

DeAnza College  
Fall Quarter 2018

CD/PSYC 10G: The Early Years (0 to 5) (4 units)  
[deanza.instructure.com](http://deanza.instructure.com)

Instructor: Cristina Leal  
Office Hours: TBD in Canvas

Email: [lealana@fhda.edu](mailto:lealana@fhda.edu)  
[remind.com/join/cdpsyc10g](https://remind.com/join/cdpsyc10g)  
or text @cdpsyc10g to 81010

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### Course Description

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**Child Development: The Early Years.** This introductory course examines the major physical, psychosocial, and cognitive/language developmental milestones for children, both typical and atypical, from conception through age five. There will be an emphasis on interactions between maturational processes and environmental factors. While studying developmental theory and investigative research methodologies, students will observe children, evaluate individual differences and analyze characteristics of development at various stages. As all development occurs within a cultural context, attention will be given to diverse perspectives on child development.

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### Student Learning Outcomes and Course Objectives

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**Student Learning Outcome:** Investigate how the study of child development fits into the broader field of scientific research

**Student Learning Outcome:** Demonstrate an understanding of how theories support children's optimal development

This course is an examination of physical, cognitive, social and emotional development from conception to early childhood. At the conclusion of this course, the student should be able to:

- ⇒ Describe major developmental milestones for children from conception through early childhood in the areas of physical, psychosocial, cognitive, and language development.
- ⇒ Identify cultural, economic, political historical contexts and analyze how they affect children's development.
- ⇒ Identify and compare major theoretical frameworks related to the study of human development.
- ⇒ Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.
- ⇒ Differentiate characteristics of typical and atypical development.

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### Required Course Materials

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1. Textbook: *Child Development: A Cultural Approach 2nd Edition* by Jeffrey Jensen Arnett & Ashley E. Maynard. Please do not buy a different book, this one is required. The bookstore package comes with REVEL ([revel.pearson.com](http://revel.pearson.com)), a program that allows you to read your book online or on a mobile device.

2. Canvas Course Website: <https://deanza.instructure.com> ; you can also log in directly from MyPortal
3. My Virtual Child ([www.myvirtualchild.com](http://www.myvirtualchild.com)). This online program is a requirement for this course. You will access this program by registering an access code. An access code is included in your textbook package if you bought it at the bookstore.
4. Join [remind.com](http://remind.com) to receive text reminders about assignment and quiz due dates and communicate directly with the instructor. Go to [remind.com/join/cdpsyc10g](http://remind.com/join/cdpsyc10g) OR text @cdpsyc10g to 81010 to join.
5. Additional readings and resources to be posted online. These may be research articles, videos, websites, news reports, power point presentations or other materials of interest.

Expect to spend 12-15 hours per week engaging with all course materials and completing assignments.

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### Requirements

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1. Attend class online on Canvas at [deanza.instructure.com](http://deanza.instructure.com)
2. Complete My Virtual Child weekly assignments (more details on Canvas).
3. Complete readings from text and additional readings posted online.
4. Complete all three written papers and submit them online in order to pass the class.
5. Take all three quizzes (available online) in order to pass the class.

If you are having trouble with a particular assignment, do not hesitate to contact me. I am also happy to schedule convenient times to chat with you to discuss course material or explain assignments. If something comes up that prevents you from submitting a particular assignment on time, let me know before the assignment is due and we can work something out.

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### Assignments

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Assignments are designed to solidify course concepts and provide you with opportunities to observe and interact with children and parents, observing child development in different areas.

With all assignments that involve interacting with other people, it is important to that you respectfully ask for permission to interview or observe the person, giving them an opportunity to decline if they do not want to participate.

When working with children and adolescents, **you will need to obtain their parent's permission before you begin working with them.** They should also be given the opportunity to decline participation, even if the parent already gave you permission. Sample consent forms will be provided with the assignment descriptions on Catalyst.

Assignment	Due	Your Points	Possible Points
Discussion 1 on Canvas	Friday, 9/28/18, 5:00pm		5 points
My Virtual Child Questions (5 pts) x 6	Sunday nights (check Canvas)		30 points
Discussion Weekly Questions (5 pts) x 9 on Canvas	Sunday nights (check Canvas)		45 points
Assignment 1: Childbirth Interview	Friday, 10/19		30 points
Assignment 2: Infant Observation	Friday, 11/9		50 points

Assignment 3: Toddler/Preschool Project	Friday, 12/7		50 points
Quiz 1 (40 points) Quiz 2 (80 points) Quiz 3 (80 points) (Total = 200 points)	(see Quiz schedule below)		200 points
Extra Credit opportunities	TBA towards end of term on Canvas		+ 15 points
			Total: 410 (+15 EC)

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### Exams

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There will be three exams throughout the quarter. The exams are not cumulative (each exam will only cover a select number of chapters). It may help for you to think of them as quizzes rather than exams. They will be available online and will consist of mostly multiple choice questions with the possibility of short answer questions. All quizzes are open-note and open-book, but all written responses should be your own work and in your own words (refer to Academic Integrity Policy at the end of this document). Responses that are copied directly from the text or other sources (including online sources) without proper citations will receive zero credit and result in disciplinary action. If you are not sure if something constitutes plagiarism, please ask!

#### Quiz Schedule

Quiz 1	Week 4: 10/15 – 10/21	Chs. 1 & 2
Quiz 2	Week 7: 11/5 – 11/11	Chs. 3 & 4
Quiz 3 (Final Exam)	Week 12: 12/10 – 12/14	Chs. 5 & 6

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### Extra Credit

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Optional extra credit Discussions or alternate assignments may be given at the discretion of the instructor. However, extra credit will not be accepted if student has not submitted all regular assignments.

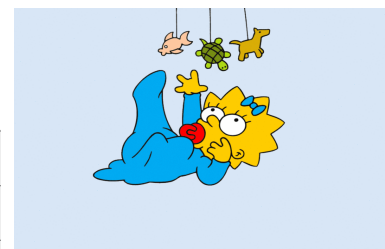
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### Grading

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Grades are based on a standardized percentage system:

A+: 100%+	B+: 87-89%	C+: 77-79%	D: 63-66%
A: 93-99%	B: 83-86%	C: 70-76%	D-: 60-62%
A-: 90-92%	B-: 80-82%	D+: 67-69%	F: 59% and below



Use the table provided in the “Assignments” section above to figure out your grade. Divide your points by the total possible points to determine your grade. For example, if you earn 369 points, and the total possible points in the course are 410 (369/410), your percentage score is: 90%, and your grade is A-.

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### Students with Disabilities

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Note to students with disabilities: If you have a disability-related need for reasonable academic accommodations or services in this course, please make sure (with your DSS counselor) that I receive your accommodation letter from Clockwork early in the quarter to review how your accommodations will be applied in the course. Students are expected to give five days notice of the need for accommodations. More details are provided in the document titled “De Anza College DSPS Statement” that can be found in the first module in Canvas.

DSS main number: 408-864-8753

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### Academic Integrity

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Principles of academic integrity adopted by DeAnza College’s Academic Senate require that students apply the following standards to all coursework, assignments, and exams. Further details on Academic Integrity can be found at: <https://www.deanza.edu/studenthandbook/academic-integrity.html>

Students should:

- Start research and writing early enough to ensure that there is enough time to do their best work,
- Allow sufficient time to learn (plan at least 2 hours per unit per week in their schedules),
- Request disability-related accommodations in a timely and appropriate manner,
- Hand in papers which have been specifically prepared for the course, not papers borrowed from someone else or recycled from an earlier course,
- Not be satisfied with a paper that is less than one’s best work,
- Seek only appropriate help from others (such as proof-reading or discussing their ideas with someone else to gain clarity in their thinking),
- Do their own work without copying others, and
- Give full and proper credit to all sources.

It is essential for you, the student, to cite sources in any paper written, giving credit to those who have done the original research and written the article or book cited. This will allow me to verify that you have properly understood what the author was trying to say and have paraphrased his/her views accurately. Further details on appropriate citation for assignments in this course will be posted on Catalyst.

If there is suspicion that the work handed in is not entirely your own, I may request to meet with you in person to determine if there has been a violation of DeAnza’s Academic Integrity Policy. If it is determined that plagiarism or cheating has occurred, you will receive a zero on the assignment which could lower your final grade or possibly cause you to fail the course.

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### Student Success Center

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Need help? Visit De Anza's Student Success Center for peer tutoring and workshops!

The Student Success Center offers free tutoring for many De Anza classes.

Visit <http://www.deanza.edu/studentsuccess> for our hours and information about workshops, group, drop-in, weekly individual and online tutoring. Or just stop by to chat or sign up.

- Academic Skills Center for workshops and Adjunct study skills courses in ATC 302
- General Subject tutoring in ATC 305
- Listening & Speaking and World Language support in ATC 313
- Math, Science and Technology tutoring in S43
- Writing and Reading tutoring in ATC 309

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### **Diversity Statement**

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I consider this (online) classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicity, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability - and other visible and non-visible differences. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class.

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### **Preferred Name and Preferred Gender Pronouns**

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Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the quarter so that I may make appropriate changes to my records.