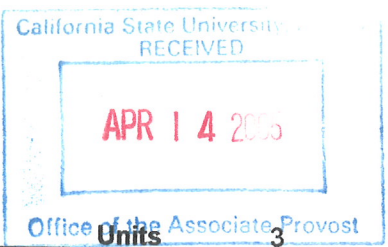


# General Education Course Proposal



Proposed Course: CFS 39 Introduction to Child and Adolescent  
Prefix No. Title

Department: Child, Family, and Consumer Sciences College/School: Agricultural Sciences and Technology

### GE Category (Indicate one category only):

Foundation: A1 \_\_\_ A2 \_\_\_ A3 \_\_\_ B4 \_\_\_  
Breadth: B1 \_\_\_ B2 \_\_\_ C1 \_\_\_ C2 \_\_\_ D \_\_\_ E   
Integration: B \_\_\_ C \_\_\_ D \_\_\_ International/Multicultural \_\_\_

Existing Course  Revised Course \_\_\_ New Course \_\_\_

Course Included in Current GE Program \_\_\_

New courses require the Undergraduate Course Proposal form in addition to this form.  
Revised courses require the Undergraduate Course Change Request in addition to this form.

**Proposed catalog description:** Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

The interdisciplinary study of physical, social, emotional, and intellectual development from conception through adolescence. The family and broader cultural environments provide the context for the study. Topics include historical views of children, developmental theories, research methodology, and patterns of growth.

Enrollment limit per section: 50

Expected number of sections per semester - Year 1 6 Year 3 6

### Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

### Approval for Inclusion in General Education

W<sup>m</sup> R Fane 3-15-05 Sandra S Witte 4/11/05  
Department Chair Date College/School Curriculum Committee Date

W<sup>m</sup> R Fane 4-13-05 [Signature] 11/17/06  
College/School Dean Date General Education Subcommittee Date

[Signature] 11/17/06 Forward Original and TWELVE copies to:  
Associate Provost Date Associate Provost for Academic Affairs, M/S TA 54

## ATTACHMENT #2

### General Syllabus

#### Proposed course:

CFS 39 – Introduction to Child and Adolescent Development

#### Catalog Description:

The interdisciplinary study of physical, social, emotional, and intellectual development from conception through adolescence. The family and broader cultural environments provide the context for the study. Topics include historical views of children, developmental theories, research methodology, and patterns of growth.

#### General Education:

The course meets General Education requirements.

Instructor:	Name
Office:	Instructor's office
Office hours:	Instructor's office hours (minimum of five hours per week)
Phone/e-mail:	Instructor's office phone/voice mail number; e-mail address
Dept. office:	Family and Food Sciences, Room 204
Dept. hours:	Monday – Friday, 0800-1200 and 1300-1700
Dept. phone:	278-2283

Textbooks: The following textbook/s have been determined by the CFS faculty to be suitable for this course.

- Berger, K. S. (2003). The developing person through childhood and adolescence (6<sup>th</sup> edition). New York, NY: Worth Publishers.
- Cole, M., Cole, S. R., & Lightfoot, C. (2005). The development of children (5<sup>th</sup> edition). New York, NY: Worth Publishers.
- Feldman, R. S. (2004). Child development (3<sup>rd</sup> edition). Upper Saddle River, NJ: Pearson Prentice Hall.

Fees: There are no fees attached to this course.

#### Course Goals:

As stated in the University's General Education goals for Area E, CFS 39 is intended to *equip human beings for lifelong understanding and development of themselves as integrated physiological and psychological entities.*

Therefore, at the successful completion of this course, students should be able to:

- 1) *demonstrate an awareness of human behavior, sexuality, nutrition, health, stress, and key relationships of humankind to the social and physical environment;*
- 2) *describe linkages among physiological, sociological and psychological functions of topics relating to human development;*
- 3) *describe changes in the above functions during the lifespan of the individual; and*

4) *demonstrate awareness and understanding of potentials for creativity and growth throughout the individual lifespan.*

5) demonstrate enhanced knowledge of developmental theories and research.

Course Topics:

Each of the following topics will be explored in the context of the physical, cognitive, and psychosocial domains as they are influenced by heredity and environment. Topics include at least all of the following:

- Topic 1: An introduction to the study of human development
- A. Change over time within the biosocial, cognitive, and psychosocial domains
  - B. Human development within the historical, cultural, and socioeconomic contexts and the ecological approach
  - C. Developmental study as a science (the scientific method, research methods, and studying change over time)
  - D. Identification of major developmental theories
  - E. Heredity and environmental influences on development
- Topic 2: Prenatal development and birth
- A. The stages of pregnancy and prenatal development
  - B. Factors that foster or inhibit healthy prenatal development (e.g., teratogens, low birthweight, nutrition, poverty, prenatal care, social support)
  - C. The birthing process
  - D. Bonding after birth
- Topic 3: The first two years of life
- A. Body growth, brain growth, and motor development
  - B. Implications of brain research for cognitive and psychosocial development
  - C. Attachment theory and parenting
  - D. Preventive medicine and nutrition
  - E. Language development
  - F. Emotional development
- Topic 4: The preschool years
- A. Body growth, brain growth, and mastering motor skills
  - B. Cognitive and language development
  - C. Psychosocial (emotional and social) development
  - D. Childhood injuries and death: prevention and protection
  - E. Child maltreatment
  - F. Early childhood care and education
  - G. Gender awareness and psychosexual development
- Topic 5: The school years
- A. Body growth

- B. The brain's role in motor development
- C. Childhood obesity and nutrition
- D. Children with special needs
- E. Cognitive and language development
- F. Psychosocial (emotional and social) development
- G. Moral development
- H. The role of school environments in development
- I. Family influences and the growing influence of peers
- J. Resilience and stress

Topic 6: Adolescence

- A. Puberty and physical changes
- B. Emotional and social responses to physical growth
- C. Body image
- D. Identity formation
- E. Cognitive development (e.g., abstract thinking, decision making)
- F. Psychosocial (emotional and social) development
- G. Sexuality
- H. Health and hazards (e.g., sexual abuse, eating disorders, risk taking behaviors, mood disorders, suicide, delinquency)
- I. Relationships with parents and peers

The order and emphasis in coverage of these topics may vary according to the discretion of the instructor and in light of specific textbook/s used.

Assignments:

1. Classwork/homework:

Student achievement is directly related to the timely completion of all assignments and consistent class attendance. Discussions of homework assignments are a regular part of each class session.

2. Quizzes/exams:

Quizzes and exams measure the strengths and weaknesses of student learning and stimulate study of the material.

3. Paper/s:

The University General Education policy states that each course in lower division GE must have a 2,000 word writing requirement. Accordingly, each student will be required to complete writing assignments, consistent with the GE Policy, at minimum of 2,000 words. One of the goals of writing assignments is to provide students with opportunities to improve their ability to synthesize, evaluate, and articulate theoretical and experiential knowledge.

4. Final exam:

Day, date, time, and place will be indicated in each instructor's syllabus.

Course calendar:

Each syllabus will have a calendar that indicates approximate dates for topics to be covered and due dates for reading and other assignments.

*Note: The schedule and procedures for this course indicated in the course calendar are subject to change in the event of extenuating circumstances.*

Criteria for evaluating student work:

Each syllabus will state the criteria that will be used in grading and the standards for high quality work.

Eligibility for a passing grade:

Each syllabus will contain a statement of the conditions necessary for passing the course.

Grades:

Each syllabus will contain a grading policy that apportions points/credit to each assignment. Also, it will contain a grading scale and an explanation of how grades will be assigned.

General information:

1) Attendance policy

A reduction in the student's overall grade will occur if a student misses more than two weeks of classes. A student who misses one-third or more of class sessions will not receive a passing grade in the course.

2) Missed quizzes, exams, make-up work, late paper policy.

3) Cheating and plagiarism

University policy defines "cheating" as "the practice of fraudulent and deceptive acts for the purpose of improving a grade or obtaining course credit. Typically, such acts occur in relation to examinations. It is the intent of this definition that the term "cheating" not be limited to examinations situations only but that it include any and all actions by a student which are intended to gain an unearned academic advantage by fraudulent and deceptive means."

University policy defines "plagiarism" as "a specific form of cheating which consists of the misuse of the published and/or unpublished works of another by representing the material so used as one's own work." Cheating or plagiarism will not be tolerated in this course. Depending upon the seriousness of the action, the student may be penalized by an "F" on the assignment to an "F" in the course and the filing of a Cheating/Plagiarism Report to be placed in the student's permanent academic record.

4) Students with disabilities

If you have a disability, be sure to identify yourself to the University and the instructor so that reasonable accommodation for learning and evaluation within the course can be made. Contact Services for Students with Disabilities, 278-2811.

5. Computers

At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including

a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources.

**CALIFORNIA STATE UNIVERSITY, FRESNO**  
**Department of Child, Family, and Consumer Sciences**  
**CFS 39 - Introduction to Child and Adolescent Development - 3 units**  
**Section 32388(W 6-8:50 FFS 212A)**

**Professor:** Kathie Reid, Ph.D. **Office:** FFS 305

**Office Phone:** 278-3081 **E-mail:** kreid@csufresno.edu

**Spring 2005 Office Hours\*:** M 1-2:00, W 1:30-3:30, Th 3-5:00

*\*May fluctuate some weeks due to unavoidable scheduling conflicts; will announce in class and/or e-mail*

**Course Description** The interdisciplinary study of physical, social, emotional, and intellectual development from conception through adolescence. The family and broader cultural environments provide the context for the study. Topics include historical views of children, developmental theories, research methodology, and patterns of growth.

**Required Course Materials**

- ✓ Berger, K. S. (2003). The developing person through childhood and adolescence (6th edition). New York, NY: Worth Publishers.
- ✓ Harvey, G. (1998). Writing with sources: A guide for students. Indianapolis, IN: Hackett Publishing.
- ✓ Course Packet. (available at Kennel Bookstore)
- ✓ E-Mail Account. *Students are responsible for checking their Fresno State e-mail account daily for information about class, assignments, and office hours.*

**Student Performance Objectives** As a measure of learning, students will...

- \* identify and describe child development theories and research methods.
- \* identify and describe the domains of biosocial, cognitive, and psychosocial development from infancy through adolescence.
- \* recognize and describe subsequent implications of child development knowledge in "real world" contexts (educational, child care, social work, and home settings, etc.).
- \* observe an infant/toddler or a preschooler and describe and evaluate specific behaviors within the biosocial, cognitive, and psychosocial developmental domains.

**Class Performance Expectations** You will be expected to participate in large and small group discussions and various class activities. *Participation* will enhance our enjoyment of the course material and facilitate a higher level of learning. You will be encouraged to share your own life experiences, questions, and ideas, as these are what will enable you, your classmates, and your instructor to gain the most from our time together. Reading the assigned text prior to the scheduled class on that topic is IMPORTANT. *Being able to apply what you have read and discussed to your own life and to the lives of those around you is the ultimate goal.*

## Grading / Assessment of Student Outcomes

4 Exams @ 50 pts. each	200	A = 90 - 100%	360 - 400
<i>Exams will assess student outcomes in the following domains:</i>		B = 80 - 89%	320 - 359
<i>Exam Domains</i>		C = 70 - 79%	280 - 319
1	1.1, 2.1, 2.2, 3.1, 4.1, 4.2, 4.3	D = 60 - 69%	240 - 279
2	1.1, 2.1, 2.2, 3.1, 4.1, 4.2, 4.3	F = 59%, below	239 and below
3	1.1, 2.1, 2.2, 3.1, 4.1, 4.2, 4.3		
4	1.1, 2.1, 2.2, 3.1, 4.1, 4.2, 4.3		
5	1.1, 2.1, 2.2, 3.1, 4.1, 4.2, 4.3		
Observation Paper	100		
<i>The Observation Paper will assess student outcomes in the following domains:</i>			
	1.1, 2.1, 2.2, 3.1, 4.3		
Miscellaneous Activities @ 10 pts. each	100		
<i>While no one Miscellaneous Activity will assess student outcomes in all domains, in total, they will assess the following domains:</i>			
	1.1, 2.1, 2.2, 3.1, 4.1, 4.2, 4.3		
<hr/>			
Total Points Possible		400	

**Philosophy of Teaching** At the end of this syllabus, I have included my philosophy of teaching. My philosophy constantly evolves, but I include it here to give you the opportunity to see how I conceive of the process of teaching and learning that we will undertake this semester. I re-read it periodically to remind myself of my teaching aspirations and of how I would like our classroom to look and feel. Central here is my belief that our relationship as teacher and student is *reciprocal*. We are in this together and we both have responsibilities. Below, I have outlined the expectations I have for the work and learning that will be done this semester. You will notice that I am somewhat of a stickler for deadlines and, believe it or not, that is due to my belief in the reciprocity of our teaching and learning relationship. As yours is, my schedule tends to be very full; if you do not meet deadlines, I am also hard pressed to fulfill my obligations in our relationship, such as giving timely, thorough, and helpful feedback.

**Exams** Five exams (50 points each) will be given and will include a combination of multiple choice, fill-in, and short essay questions. All exams will cover material from the text, lectures, activities, videos, and discussions. Exams will be given only on the day scheduled and there will be **no make-up exams**. However, only the four highest exam grades will be counted when computing the final course grade; you may miss one exam without being penalized. If you take all five exams, your lowest score will be dropped automatically. **The short answer essay portion of each exam will be cumulative.** You must bring a Scantron form (#882 ES) and a No. 2 pencil to class on the day of exams.

**Observation Paper** The best way to truly learn child development is to observe children and learn to recognize and analyze their behavior. In order to enable you to begin to do this, you will



be required to observe an infant, a toddler or a preschooler and write a paper following guidelines that are included in the Course Packet (available at Kennel Bookstore). Because writing is a process, and even the most talented authors write and re-write their work, you will have the opportunity to turn the paper in twice: once for a peer review, and again to the instructor for a final grade. The paper for peer review will be due in class on April 6; the peer reviewed paper is due in class on April 13; the final re-written observation paper will be due in class on April 20. Turning in a paper for peer review is optional; if you do choose to do this, please turn in a complete typed paper in order to maximize the use of the peer reviewers' time. **No late peer review papers will be accepted. Final Observation Papers will be accepted up to one week after the due date, but will lose 15 points. Please note that this penalty begins the night papers are due.**

You will see in the Observation Paper Guidelines in the Course Packet that writing quality accounts for 10 of the 100 points available on the paper; *the quality of your writing really does matter*. Writing quality includes things like sentence and paragraph structure, proper spelling and punctuation, following APA style and citing properly. Papers that fall significantly short of college level writing standards will be returned to the student. In order to receive a grade in these instances, the student will need to rewrite the paper and resubmit it within one week. Papers that are turned back will lose the 10 possible points for writing. If a student turns in the same paper without making a significant effort to correct writing mistakes, the paper will receive a 0.

There are many resources available on campus to assist students with their writing, including the Learning Resource Center (LRC). The LRC provides classes as well as tutoring services to help students improve writing. You will find more information on the csufresno.edu website; from the homepage, click on "Current Students," then scroll down to "Study Resources," and click on "Learning Resource Center."

If you do struggle with writing, please know that these writing requirements are not intended to make your life miserable; they are intended to help you improve prior to taking upper division courses and receiving your bachelor's degree. Proper writing is a basic expectation when someone has earned a college degree, and the quality of our writing really does matter; it matters here and it will matter when you enter your profession. If you intend to work with children and families, there will be many times when you need to communicate with children, their families, administration, and/or people about a variety of things, including funding for your job and the children and families you serve. We often are required to communicate through our writing, and without good, consistent writing mechanics, it is difficult to communicate effectively, as you'll see in this lighthearted example:

**A panda walks into a café. He orders a sandwich, eats it, then draws a gun and fires two shots in the air.**

**"Why?" asks the confused waiter, as the panda makes towards the exit. The panda produces a badly punctuated wildlife manual and tosses it over his shoulder.**

**"I'm a panda," he says, at the door. "Look it up."**

**The waiter turns to the relevant entry and, sure enough, finds**

an explanation.

"Panda. Large black-and-white bear-like mammal, native to China.  
Eats, shoots and leaves."

-from the back cover of Eats, Shoots and Leaves:  
The Zero Tolerance Approach to Punctuation  
by Lynne Truss

Miscellaneous Activities and Small Group Work During the semester, you will be required to complete roughly 13-16 activities pertaining to course concepts that might include in-class small group work, writing and/or reading assignments done outside of class, or verbal sharing of small group work in class. The activities will be worth 10 points each, and only your ten highest activity scores will be calculated into your grade. Activities missed due to absences, excused or unexcused, **may not be made up.**

At the beginning of the semester, you will be assigned to small groups of four to six students; because we will intermittently work on activities in these small groups during class, you will need to sit with your group each day when you arrive in class. This will save valuable class time when small group activities occur. Your group will be a good resource for study partners as well as learning what you have missed if you are absent. In assigning groups, an effort will be made to include students of diverse ages, gender, ethnicity, first language, level of comfort with public speaking, and self-evaluation of academic self-esteem. This information will be gathered through the use of personal information forms filled out on the first day of class.

Participation and Attendance Your attendance and interaction in class are important and valued. Role will be taken daily. You will be allowed two absences before losing points; ten points will be deducted from your overall course total for each absence, unexcused or excused, after two. Good attendance will be rewarded; students who miss no classes will receive eight extra points and students who have only one absence will receive five extra points. **Because your presence and participation in class are such an integral part of the learning process, you must attend at least 2/3rds of the classes. Therefore, if you miss 5 or more classes for any reason, you will automatically receive an F or a WU (unauthorized withdrawal).** Out of courtesy to your classmates and instructor, you are expected to arrive in class on time and remain until the end of each session; excessive tardiness or early exits will be dealt with on a case-by-case basis and may result in the loss of points. Leaving class early will result in 1/2 absence at a minimum. **You, the student, are responsible for all assignments and information that you miss due to any kind of absence. In the event of an absence, it is your responsibility to ask a classmate for notes and information.**

While no student will ever be called on to speak to the entire class without volunteering, individual contributions to large group discussions are encouraged and individual contributions to small groups are required. When not speaking to the class or a small group, participation includes alert and respectful attention to anyone speaking to the class or small group.

Disrespectful behavior to peers and/or the instructor will be dealt with on a case-by-case basis and may result in the loss of points or, in extreme circumstances, dismissal from the course.

**Extra Credit** While I do not typically offer extra credit opportunities, in the spring semester, one opportunity is available. On Saturday, January 29, the Fresno Unified School District is hosting the Speech Competition of the Fresno County Academic Decathlon at Fresno State. They rely on volunteers to judge this competition, and you need no previous public speaking experience or expertise; they will train you that morning. To earn the extra credit, you would need to attend and judge from 7:30 a.m. to 11:30 p.m. (free lunch afterward is included!) and then type a one-page (1-inch margins, double spaced) reflective essay on the experience. You should address “highlights and insights” about the experience; for instance, something that stood out for you as something special or good about the experience (highlights), and something you learned (insights). Engaging in this activity will provide you with the opportunity to learn about yourself, adolescents, and the topics on which the teens will speak. You must sign up in our first or second class to participate in this opportunity. The essays will be **due in class on February 2 and will not be accepted late.**

**General Assignment Policy** Exams and miscellaneous activities cannot be made up, and peer reviews and miscellaneous activities will not be accepted late. Observation Papers will be accepted up to one week late with a 15 point penalty. Activities and Observation Papers may be turned in early. Please be aware that all assignments not turned in early **must** be turned in during lecture; as soon as lecture ends, assignments are late, and *will not be accepted.*

It has probably been your experience in previous CFS courses that you can turn in assignments to the department office and professor's mailboxes, but **the department is not allowing this anymore.** You are welcome to turn assignments in early by leaving them in the container located by my office door, but this is a risky way to do business. I will not take responsibility for assignments that were turned in there, but never made it into my hands. You may also turn assignments in early by sending them as e-mail attachments. *Remember that assignments are due in class, so if you skip class, but manage to turn in your assignment outside my office or by e-mail during the time class was in session, it will be considered **late** since you were not in class and therefore will be returned without a grade or feedback.*

**Assessment Procedures** As noted above, an Observation Paper will be required in the course. Below you will find a general description of the characteristics that are necessary for an ‘A’ paper, a ‘B’ paper, etc. Small written assignments, such as miscellaneous activities, will be graded for content only, but the Observation Paper and essay questions on the exams will be graded for content and synthesis of ideas as well as writing format and mechanics.

- A** A superior paper that thoroughly and insightfully addresses each aspect of each item. There may be slight flaws, but overall, this is a paper that demonstrates a thorough and complex understanding of the many concepts covered. Additionally, this paper is void of spelling and grammar mistakes, and thoughts are clearly and succinctly expressed and organized.
- B** A very good paper that is beyond adequate. This is somewhat less developed, insightful, and organized than the ‘A’ paper, yet still is indicative of a good

- understanding of the concepts. It may have minor problems with writing mechanics such as spelling or grammar, but is clear and coherent.
- C** A good paper that is adequate and addresses each aspect of each item in a satisfactory way. This paper, though, lacks the depth of understanding and synthesis that is evident in the 'A' and 'B' papers. Each item is addressed fully, but there is a lack of consistent understanding and synthesis of ideas. This paper may have numerous problems with writing mechanics.
- D** A minimally acceptable paper that, in a significant way, does not address all of the items. This paper shows problems in many areas and may reflect a lack of understanding about the course concepts and/or information being elicited through each paper item.
- F** A failing paper has major deficiencies and does not meet the minimum requirements of addressing each aspect of each item in a way that clearly articulates understanding of course concepts.

When computing final course grades at the end of the semester, issues such as attendance, participation, and percentage of work completed will be taken into consideration when determining borderline grades. For instance, if you are only two or three points away from a B and you have taken all the exams, have great attendance, have listened respectfully in class, contributed in small groups, and have turned in all assignments, you may be judged to have earned a B in the course.

**Student Discipline** "Inappropriate conduct by students is subject to discipline as provided in Sections 41301 through 41304 of Title 5, *California Code of Regulations*," as noted on pages 495-496 of the California State University, Fresno 2004-05 General Catalog. Inappropriate conduct includes, but is not limited to, cheating or plagiarism, obstruction of campus property, disruption of the campus educational process, and abusive behavior toward any member of the campus community. Student conduct that disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Schedule of Courses (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations). *Please be aware that the instructor will submit a "Cheating/Plagiarism Report" to the Office of the Vice President for Student Affairs for all incidents of cheating and plagiarism, irregardless of the penalty imposed; this is a formal process that serves as a means through which individual patterns of cheating and plagiarism can be monitored.*

**Computers** At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class

assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources.

A variety of computer labs are available on campus. The most convenient one is in PB 133 -- it is open 24 hours and there are no classes taught there, so the computers can be used at all times. There are also labs in the following buildings/rooms, but there are classes taught in them so they are not open to walk-in users as regularly as the PB lab: PHS 102, SS 202. Class schedules should be posted outside each of these labs. Additionally, there are computers in FFS 118 available to CFS students from 8:00 to 5:00 Monday through Friday. Finally, there are computers available in the Henry Madden Library, also.

**Students with Disabilities** Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services for Students with Disabilities in the Madden Library at 278-2811.

**I'm looking forward to learning with you...good luck in the course! Dr. Reid**

**“Remember, everything worth taking seriously is worth having fun with.”**

-Margie Carter and Deb Curtis, Training Teachers: A Harvest of Theory and Practice

**\*\*CAVEAT:** The schedule and procedures included in this syllabus are subject to change in the event of extenuating circumstances. In the case of absences, it is the student's responsibility to check with a classmate for information/announcements missed.

## Schedule of Topics, Assignments, and Exams

- Wk 1 – W Jan 19 Syllabus; Mock Experiment; Small Group Introductions; Introduction to Human Development / *Ch. 1*  
Domain 1: 1.1 Cognitive Development  
Domain 2: 2.1 Social Development  
2.2 Physical Development  
Domain 3: 3.1 Influences on Development  
Domain 4.1  
Domain 4.2  
Domain 4.3
- Wk 2 – W Jan 26 Introduction to Human Development, conclude / Theories of Development / *Ch. 1-2*  
Domain 1: 1.1 Cognitive Development  
Domain 2: 2.1 Social Development  
2.2 Physical Development  
Domain 3: 3.1 Influences on Development  
Domain 4.1  
Domain 4.2  
Domain 4.3
- Wk 3 – W Feb 2 Theories of Development, cont'd / Distribute Exam 1 Study Guide / *Ch. 2*  
Domain 1: 1.1 Cognitive Development  
Domain 2: 2.1 Social Development  
2.2 Physical Development  
Domain 3: 3.1 Influences on Development  
Domain 4.1  
Domain 4.2  
Domain 4.3
- W Feb 2* *New season of local PBS (Ch. 18) series “0 to 5 in 30 Minutes” begins (broadcast Wednesdays 7:30-8:00 p.m. / Sundays 10:00-10:30 a.m.)*
- Wk 4 – W Feb 9 Heredity and Environment / Prenatal Development and Birth / *Ch. 3-4*  
Domain 2: 2.2 Physical Development  
Domain 3: 3.1 Influences on Development
- T Feb 8* *Brown Bag Book Discussion, 12-12:50 p.m., Library, rm. 1209*  
*Robert Levine discusses his book, A Geography of Time: The Temporal Misadventures of a Social Psychologist, or How Every Culture Keeps Time Just a Little Bit Differently*
- Wk 5 – W Feb 16 The First 2 Years – Biosocial Development / *Ch. 5* / EXAM 1: Chapters 1-4  
Domain 2: 2.2 Physical Development

**Domain 3: 3.1 Influences on Development**

**Domain 4.1**

**Domain 4.2**

**Domain 4.3**

- Wk 6 – W Feb 23** The First 2 Years – Cognitive Development / *Ch. 6*  
**Domain 1: 1.1 Cognitive Development**  
**Domain 4.1**  
**Domain 4.2**  
**Domain 4.3**
- Wk 7 – W Mar 2** The First 2 Years – Psychosocial Development; Distribute Exam 2 Study Guide / *Ch. 7*  
**Domain 2: 2.1 Social Development**  
**Domain 3: 3.1 Influences on Development**  
**Domain 4.1**  
**Domain 4.2**  
**Domain 4.3**
- Mar 5-6* ***California Association for the Education of Young Children Annual Conference, Sacramento [www.caeyc.org](http://www.caeyc.org)***
- Wk 8 – W Mar 9** Discuss Observation Paper; The Play Years – Biosocial Development / *Ch. 8* / **EXAM 2: Chapters 5-7**  
**Domain 2: 2.2 Physical Development**  
**Domain 3: 3.1 Influences on Development**  
**Domain 4.1**  
**Domain 4.2**  
**Domain 4.3**
- T Mar 8* ***Brown Bag Book Discussion, 1-1:50 p.m., Library, rm. 1209***  
Ellen Gruenbaum discusses her book, *The Female Circumcision Controversy: An Anthropological Perspective*
- Wk 9 – W Mar 16** The Play Years – Cognitive Development / *Ch. 9*  
**Domain 1: 1.1 Cognitive Development**  
**Domain 3: 3.1 Influences on Development**  
**Domain 4.1**  
**Domain 4.2**  
**Domain 4.3**
- Wk 10 – Mar 21-25** **NO CLASS Spring Break**
- Wk 11 – W Mar 30** The Play Years – Psychosocial Development; Distribute Exam 3 Study Guide / *Ch. 10*  
**Domain 1: 1.1 Cognitive Development**

Domain 2: 2.1 Social Development  
Domain 3: 3.1 Influences on Development  
Domain 4.1  
Domain 4.2  
Domain 4.3

Th Mar 31 NO CLASS Caesar Chavez Day

Wk 12 – Apr 6 The School Years – Biosocial Development / *Ch. 11* / EXAM 3: Chapters 8-10 / Peer Review Observation Paper Exchange

Domain 2: 2.1 Physical Development  
Domain 3: 3.1 Influences on Development  
Domain 4.1  
Domain 4.2  
Domain 4.3

*Apr 6-10 Biennial Meeting of the Society for Research in Child Development, Atlanta, GA www.srccd.org*

Wk 13 – W Apr 13 The School Years – Cognitive Development / *Ch. 12* / Peer Reviewed Observation Paper Exchange

Domain 1: 1.1 Cognitive Development  
Domain 2: 2.1 Social Development  
Domain 3: 3.1 Influences on Development  
Domain 4.1  
Domain 4.2  
Domain 4.3

*T Apr 12 Brown Bag Book Discussion, 1-1:50 p.m., Library, rm. 1209*  
Facilitator and book to be announced

Wk 14 – W Apr 20 The School Years – Psychosocial Development; Distribute Exam 4 Study Guide / *Ch. 13* / Observation Paper Due

Domain 2: 2.1 Social Development  
Domain 3: 3.1 Influences on Development  
Domain 4.1  
Domain 4.2  
Domain 4.3

Wk 15 – W Apr 27 Adolescence – Biosocial Development / *Ch. 14* / EXAM 4: Chapters 11-13

Domain 2: 2.2 Physical Development  
Domain 3: 3.1 Influences on Development  
Domain 4.1  
Domain 4.2  
Domain 4.3



**Wk 16 – W May 4** Adolescence – Cognitive Development / *Ch. 15*  
**Domain 1: 1.1 Cognitive Development**  
**Domain 3: 3.1 Influences on Development**  
**Domain 4.1**  
**Domain 4.2**  
**Domain 4.3**

***T May 3*** ***Brown Bag Book Discussion, 1-1:50 p.m., Library, rm. 1209***  
**Facilitator and book to be announced**

Wk 17 – W May 11 **LAST CLASS** Adolescence – Psychosocial Development / *Ch. 16*  
Domain 2: 2.1 Social Development  
Domain 3: 3.1 Influences on Development  
Domain 4.1  
Domain 4.2  
Domain 4.3

Wk 18 – W May 18 **FINAL EXAM:** Chapters 14-16      **3:30-5:30 p.m**

**\*\*CAVEAT:** The schedule and procedures included in this syllabus are subject to change in the event of extenuating circumstances. In the case of absences, it is the student's responsibility to check with a classmate for information/announcements missed.