

**Syllabus Child Development 1  
Online Section 4162 Spring 2007**

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**Can I help you?**  
My daughter at age 2 (she's 10 now!)

**Course dates** Monday, February 4th through June 5th 2008

**Meeting day** Optional Orientation Monday February 4th 6:30-7:30 LTC 216

All other coursework including exams is done online. Students work at their own pace within the week keeping in mind Saturday and Monday due dates.

**Prerequisite:** None

**Advisory:**

- Eligibility for English 111 and 112 or ENSL 10 and 55
- **Current TB test required within two years:** This is required in order to visit child development centers to do your observations. It can be obtained free at the MPC Health Center or if you already have one, fax (949-305-6064), email a scanned copy ([jmillovich@mpc.edu](mailto:jmillovich@mpc.edu)), or mail (address below) a copy of your negative TB test form verification before completing first observation.

**Course description:**

This course examines prenatal life through adolescence, focusing on the development of children's physical, mental, social and emotional development and factors influencing development. It includes observation of children in various settings.

**Rationale for the Course:** Child Development is a required class for teachers working with young children in child care centers. It is extremely valuable for students who will be working with children in family child care homes and in other professions including teaching, nursing, physical and occupational therapy, recreation, social work, psychology, counseling, early childhood education, special education, and parenting.

**Course Goals**

1. Describe the physical, intellectual, social and emotional development patterns of human development from conception through adolescence.
2. Analyze the importance of the early years and the effects of interaction between the developing individual and his/her environment.
3. Observe, describe and evaluate individual differences in children's behavior and their developmental needs.
4. Compare and contrast influences on children and families.
5. Formulate differences in culture and circumstance and their effect on children's development.
6. Identify and articulate elements of an environment which support children's development.

**Textbook (Required Reading):**

Infants, Children, and Adolescents 6th Edition 2008 by Laura E. Berk

The MPC Bookstore has the loose-leaf version which is the least expensive. ISBN 9780536445131

If you cannot come to the MPC Bookstore you can contact the campus store from the publisher's custom site [www.pearsoncustom.com/mpc\\_department](http://www.pearsoncustom.com/mpc_department) they can have the store ship the text directly to you.

If you need to purchase your book from another location the ISBN is: 0205511384-  
It is important to have the 6th edition

## COMMUNICATION

Since we won't be seeing each other in class, here are some important communication tips:

### Email

- Make sure your full name is also included. Surfchick200@yahoo.com or toocute@earthlink.net are often hard for me to match up with student names :)
- You do not need to send duplicate email -I do not delete questions until I have answered them, but I also answer in a first in first out. I check email often, so my responses are prompt.

### Questions about grades and feedback

- If you have a question about an assignment, always include a copy of the assignment you are inquiring about (for questions about discussion posts, cut and paste your original post into your message and give the dates of your replies)
- I typically answer grade questions during the following week when I am doing the next week's grading.

### Netiquette

- Just as respectful conversational techniques are expected in an on campus classroom, proper *netiquette* is important when taking an online class.
- Please remember that using the written word as we do in an online class can be difficult since we don't have facial expressions or body language to aid us in understanding what you are saying. For this reason we all need to remember to be slow to judge and quick to consider. Please be careful with your responses, especially if you are new to this medium or to taking online classes.

Good online resources for you to check out are: (or do your own search, just type netiquette into your favorite search engine:) <http://www.albion.com/netiquette/>  
<http://www.chirpingbird.com/netpets/html/computer/emoticon.html>

## ASSIGNMENT POLICIES

### Weekly Assignments

On Monday each week your list reading and assignments become available. You have until the following Monday to submit your work. After that, while the list of reading and resources is still available, the links for submitting work will no longer work.

There are four types of assignments in this class:

- Discussion Assignments
- Short Written Assignments
- Short Concept Recognition Quizzes
- In Depth Interview/Observation Reports

Your observation papers are your primary assignments in this class. Your ability to apply your understanding of the concepts to the assigned work will be your demonstration of competency in this course's topics.

### *Attendance and Participation*

This course is taught completely online, so your "attendance" is measured by your participation in online discussions and activities. Students are expected to log in and participate 1-3 times per week.

### Observation/Reflection Papers

- Directions and Due Dates for Observation/Reflection papers are listed under "observations"
- Reminders will be placed in assignment folders 1-2 weeks prior to due dates but it is the student's responsibility to use course calendar and observation directions to be prepared for an on time submission.
- Observation/Reflection papers will be submitted via an online assignment link.

## Discussion Board Policies

- For full credit, first posting for discussions are due by Saturday at 12 noon to allow for response time.
- Students who miss this deadline will not be eligible for full credit, but will still receive at least partial credit depending on the quality of their posts (See Discussion Grading Criteria for full information)
- Students are expected to post to the discussion board at least 3 times spread out over the week
- Late discussion postings (after the midnight deadline) are not accepted
- Discussions will be graded using the following criteria:

Not Satisfactory	Satisfactory	Outstanding
<ul style="list-style-type: none"> <li>▪ No Original Postings- Replies do not count as original</li> <li>▪ Rambling or unorganized thoughts</li> <li>▪ Lack respectful consideration of classmates opinions</li> <li>▪ Grammar and spelling errors detract from expression of thought</li> <li>▪ <u>Use of IM grammar</u></li> <li>▪ Incomplete response</li> </ul>	<ul style="list-style-type: none"> <li>▪ Original posting with at least 2 appropriate replies to classmates.</li> <li>▪ Includes all information asked for</li> <li>▪ <u>Postings done on only one day of the week, or clustered at the beginning or end</u></li> <li>▪ First posting of the week done after noon on Saturday</li> <li>▪ Demonstrates appropriate writing skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Original posting contributes to overall learning and knowledge of the class. May include links to additional resources on the topic.</li> <li>▪ Replies <u>expand</u> upon classmates contributions.</li> <li>▪ Succinct and to the point</li> <li>▪ Demonstrates appropriate writing skills</li> <li>▪ Three or more postings with the first one being done by noon on Saturday</li> </ul>

### Grading Criteria

Discussion Participation	115 points (23%)
Short Written Assignments	45 points (9%)
In-depth Interview/Observations	250 points (50%)
Concept Quizzes	90 Points (18%)
<b>Total</b>	<b>500 points</b>

**A = 450-500    B = 400-449    C = 350-399    D = 300-349    F= 0-299**

Students are responsible for completing all requirements of the class. All assignments must be completed at a C or better level to pass the class.

**You will be able to check grades online**

### Meaning of Grades

**A** Excellent to very good. Student demonstrates comprehensive knowledge and understanding of subject matter; marked perception, originality, or both.

**B** Good. Student demonstrates moderately broad knowledge and understanding of subject matter; noticeable perception, originality, or both.

**C** Satisfactory. Student demonstrates reasonable knowledge and understanding of subject matter; some perception, originality, or both.

**D** Marginal. Student demonstrates minimal knowledge and understanding of subject matter; limited perception, originality, or both. **Note: A grade of D does not satisfy licensing or Child Development Permit requirements.**

**F** Failing. Student demonstrates unacceptable low level of understanding of subject perception, originality, or both.

## Course Policies

- Students are required to log in and participate at least once a week (minimum).
- All email sent to instructor MUST have CHDV 1 in the subject line and your first and last name in the main part of the email.
- All work submitted must be original
- College level writing is expected in all work submitted including email and discussion assignments.
- Late work is only accepted through Wednesday midnight of the week it is due and will incur a 10% point deduction.
- Save a copy of all work on a jump drive or cd in case you are having a problem with your home computer and need to go somewhere else to do your homework. Also, there may be times when I ask you to resubmit your work due to a technical glitch and saving a copy will prevent you from doing the assignment over.
- Remember, submitting work from your home computer is NOT a requirement of the class but turning work in on time is :) If you will be traveling during the semester it is your responsibility to make sure that you will have internet access BEFORE you go.

## Other Notes

- This is a demanding class. You will be reading and writing a lot. Print the course calendar and put it somewhere you will check often. Let the significant others in your life know that you are taking a class that requires a lot of work and that you need their active support to succeed.
- Take advantage of the English Center and other resources so your papers are well-written and reflect your continuing understanding of child development. If you feel like you would benefit from some writing assistance take advantage of the English Center on campus (831-646-4177). If English is not your first language you may also get assistance from the ESL Center (831-646-4288). These services are FREE to MPC students!
- For this class and most 3 unit college classes you should anticipate spending 9 to 12 hours a week fulfilling reading and writing assignments. Some weeks you will spend more and some weeks you will spend less. This does not include time spent with computer glitches.
- Technical Assistance: Bruce Wilder, [bwilder@mpc.edu](mailto:bwilder@mpc.edu), 831-646-3074 (8-5 M-F)

**Course Calendar Child Development 1 Fall 2007 Monterey Peninsula College**  
 Homework due at the END of each week

Week	Topics	HOMEWORK		
		Discussions	Activities	Interviews & Observations
1 2/4-2/11	Introduction to the class and Moodle	Introductions		
2 2/11-2/18	History and Theories		Theories Self Survey (10)	
3 2/18-2/25	Genetics	Genetic Destiny (15)		
4 2/25-3/3	Prenatal Development, Birth, & the Newborn		Birth Practices (15)	
5 3/3-3/10	Infant & Toddler Physical Infant & Toddler Cognitive	Language Development (15)		Chapter 1-4 Test (30)
6 3/10-3/17	Infant & Toddler Social/Emotional			Infant Observation (50)
7 3/17-3/22	Early Childhood Physical Dev Early Childhood Cognitive Dev	Learning theories in the classroom! (15)		
8 3/24-3/31	SPRING BREAK			
9 3/31-4/7	Early Childhood Social/Emotional		Parenting Styles (20)	
10 4/7-4/14				Early Childhood Observation (100)
11 4/14-4/21	Middle Child Physical Middle Child Cognitive	What are they eating? (15)  MI Self Quiz (15)		<i>Beginning of week</i> Chapter 5-10 Quiz (30)
12 4/21-4/28	Middle Childhood Social/Emotional	Self Concept and Self Esteem (15)		
13 4/28-5/5				Elementary Observation, Organized Sports, or Personal Development Paper (50)
14 5/5-5/12	Adolescence Physical Adolescence Cognitive	Metacognition (10)		
15 5/12-5/19	Adolescence Social/Emotional	Decision Making (15)		Adolescent Report (50)
16 5/19-5/27				Chapter 11-16 Test (30)
17 5/27-6/5	Class Wrap Up			Finalize all submissions