

**Southwestern Community College
CD 170-676: Principles of Child Development**

Instructor:

Layla Inés Davis, MSW, LCSW

Email via [Southwestern College Canvas](#) Inbox (Preferred)

[Instructor Website](#) (See Emergency Plan)

(619) 482-6565 ext. 3106

Virtual Office Hours through “Q&A” Discussion Forum: Answered within 48 hours (Preferred)

Class Logistics:

Monday and Wednesday 6-9:30 PM and Asynchronously Online

[Southwestern College Canvas](#)

San Ysidro Higher Education Center, Room 7210

Required Text and Materials:

Rathus, Spencer A. (2018). *CDEV² [CDEV 2nd Ed.]* Boston, MA: Cengage Learning. ISBN-13: 978-1337116923.

Reliable, high speed Internet access on a desktop, or laptop, computer with software to save documents in Microsoft Word and a valid e-mail account that can be checked daily.

Optional (Recommended) Text and Materials:

Allen, K. E. & Marotz, L. R. (2016). *Developmental Profiles: Pre-birth through Adolescence, 8th Ed.* United States: Cengage Learning. ISBN-13: 978-1-3050-8831-3

Webcam and microphone for desktop (or laptop) computer are recommended.

Recommended Preparation:

RDG 158, or the equivalent skill level, as determined by the SWC assessment or equivalent.

Course Description

This course “focuses on theories of physical, psychosocial, and cognitive development of children from conception through adolescence.” It “emphasizes observation skills to analyze the development of children, and how parents and teachers can best help meet their needs to become healthy individuals.”

This class is being taught as a hybrid course. This means that besides face-to-face class sessions, this course has an online learning environment (which will meet exclusively online some class sessions of the semester), and session week in which we are both online and meet

in person. Weeks during which there is a face-to-face class session may also have online activities and discussions to be completed in the Online Learning Community.

This course requires basic computer as well as computer and reliable internet access. Students whom do not own a computer are responsible for managing their time to use a computer on campus (for example in the Academic Success Center, Library, Child Development Resource Center, or computer lab at a satellite campus), a public library, or elsewhere. Additionally, the course requires additional time outside of the traditional and online classrooms.

As noted in the SWC class schedule, when taking a hybrid course, "Students are required to participate in Internet-based activities and attend on-campus course meetings." The face-to-face and online class components are not inseparable but rather are to be considered complementary. A student will not be able to successfully pass the class by either completing the online portion but not the in person portion of the class or vice versa.

Student Learning Outcomes:

Students will:

1. Identify and apply developmental theories child observations of neonates, preschoolers, or adolescents.
2. Identify and explain the major developmental milestones in the domains of physical, social, emotional, cognitive, and language development of children from conception through adolescence.

Course Objectives:

Students will:

1. Identify and explain the major developmental milestones in the domains of physical, social, emotional, cognitive, and language development of children from conception through adolescence.
2. Recognize and discuss the role of families in shaping and supporting their children's growth.
3. Demonstrate observation skills, data collection, and record keeping to analyze children's behavior within the content of the developmental domains.
4. Differentiate developmental theories, and describe psychoanalytic, cognitive, social learning, socio-cultural, and ecological theories.
5. Identify and apply developmental theories to data collection in neonates, preschoolers, and adolescents.
6. Identify, discuss, and integrate several of the major cultural and social impacts that shape identity development and the life experiences of young children.
7. Explore and analyze one's own developmental history and identity development.

Academic Accommodations:

Southwestern College recommends that students with disabilities discuss academic accommodations or specific learning needs contact their professors during the first two weeks of class to discuss academic accommodations. If a student believes he/she may have a disability and would like more information, he/she is encouraged to contact Disability Support Services (DSS) at (619) 482-6512 (voice), (619) 207-4480 (video phone), or email at DSS@swccd.edu. Alternate forms of this syllabus and other course materials will be made available upon request.

Since this course does not meet on a weekly basis, students with disabilities are encouraged to contact the instructor as soon as possible in the semester. This may be done in person during Office Hours, after class, or during break.

If a student becomes aware of a need for academic accommodations during an exclusively online week, they must [e-mail the instructor](#) his/her accommodation form and request the accommodation needed in this email.

Code of Conduct:

Plagiarism Statement:

Academic dishonesty of any type by a student provides grounds for disciplinary action by the instructor or college. In written work, no material may be copied from another without proper quotation marks, footnotes, or appropriate documentation.

Acceptable Use of Internet and Campus Networks:

Campus computers, networks, and Internet fall under the [Southwestern College Acceptable Use Policy](#). Responsible use of access to these resources includes respect for the privacy of others, legal protection of copyright and license agreements, and the integrity of computing systems. Generally it is appropriate to use campus resources for schoolwork and research, interacting with other students or faculty by electronic mail, participating in discussion groups. Unacceptable uses are described in detail on the campus website.

Traditional Classroom

It is expected the students share respect and obey standards of student conduct. Charges of misconduct may be imposed upon students who violate provisions of college regulations. The student conduct code, disciplinary action, student due process, and grievance policy can be found in the catalog, student handbook, schedule of classes, and office of student services. These standards of student conduct include no food or beverages in the traditional classroom. In order to be respectful of other students, please change pagers or mobile phones to vibrate mode; phones may not be answered during class time.

Online Classroom

Authentication Statement: By enrolling in a distance education course, students agree that they are the persons accessing and completing the work for this course and will not share their Learning/Course Management System (Canvas) username and password with others.

Netiquette is a set of guidelines for respectful behavior in an online environment. It is etiquette for the Internet, and knowing these social rules are especially important for our online classroom. Reading the posts of others is helpful for student learning, but so is sharing one's own ideas to strengthen the discussion. Participation in a timely manner is appreciated as it has the additional effect of encouraging others to participate. Students will interact both in the classroom and online. Students should avoid saying something online they would not feel comfortable saying in a traditional classroom setting. Students are to use a respectful, professional tone, avoiding emoticons, ALL CAPS, multiple exclamation marks!!!!, and sarcasm. Editing and proofreading before posting shows professionalism and respect for others' time and as well as a desire to learn together through the class discussion.

Instructor Contact:

The instructor is looking forward to working closely with students and to take an active role in the class. The instructor will be online at least every two days and will provide responses within 48 hours, excluding holidays and weekends. (It is possible that she will reply during a holiday or weekend within this time frame, but this should be considered the exception and not the rule.)

She will post announcements every week, participate in class discussions to help students understand course concepts, answer questions in the Q&A Discussion Board in Canvas, and provide feedback on major assignments. Please do not expect the instructor to respond to every single post individually. The instructor may reply to individual postings, make general process statements about the class discussion, or further the discussion by identifying overall discussion themes.

Outside of Office Hours, the preferred way to communicate with the instructor individually this semester is electronically (e-mail and the Discussion Board Named "Q&A").

In Person Communication with the Instructor outside the Traditional Classroom

The instructor will be available for face-to-face Office Hours at the location, dates, and times noted at the top of this syllabus. During face-to-face Office Hours, both questions specific to course material/and or assignments or questions related to individual grades, special accommodations, and attendance can all be addressed.

Electronic Communication with the Instructor within and outside the Online Classroom

Questions specific to the course material and/or assignments would be best addressed in the Q & A Discussion Board since other students may have the same question and clarification in that setting would allow everyone to benefit from the question and answer.

Issues to be addressed individually through electronic mail include questions about individual grades, special accommodations, and attendance.

Emergency Plan

In the event the college Learning/Course Management System becomes unavailable, students are to continue completing assignments and saving their work for submission either when access to the Learning Management System is restored or the next in person meeting, whichever comes first.

In emergency situations, college updates will be provided via students' Southwestern College email and updates specific to this course will be provided via the [Instructor's Website](#).

Academic Success Center Referral:

To further your success, reinforce concepts, and achieve the stated learning objectives for this course, I refer you to the Academic Success Center learning assistance services. Upon request for tutorial services, you will be automatically enrolled in NC3: Supervised Tutoring, a free noncredit course that does not appear on your transcripts.

Student support services are available both on campus and online. For a complete list of services, including the library, tutoring, and counseling, visit the [Student Services and Campus Resources](#) webpage. Services are located in the ASC (420), the Writing Center (420D), the Reading Center (420), Math Center (426), the Library/LRC Interdisciplinary Tutoring Lab, MESA, specialized on-campus school tutoring labs, the Higher Education Center, and the San Ysidro Education Center. Free online tutoring is available to all currently enrolled Southwestern College students through SWC 's [Online Writing Lab \(OWL\)](#) and the [Western eTutoring Consortium](#). When students have questions about Canvas and online learning at SWC, the [Online Learning Center](#) is ready to assist them.

Family Studies Resource Center Referral:

Students may benefit from using the Family Studies Resource Center (Room 554 on the Main Campus) to complete their assignments. Students will have access to video equipment, tape recorders, cameras, resource materials, textbooks, the internet, computers, copier, and tutors to assist them in being successful in any child development class. A copy of the textbook for this class may be available for use at the Family Studies Resource Center and SY HEC campus.

Technical Support:

Contact the Online Learning Support Department on campus regarding IT problems related to the Canvas Learning System. The department is located in room L-103 (under the SWC Library on the Main Campus), Monday-Friday 9 AM - 4 PM and can be reached at (619) 482-6595. An after-hours (6 PM- 2 AM), weekend, and holiday IT support line may be reached at 1-888-556-6718.

If a student is unable to login to the Canvas Learning System, it is helpful to verify that he or she is enrolled in the class, has not been dropped by Admissions for nonpayment, has responded to the initial email instructing the student to add the class in Canvas, and has typed his/her username and password correctly. Please note that the username and password are case sensitive. If the student continues to have difficulty with login, he or she should contact the Online Learning Support Department.

Please note that the instructor is unable to assist the student with login problems that he or she may be experiencing.

Additional Tips for Taking an Online Course

1. It is crucial to remain current with readings, responses to discussion questions, group conversations, and assignments. This is imperative for both individual and class learning.
2. Students are advised to login the Learning/Course Management System multiple times a week, and at a minimum twice a week. Many successful students find themselves logging in daily, and the course catalog states that students need to be able to have an email address and daily access to a computer.
3. There is a greater responsibility on the student for his/her learning than in a traditional face-to-face class. This is an opportunity to develop basic life skills including: time management, integrity, professionalism, organization, planning, responsibility for self and to colleagues, developing and maintaining intrinsic motivation, and being able to work both independently as well as collaboratively.
4. Students are advised to ensure they submit an assignment, post to the Discussions, or quiz every week. A student may have spent significant time with the readings and video lectures, but if no academic assignment is recorded within the Learning/Course Management System, the student will be counted as absent for that week.
5. Time management is key. Many students are attracted to the flexibility of an online class and may not be prepared for the expectation that they will be spending the same amount of time for the course during weeks we are exclusively online as they would during weeks we are face-to-face. With very few exceptions, the instructor is online working on this class during the same hours the course would be meeting in person. Some students have found

this practice to be helpful for maintaining focus and structure related to time management. Another time management tip is to put on a calendar (perhaps an online one that syncs with the student's mobile device with alerts and reminders) all assignments, and when the student intends to work on the assignments.

6. Students may discover that when their connection to the internet is lost, or if they have left the classroom open for too long (the website will time out), they also lose their connection to the Online Learning Community. As a solution, students may find it helpful to compose their responses in a word-processing program, cutting, and then pasting their responses onto the online classroom.
7. Close Captioning does not always wrap around to a second or third line on Google Chrome. If a student finds this to be the case, it may be resolved by switching to a different browser to watch the videos.
8. If students are not in the habit of checking their SWC e-mail frequently, they are encouraged to update their profile in Canvas, adding an additional e-mail that is checked on a daily basis, for notifications through Canvas.

Grading Policy:

Discussion Forums – 70 (7 discussions x 10 points)
Online Assignments, In Class Activities, Homework – 40
8 Quizzes – 100
Preschooler Observation – 50
Developmental Autobiography – 70 (7 entries x 10 points)
Final Exam – 50
Total Points Possible for the Semester = 400

360+ points (90+%) = A
320-359 points (80-89%) = B
280-319 points (70-79%) = C
240-279 points (60-69%) = D
Less than 240 points (Less than 60%) = F

One challenge with the gradebook within Canvas is that the total grade is only accurate for students whom have completed every assignment. Otherwise, it may appear that the student has a better grade in the class than he or she actually has earned.

Attendance and Participation:

Students will complete activities online and in a traditional classroom setting.

Students in hybrid courses, such as this class, who do not attend the first on campus, in person, meeting, and/or complete the first online assignment may be dropped. In addition, students who miss more than two class meetings total (i.e, any combination of missed campus meetings or weeks online) may be dropped from the course, as described in the Southwestern College Student Catalog.

It is always the student's responsibility to ensure that he or she has been officially dropped through the Admissions Office. Please note that if a student does not drop the course officially and receives a grade of "F" in the class, admissions is also notified of the last date of attendance. This may have an impact on the student's financial aid.

Traditional Classroom

Students are expected to face-to-face class meetings, arrive on time, and stay throughout the class period. Participation in the traditional classroom setting includes asking questions, participating in classroom discussions, and completing in-class activities in an active and respectful manner.

Online Classroom

Attendance in Distance Education is determined by participation in academically related activities. Students will be considered present in the online portion of the course if there is evidence of their participation in course activities including, but not limited to submitting an assignment, taking a test, participating in an online discussion, or asking a question about a course concept in the Ask the Instructor Discussion Board.

Students will be considered absent in the online portion of this course if there is no evidence of their participation in the academic activities of this course.

Students are expected to by reading and viewing videos and documents posted online. They are expected to participate in the Online Learning Community by posting messages to the discussion boards. Students are expected to login to the Canvas website *at least* twice a week, particularly during weeks in which there is no traditional classroom meeting. Most successful students find themselves logging in several times a week, often on a daily basis.

If a student is aware that he or she will be away from a computer for a week, it is his/her responsibility to advise the instructor in advance so that prior arrangements can be made. Please see the notes regarding netiquette described under the code of conduct section of this syllabus.

It is the student's responsibility to ensure that the material is reviewed and that assignments and posts to Discussion Boards are all completed on time. Students will complete all assignments on-time, out of respect for their colleagues with the understanding that in an online class, timely completion of assignments will impact the learning (and grades) of their colleagues (as well as their own).

Quizzes and the Final Exam:

There will be a short quiz (usually 10 points) after each of the Learning Modules posted in Canvas. Quizzes and the final exam will include information from the required text, class lecture, handouts, and online learning activities. The Final Exam will be comprehensive, consisting of information from throughout the class. Quizzes will be administered online as will the Final Exam. Quizzes and the Final Exam are timed.

Discussions:

Students will be expected to participate in online class discussions about topics raised by the instructor. It is expected that students will apply critical thinking skills to the topics presented in these discussion boards and will offer critiques, suggestions, feedback, and questions with the overall intention of considering multiple perspectives on a situation. Students must actively participate in the Discussion Boards in order to pass the class. It is expected that students will adopt a respectful and professional tone when posting to Discussion Boards.

It is further expected that students will reference the textbook, Course Lectures (including PowerPoint presentations), and additional library research in the course of their postings to the Discussion Boards. Any additional research is encouraged and is expected to be referenced. Please note that any additional research is not to be substituted for the textbook and course materials.

Students should refrain from posting file attachments to the discussion unless specifically asked to do so by the instructor. Instead, students should post directly into the Discussion Board.

Unless otherwise specifically stated in the Tentative Class Schedule and/or by Announcement in Canvas, an initial posting is expected by Wednesday at 11:59 PM PST. At least one response to another student's posting is required by Monday at 11:59 PM PST.

Preschooler Observation:

Students will complete an observation of a preschooler. The method of observation and documentation will be a narrative observation with interpretation. More detail about the procedure for the observation will be provided in class. This observation fulfills the second student learning objective. Student scores (without any identifying information) will be reported to the school via e-lumen. Since this observation can be done at the Southwestern College Child Development Center, the following guidelines may prove useful. More detail about the procedure for the observation will be provided in class.

Guidelines for Observations through the Southwestern College Child Development Center:

The Child Development Center is located on the Main Campus at 900 Otoy Lakes Road, Chula Vista, CA, 91910. It is attached to classrooms 2001-2002. The phone number is (619) 216-6695. Please call in advance for an appointment to alleviate overcrowding in the observation rooms.

In order to complete the observation, students will be required to show the course syllabus and SWC picture identification.

Observation appointments are for 1 hour at a time. If additional hours are needed, another appointment(s) at another date or time can be scheduled. All portable electronic devices including but not limited to tablets/iPads, cell phones, Bluetooth, and iPods must all be completely turned off (not just on vibrate or silent). There is no drinking or eating allowed during your observation. When observing outside, the person at the Front Desk will show students where they may sit.

Some children may be intimidated by the height of adults. Please do not stand over the children at any time. Please change the names of the children used in your observation for the child/family's privacy. Since the teachers are focused on the children's needs, please direct any questions to the Front Desk.

The Southwestern Community College's Chief of Police is enforcing a background check on every student completing observations of children. By posting to the first Discussion Board, the student acknowledges that he/she understands that his/her student identification number will be provided to the Southwestern College Child Development Center and will be screened by campus police as required by school policy.

Developmental Autobiography:

Students will write a developmental autobiography. This personal paper seeks to apply the concepts and developmental milestones to the student's own life. It will be completed through a series of entries posted to the Course Management System, and are not visible to any other students in the course. Since it is a highly personalized assignment, students are expected and encourage to share only those aspects of their lives that they would be comfortable with their instructor knowing.

The developmental autobiography begins with an introduction focused on applying Bronfenbrenner's bioecological theory and family dynamics such as family functions, structure, and values. It will also help place the students' development within the context of their cohort, socioeconomic, cultural, and educational milieu. Then, questions will guide students through each developmental stage from prenatal development through adolescence, across physical, cognitive, and socio-emotional domains. Finally, the conclusion will challenge students to consider how they might use the information that they have learned about themselves, and child development in general, with the children that they may come in contact.