

Child Growth & Development

MCLDDV 103 Summer 2017

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Text (required)

Martorell, G., Papalia, D., Olds, S., Feldman, R. (2014) *A Child's World: Infancy through Adolescence*, 13th ed. McGraw-Hill Education ISBN# **9781308136875**. Students need the Connect Code and the Ebook at the very minimum. In the bookstore, the loose-leaf text is packaged with the Connect code that allows student access to the Ebook and the required assignments. There are two copies of the text in the MJC East and west libraries on 2-hour loan. The books in the library may only be used while in the library.

Course Description

Examines the major physical, psychosocial, and cognitive/language developmental milestones for children, both typical and atypical, from conception through adolescence. 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.

Course Objectives

1. Identify characteristics and patterns of physical, motor, perceptual, intellectual, language, and social-emotional development.
2. Interrelate the factors in physical, motor, intellectual, aesthetic (creative), social, and emotional development from the whole child perspective, including cultural factors.
3. Compare the internal and external influences on growth and development including culturally influenced interactions and implications.
4. Apply developmental theories in selected examples.
5. Interpret the needs of young children and propose implications for adult response.
6. Assess how behavior relates to factors in growth and development.
7. Identify personal biases toward children, including bias toward culture, race, abilities, and gender.

Course Learning Outcomes:

As a result of satisfactory completion of this course, the student should be prepared to:

1. Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development. Assessment: Quizzes, written discussions
2. Identify cultural, economic, political, historical contexts that affect children's development. Assessment: Quizzes, written discussions
3. Differentiate characteristics of typical and atypical development. Assessment: Quizzes, written discussions
4. Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies. Assessment: Quizzes, written discussions.
5. Identify and compare major theoretical frameworks related to the study of human development. Assessment: Quizzes, written discussions

Pace of course

This a **VERY** fast-paced class format includes lecture, large and small group discussion to promote problem solving and development of awareness of diverse issues, with videos, in-class assignments/activities, guest speakers, and individual student assignments. Out of class reading increases knowledge for class activities and discussions. Completing assignments and projects on time is a standard expectation in the course format and is critical for student success. This course is structured for child development majors, future multiple/single subjects teachers, parents, community members interested in the development of children and any student interested in understanding the major child development theorists (i.e., Piaget, Erickson, Vygotsky, and Bronfenbrenner) and the need for human relationships, especially among children.

Student Audience

Child Development majors, future multiple subjects/single subject teachers, parents, community members interested in the growth and development of children from conception through adolescence

Grading Policy

A=90-100% of points possible

B=80-89% of points possible

C=70-79% of points possible

D=60-69% of points possible

F=under 60% of points possible

For child development majors, the course must be passed with a "C" grade or higher in order for the course to be used for MJC graduation or a permit issued through the State of California, Commission on Teacher Credentialing.

Late assignments

Late assignments are generally not accepted. The assignment schedule will help you plan your time and prepare and organize so that you can submit your work when it is due. Of course there are always some extenuating circumstances, and I am sympathetic to these, but not when they involve your procrastination. If you believe that you have a valid emergency, please contact me to problem solve and work to support your success.

Academic Honesty

Some students have trouble understanding what plagiarism is, so let's get that straight right away. Plagiarism includes copying writing or merely ideas from the published or unpublished work of another person without full, clear acknowledgment of the source. If you paraphrase or summarize what someone else has said, you must acknowledge that source even when you put those ideas into your own words. You are plagiarizing if you cut and paste bits and pieces of writing from the Internet or any other source and make it appear as if you wrote those words (i.e. if you don't use quotation marks and cite the source). Plagiarism also includes copying from yourself--that is, turning in material that you wrote for another class.

In this course, plagiarism detection software may be used on assignments you submit. If you're not sure what plagiarism is, check out the [MJC Library "Avoid Plagiarism" \(Links to an external site.\)](#) [Links to an external site.](#) page. It includes brief videos and tutorials.

Any assignment where academic dishonesty is involved will automatically receive an F (zero points), which may result in the student failing the course. A report may be filed. For additional information, see the [MJC Standard of Student Conduct webpage \(Links to an external site.\)](#) [Links to an external site.](#)