodle. You must have reliable access to the internet. Moodle will be used for all forums, assignment submissions and quizzes, midterm, and final. We will not ever meet as a group. 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. **Read** assigned material, post in the forum, and take the online quizzes **before** the Assignment for which it has been assigned. The basic pattern to the class is read textbook, forum post/response, quiz, complete Assignment, read textbook, forum post/response, quiz, complete Assignment, etc.
2. Check Moodle frequently. **Post your questions in the class forum.**
3. **Participate** in forum discussions. Remember your OWN post is due on Thursdays and a response to a classmate is due the following Monday. More information about this below.
4. **All assignments (except otherwise stated) must be submitted through Moodle.** It is essential that you access Moodle consistently and frequently. *I will not accept emailed assignments. I repeat, I will not!* Be proactive in troubleshooting how to upload assignments successfully prior to due dates. **Do NOT make it a habit to submit assignments within the last hour it is due, you run the risk of getting kicked out of the system or glitches that become barriers to submitting on time. All 11:59 p.m. due dates are firm.**

Late is late is late, even if it's submitted at 12:00 a.m.

It is a known fact that computers can and will crash the night before an assignment is due, so 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!

5. You can get technology help using the following methods: Call the **Student Help Desk at 541.917.4630** or email questions to learning.support@mail.linnbenton.edu.

Ultimately, it is **my responsibility to create opportunities** for you to learn the content; it is **your responsibility to do the work to learn and be able to effectively navigate moodle.**

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 - 48 hours for responses from the instructor concerning questions about assignments during the week. I rarely check email on the weekend or after 10 p.m. during the week. 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.

1. Tips for Success in This Class

2. A list of [Tools for Success](#) are posted on the Moodle Welcome Page.

Student Rights and Responsibilities

Students are expected to read and adhere to the standards in the [Student Rights and Responsibilities handbook](#).

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 aides), 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.

Assignments are to be typed, double spaced, and edited. Written work will be graded based upon content and presentation. If you need help with spelling, punctuation, sentence structure, etc., the [Online Writing Lab](#) is a great resource this term since we are not allowed on campus..

It is a known fact that computers can and will crash the night before an assignment is due, so 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!

College Policies

Disability and Access Statement

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 this class, please contact your instructor as soon as possible to discuss your needs. If you think you may be eligible for accommodations but are not yet registered with CFAR, please visit the [CFAR Website](#) for steps on how to apply for services.

Online course accommodations may be different than those for on-campus courses, so it is important that you make contact with CFAR as soon as possible.

Statement of Inclusion

To promote academic excellence and learning environments that encourage multiple perspectives and the free exchange of ideas, all courses at LBCC will provide students the opportunity to interact with values, opinions, and/or beliefs different than their own in safe, positive and nurturing learning environments. LBCC is committed to producing culturally literate individuals capable of interacting, collaborating and problem-solving in an ever-changing community and diverse workforce.

Title IX Reporting Policy

If you or another student are the victim of any form of sexual misconduct (including dating/domestic violence, stalking, sexual harassment), or any form of gender discrimination, LBCC can assist you. You can [report a violation of our sexual misconduct policy](#) directly to our Title IX Coordinator. You may also report the issue to a faculty member, who is required to notify the Coordinator, or you may make an appointment to speak confidentially to our Advising and Career Center by calling 541-917-4780.

Public Safety / Campus Security / Emergency Resources

In an emergency, call 911. Also call LBCC Campus Security / Public Safety at 541-926-6855 and 541-917-4440.

From any LBCC phone, you may alternatively dial extension 411 or 4440. LBCC has a public safety app available for free. We encourage people to download it to their cell phones. Public Safety also is the home for LBCC's Lost & Found. They provide escorts for safety when needed. Visit them to learn more.

Changes to the Syllabus

I reserve the right to change the contents of this syllabus due to unforeseen circumstances. You will be given notice of relevant changes in class, through a Moodle Announcement, or through LBCC email.

Instructor Responsibilities

1. Meet all LBCC requirements for course completion and participation.
2. Have respect for all in class in word and action.
3. Communicate all questions and problems as soon as they occur.
4. Provide encouragement and assistance when needed and/or requested.

SPECIAL NEEDS

If there is any student who feels that he or she may need an accommodation for any type of disability, please make an appointment to see me during my office hours or contact the Center for Accessibility Resources at <https://www.linnbenton.edu/cfar>

GRADING

Course Evaluation:

I. *Assignments, quizzes, and supplemental information* are always available. 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." Except for the [Interactive Resource File](#) project, you may post your rough draft and final submission when you are ready up to their due dates. 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. Each grading week begins on **Tuesday 12:00 am** and ends with all assignments due on **Monday 11:59 pm**.

II. Forums

- a. Forums are opportunities to "stop, think, and reflect" on content throughout the week. It is an opportunity for students to quickly ponder on information, write down questions, emotions, and opinions to be submitted for a grade. Forums may be available to view weeks ahead, however, you will not be able to post or reply until the designated weekly window.
- b. Forums are worth 25 points each week. You will be graded on your OWN post as well as your RESPONSES to fellow classmates. Your OWN post is due on Thursdays, 11:59 p.m. of each week. Your RESPONSE to a fellow classmate is due on the following Monday, 11:59 p.m. Attached is the [FORUMS Guideline and Grading Rubric](#).
- c. If you only post your OWN by the first due date, the most points you can earn is up to 13/25. If you do not post your OWN, however, you can still respond to a classmate and earn up to 12/25 points by the designated due date.
- d. Weekly forums are each worth 25 points – a maximum of 13 points for your original post and a maximum of 12 points for your responses. 25 x 10 weeks = 250 points
- e. Missed forums cannot be made up or taken in advance.

III. Completion of required reading and related research

IV. Quizzes

- a. Quizzes are to be taken in Moodle.
- b. 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.
- c. The quiz is designed to demonstrate your completion of text reading and any additional content. Best prep for quizzes is completing the reading and notetaking focused on the terms that the text author highlights and/or that I emphasize in the postings in Moodle. Participating in forums will also help you prepare for content that you and discuss with fellow classmates.

- d. You have 1 hour to complete each quiz. You will have 2 attempts at quizzes.
- e. Quizzes are due Mondays by 11:59pm at the end of each week, with the exception of noted due date changes in the syllabus. The quiz is designed to demonstrate your completion of text reading. Understanding the reading will enable you to take part in class forums and Weekly Assignments.
- f. Quizzes are open-book, but not “open friend”. That is, you are permitted to consult your text, your notes, or the video for quiz answers. Please do not consult your friends or other classmates.
- g. Quizzes are each worth 10 points. 10 x 10 weeks = 100 points
- h. Missed quizzes cannot be made up or reopened.

V. Assignments

- 1. All assignments are to be submitted in Moodle via Assignments or Turnitin unless otherwise specified. *E-mailed Weekly Assignments are not accepted, you must submit in Moodle!* Do not email me your work!
- 2. Assignments will involve application of text concepts and critical thinking. [See Guidelines & Grading for WEEKLY ASSIGNMENTS](#) 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.
- 4. *Assignments are due Mondays by 11:59 p.m. each subsequent week.*
- 5. Missed assignments have a 48 hour grace period to turn in. You basically have until Wednesday, 11:59 p.m. to submit for partial credit. Late assignments will receive an automatic 10% point deduction. Late work may not receive feedback. After the 48 hour grace period, assignments are no longer accepted and students will receive a zero. **There is no 48 hour grace period for Week 1, Week 10 Assignment, IRF rough draft submission, or IRF final draft submission.**
- 6. I will send feedback for on-time assignments and post grades 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 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. Weekly Assignments are each worth 50 points. 50points x 10 weeks = 500 points.

VII. Interactive Resource File

- a. See attached information for requirements for [Interactive Resource File](#)
- b. Worth 150 points

- c. Rough draft of 10 resources is due on 5/11/20.
- d. Final IRF is due on 6/1/20.

EVALUATION TOTALS

Weekly Forums	250
Weekly Quizzes	100
Weekly Assignments	500
Interactive Resource File	150
Total Points Possible	1000

90% - 100% points = A

80% - 89% points = B

70% - 79% points = C

60% - 69% points = D

59% points or below = F

Note: The instructor reserves the right to make changes in the course syllabus.