



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.

EDP 301: Child Development & Learning

Fall 2021

ASEC / College of Education

Course Information

Instructor: Ashley Stewart, PsyD	Email: Ashley.Stewart@csulb.edu
Virtual Office Hours Days/Times: Mondays 5-6pm; or by appointment	Office Hours Zoom Link: see BeachBoard
Synchronous Class Days/Times: 8/24, 9/7, 9/28, 10/19, 11/9, & 12/17 @ 7pm	Class Zoom Link: see BeachBoard

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 to the development of children and the learning process and their applications for developmentally appropriate teaching practices.
 - a. learn about major concepts, principles, and research related to child development and adolescent development and learning.
- B. Universals, and group and individual differences in development and learning and the

factors that account for each of these.

- a. learn how to consider student's prior knowledge, experiences, abilities, interests, and diverse family structures and child rearing practices in organizing and managing classrooms and learning activities
 - b. learn about professional responsibilities of teachers related to personal, social, and emotional development of children and youth, emphasizing the unique role of teachers in advancing each student's academic achievements.
- 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.
- a. reflect on how these theoretical models inform school policies and practices, and affect student conduct, attitudes, and achievement.

Required Texts/Course Materials:

Lightfoot, C., Cole, M., & Cole, S. R. (2018). *The development of children (8th ed)*. New York: Worth Publishers. ISBN: 9781464178870

Mode of Delivery and Technical Requirements

This course is conducted entirely through Alternative Modes of Instruction, using both synchronous online and asynchronous learning. Students will access the course material and activities on [BeachBoard](#) and Google Drive, and are asked to participate in synchronous class meetings via [Zoom](#). All students must have access to a computer or other device with Internet functionality to access BeachBoard, Google Drive, and Zoom, participate in class activities, and complete assignments. Students must also have access to the Internet sufficient to interact in synchronous meetings.

Students who experience unexpected technical issues for a class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous meeting or with an assignment should email me as soon as possible to let me know.

To access this course on [BeachBoard](#) and [Zoom](#), 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. To access Zoom, first [install the latest version](#) of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the [Technology Help Desk](#). The university provides a variety of [technology resources](#) to students.

Course Communication and Zoom Etiquette

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 once 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 email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students. Students should also review the Office of Student Conduct and Ethical Development's [Zoom Etiquette for Students @ the Beach](#).

Course Evaluation Components and Grading

Evaluation Components

Your grade will be based on the following elements: participation, discussions, module quizzes, and an observation paper.

Participation (10 points each class session/module): Synchronous class sessions will occur on the last day of each module. Participation in those sessions will be evaluated by two things, 1) attendance, and 2) your participation in those sessions. Class sessions will take place via Zoom, and are scheduled for the following dates: 9/7 (module 1), 9/28 (module 2), 10/19 (module 3), 11/9 (module 4), and 12/7 (module 5).

**Part of your participation points for module 1 include the completion of a student survey. Sometime during the 1st week, but prior to the 2nd, you will be asked to complete a confidential student survey provided by the professor. The information provided will only be viewed by the professor and utilized as a means to learn more about students and any individual circumstances that may be helpful for your professor to know.*

Discussion Responses (2 responses/module @ 5 points each): For each module, multiple discussion prompt/s will be posted on BeachBoard. The expectation is 'meaningful engagement' to discussions, meaning at least one post per student for each prompt. A post can be a new thread that you create or a reply to a classmate. Please refer to the discussion forum for further information as to the definition of "meaningful engagement".

Observation Paper (60 points): **Choose Option A or B**

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. The complete project is due on 12/7; dropbox opens on 11/30. All observations must follow current Covid-19 guidelines RE social distancing.

The final report shall consist of 4 sections.

1. The report on the observation must include an ethnographic record of the observation. A consent form must be included with these records, and can be found on BeachBoard.
2. In a 2 page summary, 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, , and include evidence for your claims by citing your text, and/or other reliable sources (i.e. peer reviewed research articles, lecture slides, etc.).
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. All components will be submitted electronically via the dropbox on BeachBoard which will allow for a plagiarism check via turnitin. The project is due by 11:59pm on 12/7. The dropbox will open for submissions on 11:30, and remain open through the previously mentioned due date.

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 of 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. The complete project is due on 12/7.

The final report will consist of 4 sections.

1. The report on the observation must include an ethnographic record of the observation. A consent form must be included with these records, and can be found on BeachBoard.
2. In a 2 page summary, 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.

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. All components will be submitted electronically via the dropbox on BeachBoard which will allow for a plagiarism check via turnitin. The project is due by 11:59pm on 12/7. The dropbox will open for submissions on 11:30, and remain open through the previously mentioned due date.

Module Quizzes (25 points each): Following the end of each module will be a module quiz that opens at 10pm on the night of our scheduled synchronous class sessions. They will remain open for one week for you to complete at your convenience. Quizzes may include a combination of

multiple choice items and true/false. Quizzes will predominantly cover information from assigned textbook readings and recorded lectures.

Course Grading

Course performance will be assessed as follows:

Participation (5 class sessions @ 10 points each = 50 points total)

Discussions (2 responses/module @ 5 points each = 50 points total)

Observation Paper (75 points)

Module Quizzes (5 @ 25 points each = 125 points total)

= 300 total points possible

Numerical Grading Scale: A = 100-90% B = 89-80% C = 79-70% D = 69-60% F = 59% and below

Other information: College-level written work should be coherent and use academic language. A clear thesis statement is expected and should be defended using outside data and examples. Writing must be well organized and free of typographical errors, contractions, and the use of slang. Reading your work aloud, or having a peer provide feedback on your work, are excellent ways to improve your academic writing.

Course Policies

Attendance and Participation

Attendance (e.g., being present for all synchronous class sessions) and active participation are essential to your success in this class. Asynchronous participation in BeachBoard discussions is also required. Participation is a part of your grade and will be monitored both through attendance at scheduled Zoom class sessions, as well as, through your participation in said class sessions. Non-participation in either synchronous or asynchronous aspects of the course will negatively impact your grade. If you anticipate that you may have to miss a class or know that you will have to, please contact me via email.

Late Work/Make-up Policy

I expect this academic year to be fluid and challenging for many students as they manage health, work, and other issues along with the responsibilities of school. I do, however, also expect students to be proactive about reaching out to me if they are falling behind or anticipate absences or missed work.

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.

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 and other associations noted in the appendices to this document.

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

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.

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.

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.

Course Schedule

Week/Dates	Topic/s	Chapter Readings	Assignments Due
8/24	Course Intro	--	Virtual Class (8/24) Module 1 Discussion: Introduce Yourself! Student Survey

Weeks 1-3 8/25 - 9/7	Module 1: The Study of Human Development	Chs 1 & 2	Virtual Class (9/7) Quiz (9/7 @ 10 pm - 9/13 @ 11:30 pm) Module 1 Discussions due by 9/7
Weeks 4-6 9/8 - 9/28	Module 2: Prenatal Development, Birth, & Infancy	Chs 3-6	Virtual Class (9/28) Quiz (9/28 @ 10 pm - 10/4 @ 11:30 pm) Module 2 Discussions due by 9/28
Weeks 7-9 9/29 - 10/19	Module 3: Early Childhood	Chs 7-10	Virtual Class (10/19) Quiz (10/19 @ 10 pm - 10/25 @ 11:30 pm) Module 3 Discussions due by 10/19
Weeks 10-12 10/20 - 11/9	Module 4: Middle Childhood	Chs 11-13	Virtual Class (11/9) Quiz (11/9 @ 10 pm - 11/15 @ 11:30 pm) Module 4 Discussions due by 11/9
Weeks 13-16 11/10 - 12/7 *Fall Break (11/22-11/26)	Module 5: Adolescence	Chs 14 & 15	Virtual Class (12/7) Quiz (12/7 @ 10 pm - 12/14 @ 10 pm) Module 5 Discussions due by 12/7 Observation Paper (dropbox opens 11/30 @ 7 am, and closes on 12/7 @ 11:59 pm)