CALIFORNIA STATE UNIVERSITY
LONG BEACH

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 301-06: Child Development and Learning

Fall 2021

Advanced Studies in Education & Counseling

Course Information

Instructor: Dr. Rita Suh	Email: rita.suh@csulb.edu
Class Days/Times: Mondays @ 9:00am-11:45am https://csulb.zoom.us/j/86171884321?pwd=NEJJTkRKNHN2VS9oYWdaTFd3S051Zz09 **Meeting ID:** 861 7188 4321 **Passcode:** EDP301	
Virtual Office Hours Days/Times: Mondays @ 2:00-3:00 or by appointment https://csulb.zoom.us/j/89810307796 **Meeting ID:** 898 1030 7796	

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.

  1. *Learn about major concepts, principles, and research related to child development and adolescent*

development and learning (std 11a, 11b, 13h).

B. Universals, group differences, and individual differences in development and learning and the factors that account for each of these.

1. 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 (std 4d, 12b)

2. Learn about professional responsibilities of teachers related to personal, social, and emotional development of children and youth, emphasizing teacher's unique role in advancing each student's academic achievements (std 12e).

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.

1. Reflect on how these theoretical models inform school policies and practices, and affect student conduct, attitudes and achievement (std 3b).

Required Texts/Course Materials:
*Lightfoot, C., Cole, M., & Cole, S. R. (2018). *The development of children (8th ed).* New York: Worth.*
*This text will be available digitally as a "**Day One Digital Access**" on the first day of class. The text must be accessed via BeachBoard, and by the add/drop deadline. You will have the opportunity to purchase the digital text for a significantly reduced price.*

My Teaching Philosophy/What to Expect
My teaching philosophy is rooted in sociocultural theory, which suggests that language is a tool used to mediate the learning process. I believe we use language to communicate meaning, express and make sense of our experiences, and transform thinking. I also believe we are a community of learners whose identities (gender, sexual orientation, religion, abilities, socioeconomic status, race, ethnicity, etc.) and lived experiences are rich sources of knowledge from which we all benefit. Therefore, we will use assigned readings, assignments, and discussions to: (1) co-construct knowledge and learn through social interactions, in which we are active agents in our own learning; (2) examine our own physical, cognitive, linguistic, and socio-emotional development; (3) examine how dominant and dominating beliefs, policies, practices, and norms perpetuate inequities and influence all areas of development; and (4) explore ways we can disrupt practices and beliefs that perpetuate inequities.

I am committed to working with you to ensure your individual success and the collective success of our class. Success happens when we are present, prepared, and put in effort. We are successful when we truly value and are willing to learn from others' lived experiences and provide mutual respect, affirmation, kindness, and encouragement.

Mode of Delivery and Technical Requirements
This course is conducted entirely through synchronous online learning. Students will access the course material and activities on BeachBoard and are required 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 and Zoom, participate in class activities, and complete assignments. Students must also have access to 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. **Please do not email the instructor with technology issues.**

Course Communication and Zoom Etiquette
- **Please do not** email the instructor or classmates through BeachBoard; messages will go to a spam folder. Send emails directly through your browser.
- When contacting the instructor, **include the title and section of the course** you are inquiring about. Be sure to use professional language for all correspondence (Ex. *Dear Professor Suh, My name is _____ and I am enrolled in class/section number. I have a question about _____.*) **When emailing, you are required to use your CSULB account.**
- 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

In-Class Course Work
- Professional dispositions include display of courtesy toward the instructor and classmates, punctual attendance, observance of due dates, flexibility regarding assignments, and unanticipated changes in the course calendar.
- Participation includes demonstration of active contribution to small group and whole class discussion, posing clarification, reflective, and/or information-seeking questions, and communicating ideas or concerns with the instructor.
- 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.

Assignment Expectations
- All assignments are to be typed in Microsoft Word and formatted using Times New Roman, 12-point font, double-spaced, and 1" margins. Academic language, grammar and correct spelling are expected and are part of the total points given on any assignment. Please review and edit your papers before submitting them.
- All assignments are to be uploaded to BeachBoard except when otherwise indicated.
- The instructor is more than willing to clarify any questions about assignment criteria.
- Partial or off-topic assignments will not be accepted for grading.

<u>**DESCRIPTION OF ASSIGNMENTS**</u>
Detailed assignment directions are under the Content Tab in BeachBoard.
All assignments are due @ 11:59pm the night before class.

Class Participation and Attendance
Active participation in whole group and small groups is expected for all students. 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.

Midterm Paper
The midterm paper will cover material from our readings and class discussions on material in Chapters 1-9.

Observation project
In response to the global pandemic, this course has been modified. Instead of observing a child, you will complete an *Alternative Assignment*. You will write a 6-page paper about a 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 select an adolescent.

Students must complete the project checklist prior to turning in their assignment.

Final Exam
The final exam will cover material from predominantly from Chapters 11-15 but also will be a comprehensive exam covering material from the entire course.

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

Evaluation Component	Points	Weight
Class participation and attendance	30	30%
Midterm Paper	20	20%
Observation Project	25	25%
Final Exam	25	25%
Total Points	**100**	100%

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. Attendance and participation is 30% of your grade and will be monitored through attendance at Zoom sessions. Non-participation in either synchronous or asynchronous aspects of the course will negatively impact your grade.
- Students are expected to attend classes promptly and regularly. Please refer to and get familiar with the CSULB Attendance Policy:
  http://web.csulb.edu/divisions/aa/catalog/current/academic_information/class_attendance.html
- On-time attendance at the first class is mandatory. Attendance will be taken at the beginning of each class, and occasionally at the end of class. Any student not attending the first class will be dropped.

- One absence is allowed with no explanation required. Any additional absences or late arrivals more than 30 minutes to class will result in a deduction of 5 points (5%) for each absence or tardy from the total possible points in the course, unless it is an official excused absence. Excused absences will be granted only if written evidence (e.g. a doctor's written notice, a letter for jury duty, or a copy of a funeral program) is provided in a timely manner. (University Attendance Policy, PS 01-01, defines excused absences as 1) illness or injury to the student; 2) death, injury, or serious illness of an immediate family member or the like; 3) religious reasons [California Educational Code section 89320]; 4) jury duty or government obligation; 5) University sanctioned or approved activities.)
- ***Students who plan to be tardy or absent must email the professor before class.***

Late Work/Make-up Policy
- It is the student's responsibility to be proactive about contacting the professor if he/she/they are experiencing any challenges in completing assignments.
- Partial or off-topic assignments will not be accepted for grading.
- Late submissions, within one week of the deadline, will be penalized by 20%.
- No late assignments will be accepted 7 days after the initial due date or one week before the final day of class, or thereafter.
- Keep a copy of each assignment for your own records.
- Make-up exams will not be given.

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 Academic Integrity 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.
If you require accommodations you must advise the instructor on the first day of class.
If you should have specific requests for in-person courses related to COVID-19, please contact BMAC at bmac@csulb.edu for reasonable accommodations.

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.

According to the [CSULB-CED Student Professional Conduct Policy](#), CED students are 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.

All students are asked to sign an acknowledgement indicating their awareness of the above standards for professionalism. CED students also 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 curates a full list of student support services on the [Programs and Services](#) website. Students are encouraged to reach out for support or to get involved in student programming.

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 that arise that necessitate doing so.

ED P 301 Course Calendar (Subject to Change)
All assignments are due @ 11:59pm the night before class, unless otherwise stated.

Date	Topics	Chapter Readings	Due
W-1 8/23	**Course Orientation**		
W-2 8/30	The Study of Human Development & Biocultural Foundations	**Ch. 1** – pgs. 1-29 in textbook (pgs. 47-83 in PDF) **Ch. 2** – pgs. 49-56 & 72-73 in textbook (pgs. 118-130 & 154-156 in PDF)	**"Syllabus Scavenger Hunt"**
W-3 9/6	Labor Day – No Class		
W-4 9/13	Prenatal Development and Birth	**Ch. 3:** Read: pgs. 79-80, 90-117 *Skim:* pgs. 81-89 in textbook (Read: pgs. 164-167, 182-218 & *skim pgs.* 168-181 in PDF)	**"Getting to Know My Group"**
W-5 9/20	The First 3 Months	Ch. 4	
W-6 9/27	Physical & Cognitive Development in Infancy	Ch. 5	
W-7 10/4	Social & Emotional Development in Infancy	Ch. 6	
W-8 10/11	Language Acquisition	Ch. 7	**Observation Notes for Observation Project**
W-9 10/18	Physical & Cognitive Development in Early Childhood	Ch. 8	
W-10 10/25	Social & Emotional Development in Early Childhood	Ch. 9	
W-11 11/1	Contexts of Development; School as a Context for Development	- Read Ch. 10 - *Skim* Ch. 12 - Read "Cultural and Linguistic Behaviors" article (file in BB)	
W-12 11/8	Physical & Cognitive Development in Middle Childhood	Ch. 11	**Midterm Paper**
W-13 11/15	Social and Emotional Development in Middle Childhood	Ch. 13	
W-14 11/22	Fall Break – No Class		
W-15 11/29 *(Hanukkah)*	Physical and Cognitive Development in Adolescence	Ch. 14	
W-16 12/6	Social and Emotional Development in Adolescence	Ch. 15	**Observation Project**
Finals 12/13	Final Exam		