

MODESTO JUNIOR COLLEGE

CLDDV105

Child Growth and Development

Course Syllabus

Spring 2010

I. Faculty Information

A. Instructor	Nicole Porter
B. Office Hours	Open for appointment, please contact by email preferred.
C. Voicemail	209-575-6500 x8386 You may leave a message on the voicemail. The instructor will check messages on Mondays but email is highly preferred.
D. Email	portern@mjc.edu and cc: educator95202@yahoo.com http://virtual.yosemite.cc.ca.us/Childdevelopment/Nicole/Porter.htm

II. Course Identification

A. Units/Credit hours	2 units/35 lecture hours
B. Days/hours course meets	Thursdays 630-835pm
C. Prerequisite	None
D. Catalog Description	Second half of CLDDV 103 - Late childhood through late adolescence: physical, cognitive, social, emotional, and atypical development. Discussion of current research and application.

III. Textbooks/Reading List

A. Required: A Child's World: Infancy through Adolescence Eleventh Edition, Diane E. Papalia, Sally Olds and Ruth Feldman

IV. Course End Competencies

Students will be able to:

A.	<p><u>Outcomes:</u> Each student will identify characteristics and patterns of physical, motor, perceptual, intellectual, language, social, and emotional development from late childhood through late adolescence.</p> <p><u>Assessment:</u> After reading and discussing chapters 12-17 from the textbook, each student will take a test on the following: Two unit tests on 12,13,14 & 15,16,17</p>
B.	<p><u>Outcomes:</u> Each student will discuss the relationship between the factors in physical, cognitive, social and emotional development from the whole child perspective including cultural factors from late childhood through late adolescence.</p> <p><u>Assessment:</u> In class discussion and assignment, "How does culture influence a child's development?"</p>
C.	<p><u>Outcomes:</u> Each student will compare the emotional and external influences on growth and development including culturally influenced interactions, implications from late childhood through late adolescence.</p> <p><u>Assessment:</u> In class discussion and unit assignment: Antibully Poster</p>
D.	<p><u>Outcome:</u> Each student will apply developmental theories in selected examples.</p> <p><u>Assessment:</u> After reading and discussing chapters 12-17 from the text book, each student will take a test on the following: Two unit tests on 12,13,14 & 15,16,17</p>
E.	<p><u>Outcome:</u> Each student will interpret the needs of children and adolescents and propose implications for adult responses.</p> <p><u>Assessment:</u> In class discussion and internet activity</p>

F.	<p><u>Outcome:</u> Each student will evaluate how behavior relates to factors in growth and development.</p> <p><u>Assessment:</u> In class discussion and unit assignment, "Compare/contrast prosocial and antisocial behaviors observed in a child's television program."</p>
G.	<p><u>Outcomes:</u> Each student will identify personal biases toward children and adolescents, including bias toward culture, race, abilities, and gender.</p> <p><u>Assessment:</u> In class discussion and identity assignment</p>
H.	<p><u>Outcomes:</u> Each student will identify characteristics and patterns of physical, motor, perceptual, intellectual, language, social, and emotional development from late childhood through late adolescence.</p> <p><u>Assessment:</u> After reading and discussing chapters 12-17 from the textbook, each student will take a test on the following: Two unit tests on 12,13,14 &15,16,17</p>

V. Classroom Policies

A.	<p>This course requires active participation by the instructor as well as the student. The instructor will provide students with the necessary tools to be successful in learning the various theories and current research applications. In order for this class to be successful cell phones and all electronic devices should be turned off.</p>
B.	<p>A student who does not withdraw officially from a course may receive a grade of 'F', depending on course progress or course attendance, which will become a part of the student's permanent record.</p>
C.	<p>Individual conferences with your instructor are advised any time you have a problem or any question involving the course material. Do not hesitate to schedule a conference if you need extra help. Please contact by email preferred. The instructor will check messages on Mondays and Thursdays.</p>

D.	Cheating and Plagiarism Policy: If you are found cheating or plagiarizing, you will receive a grade of F.
E.	Each student is responsible for adhering to the Code of Student Conduct as stated in the college catalog.

VI. Grading Policies/Procedures

A. Possible Points:	
Unit Tests (2 unit tests- Middle Childhood: Chapters 12,13,14 and Adolescence: Chapters 15,16,17); 30 points per unit test	60
In Class Chapter/Unit Activities: (5-10 points each) If you are not in class you are unable to participate in the activities and experiences offered which will result in the loss of your points.	60
Chapter/Unit Assignments (3 Assignments: 20 points each) All Assignments are to be typed.	60
Final Test - Group Presentation	50
TOTAL POINTS	230

A =	207+	D =	160-138
B =	206- 184	F =	137 and below
C =	183- 161		

B. Make-up Policy: Late assignments will not be accepted after the date and time they are due.

This syllabus is tentative and can be modified at the discretion of the instructor.