

## Syllabus

### Schedule

<b>Unit</b>	<b>Opens</b>	<b>Closes</b>	<b>Submitted Assignments</b>
1. The Context of Development	Sept 10	Sept 26	Chapter 1: Reading Check Chapter 1: Teach One Another Chapter 2: Reading Check Chapter 2: Teach One Another Chapter 3: Reading Check Chapter 3: Teach One Another Chapter 4: Reading Check Chapter 4: Teach One Another Reflective Journal Dear Abby Response @@@ Observational Assessment
2. The First Two Years	Sept 28	Oct 17	Chapter 5: Reading Check Chapter 5: Teach One Another Chapter 6: Reading Check Chapter 6: Teach One Another Chapter 7: Reading Check Chapter 7: Teach One Another Reflective Journal Dear Abby Response Observational Assessment
3. Early Childhood	Oct 19	Nov 7	Chapter 8: Reading Check Chapter 8: Teach One Another Chapter 9: Reading Check Chapter 9: Teach One Another Chapter 10: Reading Check Chapter 10: Teach One Another Reflective Journal Dear Abby Response Observational Assessment
4. Middle Childhood	Nov 9	Nov 28	Chapter 11: Reading Check Chapter 11: Teach One Another Chapter 12: Reading Check Chapter 12: Teach One Another Chapter 13: Reading Check Chapter 13: Teach One Another Reflective Journal Dear Abby Response Observational Assessment
5. Adolescence	Nov 30	Dec 19	Chapter 14: Reading Check Chapter 14: Teach One Another Chapter 15: Reading Check Chapter 15: Teach One Another Chapter 16: Reading Check Chapter 16: Teach One Another Reflective Journal Dear Abby Response

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## Course Description

### CHILD 210, Child Development Online

#### Outcomes

Identify and describe typical physical, cognitive and psychosocial development, and recognize types and patterns of atypical development, from prenatal through adolescence.

Demonstrate an introductory understanding of the major developmental theories and accepted methods of scientific inquiry in the biological, cognitive and behavioral sciences.

Demonstrate basic skills in observing, recording and interpreting child behavior in natural home and community settings.

Recognize and apply strategies to create environments and cultivate relationships that will foster the development of children.

Convey effectively through oral and written communication basic developmental concepts, concerns, processes and recommendations.

Increase the desire to defend, advocate, and promote measures to strengthen children and families in home, work, and community settings as conscientious and engaged citizens.

#### Description

A theoretical, academically oriented course focusing on the physical, cognitive, emotional, and social development of the child from conception through adolescence. Explores the influences of family, peers, and social institutions on the development of children.

#### Learning Model Architecture

BYU-I is committed to learning by study and also by faith. Passive learning is ineffective. From both a spiritual and scientific perspective, effective learning requires that we are actively engaged in pre-class preparation, in-class discussion, and post-class reflection. Acting in faith (hard and prayerful work) invites the Holy Ghost and opens the door to true learning. For more information about the BYU-I Learning Model see (<http://www.byui.edu/learningmodel/src/default.htm>) .

In this course, you will progress through five units of approximately 2.5 week each. So you can teach and learn from one another and collaborate on group activities during similar time, your cohort of online learners will progress together. You should not plan on working significantly ahead or getting significantly behind. Units will open and close in a predictable so as to keep the entire class together. Like any on campus class, the online course will require steady and sustained work throughout each week of the semester. The three process steps of the learning model will be incorporated through the following activities:

1. **Prepare:** Each unit will open with an overview of the learning objectives and introduction to the content of the unit. Each chapter begins with a ungraded “Fact or Fiction” quiz that will test your beginning knowledge, focus your mind, and prepare you for content to come. Reading all of the assigned reading and viewing the videos will be essential to your preparation and ultimate success.
2. **Teach One Another:** While much of the work of the course will happen independently, each chapter also includes a “teach one another” activity where students have an opportunity and responsibility to teach and learn from others through online discussion, blogs, group debates, wikis, and other interactive tools. Some are done with the entire class, but most are done within your own group of approximately six students. Each student must contribute fully to the collaborative activities.
3. **Ponder/Prove:** As you read and view the videos associated with the content cycle of each chapter, you will have an opportunity to reflect, ponder, and analyze the information you are studying through regular guided and unguided entries in a reflective journal. You will further ponder and prove your understanding of the

content by answering letters on developmental concerns written in a “Dear Abby” format with you as the expert. In addition you will take regular objective reading quizzes for each chapter. Finally, your competence will be tested through your analysis of “Observations in Development” videos presented at the end of each unit where you’ll identify ages, stages, and developmental concepts introduced in the chapters.

## Prerequisites

## Required Materials

Berger, K.S. (2009). *The developing person through childhood and adolescence*, 8th ed. New York, NY: Worth. Accessible electronically through the Berger Developmental Portal (ISBN: 1-4292-2040-6).

## Grading Policies

The reading checks contribute 160 points (16x10pt). The “Teach One Another” collaborative activities add another 160 points (16x10pt). The unit observational assessment are worth 250 points (5x50pt). Similarly, the “Dear Abby” letters (5x50pt) and the reflective journal for each unit (5x50pt) are each worth 250 points. Grades will be calculated from this 1070 point base as follows:

A	94-100%	C+	77-79.99%
A-	90-93.99%	C	74-76.99%
B+	87-89.99%	C-	70-73.99%
B	84-86.99%	D+	67-69.99%
B-	80-83.99%	D	64-66.99%

1. Progress sequentially and steadily through the elements associated with each unit. Set aside time to work on the course regularly. For a three credit course it is anticipated that you will spend approximately nine hours weekly working on the course. Contact help promptly if you are having difficulties. Delays could be very problematic since units are scheduled to open and close automatically throughout the semester.
2. Read the assigned reading and take the 16 short reading checks or quizzes associated with each chapter (worth 10 points each). They will be available only during the time period that the unit is accessible. You may use your book or notes when taking the reading check, but checks are limited to 10 minutes, so you will not have time to find all the answers in material you have not read. If you go over 10 minutes, an “!” will appear in the grade book for that quiz indicating it must be hand-graded. You will receive half-credit if you go over the allotted 10 minutes and do not take it again. If you do go over the time limit, it would be in your best interest to take it again. Reading checks can be repeated THREE times, but each one will randomly draw different questions. The highest score is entered into the grade book (16x10=160 points).
3. Participate appropriately in group activities, class discussions, and other “teach one another” experiences. While the nature of each collaborative activity will vary, all will require action and accountability of all members of the group or class. Each “teach one another” activity is contributes 10 points (16x10=160 points).
4. Complete five unit “Observations in Development” assessments. Each observational assessment will provide you with several video clips illustrating a stage, milestone, or developmental concept. The observational video and related questions will be available to you before you actually complete the assessment. You may independently study the videos and prepare your response in advance. When you are ready to complete the assessment, simply cut and paste your prepared responses into the I-learn unit assessment. Each unit assessment is worth 50 points and will include several objective and open-ended responses (5x5=250 points).
5. Make regular entries into your reflective journal. Each content cycle includes several reflective questions about the reading and/or the example videos. While some of the entries into your journal may be unguided questions or reflections of your own choosing; other questions are specifically structured for a specific video or reading segment. Please address the questions at a depth indicating your reading preparation and thoughtful reflection. Each unit journal is worth 50 points (5x50=250 points).

6. Write a 4-5 page response (2200-2500 words) for the "Dear Abby" letters associated with each of the units. Select three letters from each chapter or a total of nine letters for the unit. Draw upon research-based information from your textbook to formulate your response. Avoid plagiarism by putting the information into your own words and by referencing the information drawn from the textbook by indicating the page number. Be extensive in your response and avoid baseless opinions or anecdotal evidence. Each response is worth 50 points (5 x 50=250 points).

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## University Policies

### Student Honor

Student Honor is following the path of discipleship and learning to be more like Christ--learning to think, to feel, and to act more as He does. *Living a life of honor:*

-- Begins as we learn and live the baseline standards of the Honor Code, understand their purposes, and are true to the promises we have made.

-- Continues as we heed the promptings of the Spirit to raise our personal bar of righteousness and foster a spirit of integrity, sacrifice, consecration, love, service and willing obedience as students and throughout our lives.

-- Prepares our hearts for devoted discipleship in the family, church, work, and community.

[Honor Code](#) | [Academic Honesty](#) | [Dress and Grooming Standards](#)

### Students with Disabilities

BYU-Idaho is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office at 208.496.1158. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by this office. If you need assistance or feel you have been unlawfully discriminated on the basis of disability, you may seek resolution through established policy and procedures. Contact the Personnel Office at 208.496.1130.

### Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program which receives federal funds, including federal loans and grants. Title IX also covers student-to-student sexual harassment. If you encounter unlawful sexual harassment or gender-based discrimination, please contact the Personnel Office at 208-496-1130.

### Disclaimers