



Advanced Studies in Education & Counseling

Vision:

Equity & Excellence in Education

Mission:

The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

ED P 301 Child Development Fall 2021

Course Information

Instructor: Professor Jennifer J. Coots, PhD	Email: Jennifer.coots@csulb.edu
Virtual Office Hours Days/Times: Tuesday 12:30-1:30 and by appt	Office Hours Zoom Link: https://csulb.zoom.us/j/93777637408

Catalog Course Description

Explores the physical, cognitive, communicative/linguistic, and socio-emotional development of the child from the prenatal through adolescent period across diverse cultures with an emphasis on the learning process and developmentally appropriate teaching practices.

Course Student Learning Outcomes and Goals

During the course of study, through discussion, exams, and written projects, students will demonstrate knowledge of:

- A. The transactional contributions of biologic and environmental features (including culture) to the development of children and the learning process and their applications for developmentally appropriate teaching practices.
- B. Universals, group differences, and individual differences in development and learning and the factors that account for each of these.
- C. Major theoretical models that summarize and organize our understanding of the course of child development and learning and the differing contributions of these models.

Required Texts/Course Materials:

Lightfoot, C., Cole, M., & Cole, S. R. (2018). *The Development of Children (8th ed)*. New York: Worth. [Please note – you have Day 1 Digital Access for this text. If you do not plan to access the Digital text, you must **opt out** by February 1st so that you are not charged. Instructions can be found on BeachBoard.]

Mode of Delivery and Technical Requirements

The course format will include lectures, videos, cooperative small group activities, and discussion. The course will be in person with participation in lectures, discussions, and group activities required during the class scheduled time. The course schedule will follow the sequence of the text. There are 5 major sections in the text. Each will be covered in turn as indicated. The major assignments are class participation activities, an observation project, a mid-term exam, and a final exam.

To access this course on [BeachBoard](#), students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to [BeachBoard](#) with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or other course technical needs, they should contact the [Technology Help Desk](#). The university provides a variety of [technology resources](#) to students.

Course Expectations and Zoom Etiquette

Be respectful in your use of electronic devices. Use devices for course-related purposes while the class is in session.

All readings are required and it is expected that readings will be read by the due date so the student will be able to make thoughtful contributions to class discussions.

All assignments must be “typed.” Correct grammar and spelling are expected in all written assignment and are part of the total points given on any assignment. Please review and edit your papers and postings before submitting them.

We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student’s responsibility to check BeachBoard a minimum of twice per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB student email accounts a minimum of twice per week to receive important communications about the course from the instructor or other enrolled students.

Course Schedule

Date	Topic	Readings
8/24	Course Introduction	Text - pp ix-xxiii
8/26-9/2	Intro, Prenatal Development & Biosocial Foundations	Text – Chapters 1-3
9/7-9/23	Infancy	Text – Chapters 4-6
9/28-10/26	Early Childhood	Text – Chapters 7-10
10/28	Midterm Exam	
11/2-11/18	Middle Childhood	Text – Chapters 11-13
11/4	<i>Part one of Observation Project Due</i>	

11/11	Veteran's Day – no class session	
11/23-11/25	Fall Break – no class sessions	
11/30-12/9	Adolescence	Text – Chapters 14-15
12/9	<i>Steps 2-4 of Observation Project Due</i>	
12/16	Final Exam	

Course Evaluation Components and Grading

Midterm Exam. (35 points)

The midterm exam will be a multiple-choice exam on 10/28. It will cover material from our readings and class discussions on material in Chapters 1-10.

Final Exam. (40 points)

The final exam will be a multiple-choice exam during finals week on 12/16. It will cover material from Chapters 11-15 but also will be a comprehensive exam covering material from the entire course.

Observation project (Choose option A or B) (50 points)

Option A (Preferred for teacher candidates)

Over the course of the semester, each student must spend 6-8 hours observing an individual child from one of the 4 developmental periods – Infancy (ages 0-2), Early Childhood (ages 2-5 and not yet in Kindergarten), Middle Childhood (ages 5-12), and Adolescence (ages 12-18 and still in High School). Students taking this course to complete requirements for a Single Subject Teaching Credential are required to conduct their observation project on an adolescent. Part one of the project (the ethnography or video) is due in the dropbox on 11/4. (If you are planning to upload videos, see the content page on BeachBoard for information on how to upload videos to the dropbox). The complete project is due on 12/9. All observations must follow current COVID 19 guidelines RE social distancing.

The final report will consist of 4 sections.

1. The report on the observation must include a videotaped or ethnographic record of the observation. A consent form must be included with the videotape or ethnography. Submit all materials to Beachboard dropbox.
2. In a 2-page summary, the student should highlight the developmental markers observed as read about in the text. Be sure to describe how the child's observed behavior fits or does not fit with what was described in the text for the child's age group. Students should address key developmental markers noted in the text in the physical, cognitive, communicative/linguistic, and socio-emotional domains.
3. In an additional 2-page summary, the student should describe how what they observed fits within the grand and modern theories presented in the text (See Table 1.4 and pages 16-29). This section

should include a discussion of how each of the theories would help explain and predict what was observed. You should address at least 2 grand theories and 2 modern theories.

4. Include a 2-page summary on how the concept of Developmentally Appropriate Practice would be applied to this child. You should address the question of how you would design developmentally appropriate practice for this child based upon what you observed. Information on Developmentally Appropriate Practices can be found on our course BeachBoard site. Use the course handout on Developmentally Appropriate Practice from the California Commission on Teacher Credentialing for your observation of a child between the ages of 5 and 18. For children younger than 5, refer to the standards from the National Association for the Education of Young Children (NAEYC) as posted on our course BeachBoard site.

Paper must be double-spaced, use 12-point font, and 1" margins. Students must complete the project checklist prior to turning in their assignment and submit the completed checklist with their project. Students are also required to submit a copy of their project electronically to the Beachboard dropbox which will allow for a plagiarism check via turnitin.

Option B

Over the course of the semester, spend 6-8 hours compiling information on your own development from at least 3 sources (triangulated data). Pick one specific age from your own development in one of the following age periods: Infancy (ages 0-2), Early Childhood (ages 2-5 and not yet in Kindergarten), Middle Childhood (ages 5-12), or Adolescence (ages 12-18 and still in High School) – and then collect data on your own key developmental markers during that period. You must have 3 different sources that you interview or 3 different types of records that you review. For interviews, you can interview, for example, a parent, a sibling, a social worker, a teacher or another person familiar with your development during the age period you selected. Record or take notes on the interview to submit on BeachBoard. You can also write up an “ethnography” of what you remember for this age period. For types of records you can review and submit, you may have a journal you kept or a baby book or school artifacts. Part one of the project (the triangulated data) is due in the dropbox on 11/4. (If you are planning to upload videos, see the content page on BeachBoard for information on how to upload videos to the dropbox). The complete project is due on 12/9.

The final report will consist of 4 sections.

1. The report on the observation must include a written or recorded collection of the data sources you reviewed. A consent form must be included with any videotape or recorded interview. Submit all materials to Beachboard dropbox.
2. In a 2-page summary, the student should highlight your own developmental markers as read about in the text. Be sure to describe how your behavior fits or does not fit with what was described in the text for the age group. Students should address key developmental markers noted in the text in the physical, cognitive, communicative/linguistic, and socio-emotional domains.
3. In an additional 2-page summary, the student should describe how your development fits within the grand and modern theories presented in the text (See Table 1.4 and pages 16-29). This section should include a discussion of how each of the theories would help explain and predict how you developed during your selected age period. You should address at least 2 grand theories and 2 modern theories.
4. Include a 2-page summary on how the concept of Developmentally Appropriate Practice could have been applied to you. You should address the question of how you would design developmentally appropriate practice for yourself in the age period you selected based upon the data presented.

Information on Developmentally Appropriate Practices can be found on our course BeachBoard site. Use the course handout on Developmentally Appropriate Practice from the California Commission on Teacher Credentialing for your observation if you choose to reflect on ages 5 and 18. For ages younger than 5, refer to the standards from the National Association for the Education of Young Children (NAEYC) as posted on our course BeachBoard site.

The final paper must be double-spaced, use 12-point font, and have 1” margins. Students must complete the project checklist prior to turning in their assignment and submit the completed checklist with their project. Students are also required to submit a copy of their project electronically to the Beachboard dropbox which will allow for a plagiarism check via turnitin.

Participation. (75 points)

Active participation is expected for all students as was described earlier. Participation will be expected and evaluated in multiple ways. Some activities will be small group collaborative activities throughout the course of the semester that occur during our zoom class sessions. Some of these activities will be individual student activities such as quick writes and one-minute papers during our class sessions. Some of these activities will require work outside of class time. At least 15 such activities will occur across the semester with additional activities being offered as extra credit and each will be worth 5 points. Students must be in the class session and prepared on the day of the group activity to earn the 5 points or respond by the deadline for asynchronous activities. Students must also actively participate in the activity.

Grading Scale

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

Evaluation Components and Weight (Sample)

Evaluation Component	Points	Weight
Midterm exam	35	17.5%
Final exam	40	20%
Observation Project	50	25%
Participation Activities	75	37.5%
Total	650	100%

Course Policies

Attendance and Participation

Class attendance and active participation in discussions are expected for all students. It is also expected that students will make thoughtful contributions to class discussions based on the readings. Attendance (e.g., being present for all class sessions) and active participation are essential to your success in this class. Some asynchronous participation in BeachBoard discussions may also be required. Participation is 37.5% of your

grade and will be monitored both through participation in activities and through entries in the online discussion board via BeachBoard. Non-participation in the course will negatively impact your grade.

Late Work/Make-up Policy

Points will be taken off for late assignments; 1 point per day including weekends and holidays. Students are encouraged to reach out immediately to the instructor if they are experiencing difficulty in meeting the deadlines for coursework.

Plagiarism/Academic Integrity Policy

There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on [Cheating and Plagiarism](#) that governs your participation in courses at CSULB.

Here is an excerpt from the University policy:

“Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one’s own without giving credit to the source...Acknowledgement of an original author or source must be made through appropriate references, i.e., quotation marks, footnotes, commentary. Examples of plagiarism include but are not limited to, the following: the submission of work either in part or in whole completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; or close and lengthy paraphrasing of another’s writing or programming. A student who is in doubt about the extent of acceptable paraphrasing should consult the instructor.”

University Withdrawal Policy

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades](#)). Application for withdrawal from CSULB or from a class must be filed by the student [online](#), whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on [Dropping and Withdrawal](#) for more detailed information.

Special Needs Accommodations

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

College of Education Expectations for Professional Conduct

Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including: advising, coursework, clinical/field practice, and extra-curricular activities in face-to-face, hybrid and online/virtual learning environments.

A CED student is expected to:

1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.
2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.
3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.
5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing.

CED students must adhere to CSULB's Rules and Regulations and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development, as well as to college, department, and program policies. If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.

Additional Information

Sexual Assault, Rape, Dating/Domestic Violence and Stalking

Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: advocate@csulb.edu, p: (562) 985-2668) can provide **free** and **confidential** support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an online reporting form at <https://www.csulb.edu/equity-diversity/title-ix> or contacting the Office of Equity & Diversity at OED@csulb.edu.

Student Support Services

The Division of Student Affairs has prepared a helpful guide, [Student Resources During COVID-19](#). A full list of student support services is also available on the [Programs and Services](#) website. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the [Basic Needs Program](#). Students may also email supportingstudents@csulb.edu or call (562)985-2038.

Syllabus Changes

The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations arise that necessitate doing so.