# SYLLABUS

## **CHLDV 135 CHILD GROWTH AND DEVELOPMENT: 3 Units**

No cost textbook: E-Book: <https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Book%3A_Child_Growth_and_Development_(Paris%2C_Ricardo%2C_Rymond_and_Johnson)>

**Child Growth and Development** by Paris, Ricardo, Rymond, Johnson;

E.C.E. faculty of College of the Canyons;

LibreTexts - supported by the Dept. of Ed. Open Textbook Pilot Project, the UC Davis Office of the Provost, the UC Davis Library, the CA. State U. Affordable Learning Solutions Program, and Merlot.

**REQUIREMENT:** TB Clearance. The GCC Health Center is available: <https://www.glendale.edu/students/student-services/health-center>

For all written course requirements Word or PDFs are accepted!

## **COURSE REQUIREMENTS:**

1. **QUIZZES:** There are **4** quizzes in this course, **plus** the **Course Check-In Quiz: a** **requirement of Glendale College.** Each is given online. The Course Check-In Quiz is open from Monday, August 31 at 8:00 am until 11:55 pm on Tuesday. September 8th. Students who do not take this quiz may be dropped from the class!

The **4** required course **quizzes** are open for **2 days,** beginning on the Monday (or Tuesday in case of a Monday holiday.) Each quiz may be taken **2 times**, with a separation of 1 day. **Quizzes may NOT be taken twice on the same day!** (the higher score is counted). There are **NO make-ups allowed!**

**Possible 125 points (25 points per quiz.)**

2. **FINAL:** The Final is retroactive, which means that it may contain questions on all course content. The date of the Final is **Friday, December 11th from 8:00 am to** **11:55 pm.** The allotted time is 2 1/2 hours. Always save answers. A failing grade on the Final may lower a student’s grade in the course!

**Possible 100 points**

3. **GETTING ACQUAINTED:** Discussion #1: Post a short autobiography - opens Monday, August 31st at 8:00 am and closes **Tuesday, September 8, at 11:55 pm. Possible 15 points**

4. **DISCUSSIONS:** **Asynchronous Discussions: #2-6:**  The topics chosen for these discussions are critical to course content mastery. To earn the available points, students are encouraged to adhere to specific guidelines. Each entry must contain several well written sentences, in a student’s own words, in a minimum of one paragraph in length. **The entry** **is to include 1 correctly cited piece of research,** taken from a quality academic resource. The purpose of the research data is to support the validity of the discussion message.

**Possible 100 points:** rubric on p. 4

5. **OBSERVATIONS:** During the semester, **4 observations** are required:**1** from each of the following age groups: **(1st) Infants and Toddlers; (2nd) Early Childhood; (3rd) Middle Childhood;** and **(4th) Adolescence.** The assignment is an opportunity to connect what is discussed in the course with the actual experience of seeing and listening to children. Students are expected to **plan their own 30minute observations** early in the semester.

(Observations done in person, with groups of similar aged children are excellent! If this is not possible due to the pandemic, there are videos that many be used by students!)

**Possible 160 points: 40 points per Observation**

**Form:** maximum 10 pts. cover page:1 pt.; adherence to format: 1-3 pts.; spelling: 1-3 pts.; grammatical construction:1-3 pts.

**Content:** rubric on p. 4

6. **SEMESTER PROJECT:** 2 options: choose 1

1.) **CASE STUDY COLLABORATIVE:** In depth study of a child within the ages studied in CHLDV 135: **Infancy, Early Childhood, Middle Childhood, or** **Adolescence.** The study is done as a **Group Project** with **3** students per group.

**Form:** maximum (16 points): cover page:1 pt.; Table of Contents: 2 pts.; Introduction: 2 pts.; spelling: 1-2 pts.; grammatical construction: 1-2 pts.; research documentations: 3 pts.; Conclusion: 2 pts.; Bibliography: 2 pts. **Content:** rubric p. 4 max.: 84 points)

2.) **CASE STUDY SOLO:** In depth study of a child within the ages studied in CHLDV 135: **Infancy, Early Childhood; Middle Childhood; Adolescence**

**Possible 100 points**

**(Evaluation as in the Case Study Collaborative.)**

7. **CLASS INTERACTION: PARTICIPATION**

It is fact that class participation heightens learning success! In CHLDV 135 **active participation is a must!** There are **50 points** built into the course. Several options can be employed. Students are encouraged to begin building their "Participation Points" early in the semester.

### **POINT VALUES:**

1. participation in all **6 forum discussions:** 10 points;

2 all **4 required observations** completed and downloaded within the required date and time: 10 points;

3. **all 4 quizzes taken:** 10 points;

4. participation in **3 extra credit opportunities:** **(limit 3)**

5 points each;

5. **Skype sessions with profmbriddle:** **4** points each. Each typically lasts approximately 30 minutes and is a mini lecture plus opportunity for questions.

### **Rubric: Discussions #2 – 6**

| Value | Forum Format | Forum Content | Forum Research |
| --- | --- | --- | --- |
| 5 | Discussion well written | Good discussion, rich content | Appropriate research & cited properly |
| 4 | Limited sentence errors | Content limited for the topic chosen | Research not cited properly |
| 3 | Multiple sentence errors | Plagiarism detected | Research inappropriate for discussion topic |
| 2 | Unacceptable for the chosen topic | Inappropriate topic for the discussion focus | No research shown |

### **Rubric: Observations**

| Values | Observation Format | Running Record | Observation Content |
| --- | --- | --- | --- |
| 10 | Well written observation entry | Detailed objective account of behaviors observed | Detailed description of age characteristics in all domains |
| 6 | Developmental Domains not equally represented | Subjective statements | Limited description of age characteristics in one developmental domain |
| 4 | Plagiarism detected | Limited data in the Running Record | Limited description of age characteristics in two developmental domains |
| 2 | Recommended format not followed | Running Record omitted from Observation | Limited description of age characteristics in all developmental domains |

### **Rubric: Case Study**

| Values | Case Study Format | Coverage of Developmental Domains | Evidence of research and critical thinking |
| --- | --- | --- | --- |
| 28 | Followed recommended format | Each domain thoroughly analyzed | Evidence of research and critical thinking evaluations |
| 24 | More than one portion of recommended format omitted | Limited description of one developmental domain | Research provided, but lacking a critical analysis component |
| 20 | Plagiarism detected | Limited description of two developmental domains | Limited research provided |
| 16 | Recommended format not followed | Limited description of each developmental domain | No evidence of research |

### **Course Point Spread**

| Category | Value: points | # Assigned | Total Points | % of Total Grade |
| --- | --- | --- | --- | --- |
| Quizzes | 25 | 5 | 125 | 19.2 |
| Participation |  | weekly | 50 | 7.7 |
| Final | 100 | 1 | 100 | 15.4 |
| Getting Acquainted | 15 | 1 | 15 | 2.3 |
| Discussions | 20 | 5 | 100 | 15.4 |
| Observations | 40 | 4 | 160 | 24.6 |
| Project | 100 | 1 | 100 | 15.4 |
| Totals |  |  | 650 | 100 % |

650 - 585 = A; 584 – 520 = B; 519 – 455 = C; 454 – 390 = D; less than 390 = F