Instructor: Mayra Cruz
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Office Hours: Wed 1-2pm
Website: http://www.deanza.edu/faculty/cruzmayra/

Course Description and Objectives

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.

A. Develop a broad understanding of the discipline of child development within the context of the behavioral sciences through examination of the historical and cultural foundations of the field as well as current perspectives

B. Apply critical thinking skills by examining and comparing different research methodologies and how these methods are used in a systematic investigation of the foundation years of human behavior. This investigation will be including evaluation of the ethical issues which surround research with infants and young children.

C. Evaluate and analyze the major theories and research in the field of Child Development.

D. Identify and evaluate important aspects of early development in the physical domain with attention to diversity which includes ethnic and cultural factors, disability and also reflection of the student's own development

E. Identify and evaluate important aspects of early development in the psychosocial domain with attention to diversity which includes ethnic and cultural factors, disability and also reflection of the student's own development

F. Identify and evaluate important aspects of the cognitive domain with attention to diversity which includes ethnic and cultural factors, disability and also reflection of the student's own development

G. Examine and evaluate atypical behavior and abnormal disturbances from prenatal to the middle years(nutritional issues, malnutrition, obesity and exercise, child abuse, special needs including autism, teratogens and birth defects

H. Apply developmental theory to the analysis of child observations, and/or interviews using investigative research methodologies

I. Examine and evaluate the process of socialization especially during the early years; various socializing agents and their roles during the early years including parents, caregivers and peers
NAEYC Standards

Standard 1: Promoting Child Development and Learning
1a. Knowing and understanding young children’s characteristics and needs

Standard 3: Observing, Documenting and Assessing to Support Young Children and Families
3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches

Standard 4: Teaching and Learning
4d. Building meaningful curriculum: Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes

Supportive Skill: Written and verbal communication
(Standards and supportive skills will be assessed through the naturalistic observation assignment.)

Student Learning Outcomes

This course is an examination of physical, cognitive, social and emotional development from conception to early childhood (pre-natal to age 5). At the conclusion of this course, the student should be able to:

- Describe major developmental milestones for children from conception through adolescence 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.

Required Course Materials


2. My Virtual Child. This online program is a requirement for this course. You will access this program by registering an access code. An access code and registration information will be provided by your instructor.

3. Additional readings and resources to be sent. These may be research articles, YouTube videos, websites, news reports, power point presentations or other materials of interest.

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

1. Use course website at http://www.deanza.edu/faculty/cruzmayra/.
2. Complete My Virtual Child weekly assignments (more details on Course Calendar).
3. Complete readings from text and additional readings sent.
4. Complete all three written assignments and submit in order to pass the class.
5. Take all 3 quizzes and final in order to pass the class.
6. Show up and choose to be present.

Regardless of your scores, you cannot pass the course if you have not submitted all assignments and quizzes. 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.

Assignments

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.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due</th>
<th>Your Points</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Virtual Child Paper</td>
<td>6/19</td>
<td></td>
<td>25 points</td>
</tr>
<tr>
<td>Assignment 1: Childrearing Practices Interview</td>
<td>4/25</td>
<td></td>
<td>30 points</td>
</tr>
<tr>
<td>Assignment 2: Research Project/Discussion</td>
<td>See course calendar</td>
<td></td>
<td>50 points</td>
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<tr>
<td>Assignment 3: Preschool Observation</td>
<td>6/19</td>
<td></td>
<td>50 points</td>
</tr>
<tr>
<td>Quiz 1 (25 points) Ch. 1&amp;2</td>
<td></td>
<td>(see Quiz schedule below)</td>
<td>125 points</td>
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<tr>
<td>Quiz 2 (25 points)Ch. 3&amp;4</td>
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<tr>
<td>Quiz 3 (25 points)Ch. 5&amp;6</td>
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<tr>
<td>Final Quiz 4 (50 points) Ch. 7,8,&amp;9 (Total = 125 points)</td>
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<td></td>
<td></td>
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<tr>
<td>Total: 300</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extra Credit opportunities</td>
<td></td>
<td>+ 10 points</td>
<td></td>
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Exams

There will be four exams (including the final exam) 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

<table>
<thead>
<tr>
<th>Quiz</th>
<th>Week</th>
<th>Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz 1</td>
<td>4/2</td>
<td>Chs. 1 &amp; 2</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>5/16</td>
<td>Chs. 3 &amp; 4</td>
</tr>
<tr>
<td>Quiz 3</td>
<td>6/6</td>
<td>Chs. 5 &amp; 6</td>
</tr>
<tr>
<td>Final Exam</td>
<td>6/28</td>
<td>Chs. 7, 8, &amp; 9</td>
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Extra Credit

Optional extra credit 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.

Grading

Grades are based on a standardized percentage system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90–100%</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89%</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
</tr>
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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 325 points, and the total possible points in the course are 350 (325/350), your percentage score is: 92%, and your grade is A.

Students with Disabilities

Note to students with disabilities: If you have a disability-related need for reasonable academic accommodations or services in this course, please provide me (Ms. Cristina Leal) with a Test Accommodation Verification Form (also known as a TAV form) from Disability Support Services (DSS) or the Educational Diagnostic Center (EDC). Students are expected to give five days notice of the need for accommodations. Students with disabilities can obtain a TAV from their DSS Counselor (DSS main number: 864-8753) or EDC advisor (EDC main number: 864-8839).

Academic Integrity

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: [http://faculty.deanza.edu/academicsenate/academicintegrity](http://faculty.deanza.edu/academicsenate/academicintegrity)

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 and possibly fail the course.