EDUC 396: *Child And Adolescent

Location:	Evening
Address:	1001 Rogers Street Columbia, MO 65216
Section:	19FALL1/EDUC/396/EVA
Semester Credit Hours:	3
Class Day(s) and Time(s):	Tuesday 5:30 PM - 9:30 PM from August 26, 2019 to October 19, 2019

☰ Syllabus Contents

❶ Course Information

Catalog Description

The study of children and adolescents from conception to young adulthood. Students study the maturational and environmental factors that shape the physical, cognitive, and socio-emotional development of the individual. Cross-listed with PSYC 396.

🖿 Textbooks

As part of Truition[SM], students will receive their course materials automatically as described below.

☁ Rathus. (2018). *CDEV* (2nd). Cengage. *eText*

Bookstore Information

Visit https://www.ccis.edu/bookstore.aspx for details.

eText Information

If a course uses an eText, (see textbook information above) the book will be available directly in Desire2Learn (D2L) seven days before the session begins, if registered for courses prior to that date. Upon first login to VitalSource, students should

use their CougarMail email address; alternate email addresses cannot be used. More information about how to use the VitalSource platform, including offline access to eTexts, can be found in D2L.

Physical Course Materials Information

Students enrolled in courses that require physical materials will receive these materials automatically at the shipping address on file with Columbia College. Delivery date of physical materials is dependent on registration date and shipping location. Please refer to confirmation emails sent from Columbia College for more details on shipping status.

Returns: Students who drop a class are responsible for returning any physical course materials that were shipped. To initiate a return, visit Ingram Returns to generate a pre-paid return label. Materials from dropped courses must be returned within 30-days of receipt. **Failure to return physical items from a dropped course will result in a charge to the student account for all unreturned items.**

Note: Students who opt-out of having their books provided as part of Truition^{SM} are responsible for purchasing their own course materials.

⬇ Technology Requirements

THIS IS A TECHNOLOGY-ENRICHED COURSE WHICH COMBINES IN-SEAT INSTRUCTION WITH ONLINE LEARNING.

Participation in this course will require the basic technology for all classes at Columbia College:

- A computer with reliable internet access
- A web browser
- Acrobat Reader
- Microsoft Office or another word processor such as Open Office

For more information, see technical requirements.

👍 Course Learning Outcomes

1. Knows and identifies child/adolescent developmental stages and uses this knowledge to adapt instruction. (2.1)
2. Applies knowledge of the theory of learning in all aspects instructional design. (2.3)
3. Can plan learning activities to address students' prior experiences, learning styles, multiple intelligences, strengths, and needs in order to positively impact learning. (2.5)
4. Demonstrates an understanding that instruction should be connected to students' prior experiences and family, culture, and community. (2.6)

🎓 Grading

Grading Scale

Grade	Points	Percent
A	900 - 1000	90-100%
B	800 - 899	80-89%
C	700 - 799	70-79%
D	600 - 699	60-69%
F	0 - 599	0-59%

Grade Weights

Assignment Category	Points	Percent
Online Learning Activity	150	15%
Reflection Papers	100	10%
Presentation	300	30%
Movie Project	100	10%
Final Exam	250	25%
Weekly Participation	100	10%

Total	1000	100%

📅 Schedule of Due Dates

Week 1		
Assignment	**Points**	**Due**

Week 2		
Assignment	**Points**	**Due**
Discussion 1	25	Initial post due by Friday, 11:59 PM and responses due by Sunday, 11:59 PM.

Week 3		
Assignment	**Points**	**Due**
Discussion 2	25	Initial post due by Friday, 11:59 PM and responses due by Sunday, 11:59 PM.
Reflection Paper 1	50	September 15

Week 4		
Assignment	**Points**	**Due**
Discussion 3	25	Initial post due by Friday, 11:59 PM and responses due by Sunday, 11:59 PM.

Week 5		
Assignment	**Points**	**Due**
Discussion 4	25	Initial post due by Friday, 11:59 PM and responses due by Sunday, 11:59 PM.

Week 6		
Assignment	**Points**	**Due**
Discussion 5	25	Initial post due by Friday, 11:59 PM and responses due by Sunday, 11:59 PM.
Movie Project	100	October 1

Week 7		
Assignment	**Points**	**Due**
Discussion 6	25	Initial post due by Friday, 11:59 PM and responses due by Sunday, 11:59 PM.
Reflection Paper 2	50	October 13

Week 8		
Assignment	**Points**	**Due**
Presentation	300	Weeks 4-8
Final Exam	250	October 19
Participation	100	Weekly

Total Points: 1000

✍ Assignment Overview

Online Component Summary and Expectations

In weeks 2-7, you are required to actively participate in one online discussion. Your initial post must be at least 200 words and

include at least one reference that is cited using APA formatting. You must also respond to at least two other students. Responses must be at least 75 words and initiate further discussion on the topic. A response post of "good post" or "I agree with you" will not receive credit. Response postings do not require supporting references.

Assignments

Reflection Papers

Twice during this session you will submit a brief reflection on your learning from the previous weeks. Bear in mind that this is NOT a research paper, nor should it be a play-by-play of what information we covered. I was there, I know what we covered. Instead you are to reflect on and share what you learned - your personal thoughts, feelings, questions, insights, and/or conclusions about the information you have learned. Please also include a line or two of evaluation, letting me know how the class is going for you.   Each paper should be only 300-350 words, double-spaced. Keep a close eye on that length! If you are under 300 words your grade will be reduced accordingly (e.g., 270 words is 90% of 300, so your score would be 45/50).

Movie Project

For this assignment you will choose a movie whose main characters are adolescents, watch it outside of class, and then complete a series of questions found later in the syllabus and in the Content section of our D2L course site. Download the document from the Content area to complete this project. You will discuss your project in class the week it is due. A general overview of the movie as well as your responses to the questions will be shared. A clip of the movie can be played at this time. You will submit your completed questions to the dropbox.

Childhood & Adolescence Project and Presentation

This assignment is designed to help you gain a more in-depth understanding of a particular aspect of childhood or adolescence. You will choose the topic (ideas will be discussed in class) and review the information relevant to that topic, including research articles and internet resources. You will then present this information to your classmates one night of class during Weeks 4-8. This includes creating a PowerPoint.

Final Exam

There is one final exam for this course. The final exam is to be completed during Week 8. The final exam will be completed online and is due at the end of Week 8. The format and structure of these exams will be discussed in class.

Examinations

There is one final exam for this course. The final exam is to be completed during Week 8. The final exam will be completed online and is due at the end of Week 8. The format and structure of these exams will be discussed in class.

🗐 Course Outline

Click on each week to view details about the activities scheduled for that week.

Week 1:

Introduction to 396: Child and Adolescent
Chapters 1-4 covered in class.

Week 2:

Discussion 1
Discussion 1

This discussion has two parts. First, take a minute and reflect on the role of nature and nurture in your own life. Describe one personal quality that you have, which you are certain came from nature (it is who you are, how you were born, etc.), and then describe one personal quality that has been nurtured (from your parents, your schooling, or some other life experience)?

Second, read *The Identity Dance* and *Why Your DNA Isn't Your Destiny*. Reflect on what you've heard in the past about the role of the environment on our genes and then compare and contrast that information with what you have learned from these articles.

Discussion 2

For this discussion, each of you will be assigned a vaccine to research/ investigate. You may use any reputable websites you choose for your information, but do be sure they are *reputable.* A good rule of thumb is to choose websites that end in .org, not .com. Sites such as CDC.gov (and other .gov websites) are also, for the most part, reliable and reputable sources. Though, be warned that some .org sites are not reputable. If you want some tips, check out this post by Techwalla.

In your initial post, state the name of your vaccine and outline/present your answers to the following:

- What is the vaccine intended to prevent? (Be sure to describe the disease(s) and explain the risks associated with it.)
- When and how often is the vaccine administered (at what age and how many doses)?
- What are the potential side effects? Are there side effects for different age groups?
- Are there any controversies specific to this particular vaccine (keep this discussion brief—a sentence or two will suffice)?

Reflection Paper 1
Twice during this session you will submit a brief reflection on your learning from the previous weeks. Bear in mind that this is NOT a research paper, nor should it be a play-by-play of what information we covered. I was there, I know what we covered. J Instead you are to reflect on and share what you learned - your personal thoughts, feelings, questions, insights, and/or conclusions about the information you have learned. Please also include a line or two of evaluation, letting me know how the class is going for you. Each paper should be only 300-350 words, double-spaced. Keep a close eye on that length! If you are under 300 words your grade will be reduced accordingly (e.g., 270 words is 90% of 300, so your score would be 45/50).

Week 4:

Discussion 3

Should infants and young children have screen time (i.e., watch TV, use tablets and/or smartphones)? Your textbook provides some information on this topic in the early childhood chapters, but there is much more to the story, including where infants fit in.

For this discussion, begin by doing an internet search for "television for infants" and "television for preschoolers." Read at least one article that claims TV is good for kids this age and one that claims it is not.

Then, visit the following YouTube pages with videos and programs designed for infants. You do not need to watch the entirety of any video, just a few minutes to get a general sense of the content. […]

Week 5:

Discussion 4

Spend some time online and/or in a toy store looking at toys designed for preschoolers. Identify 3 toys which you think reflect stereotypical "male" or "female" attributes (e.g., dolls, trucks, etc.), and then identify any examples of toys that you think do NOT reflect stereotypical gendered attributes. Justify your classifications based upon what you've read in this course.

Then, consider your own stance on buying stereotypically gendered toys for preschoolers. Do you believe there is societal pressure or conformity in play that influences parents' (mothers and fathers) toy choices for their children (girls and boys)? Elaborate on your reasoning.

In addition, as you go about your day-to-day life, keep an eye out for preschool-aged children. If you are able to observe any, note how they behave and if there are any apparent gender differences. What did you observe? Reflect on what led you to label a particular behavior as either "male" or "female"? If you aren't able to observe any preschool-aged children, consider stereotypical "male" or "female" behaviors and discuss those.

Week 6:

Discussion 5
Discussion 5

One of the tenets of Erikson's theory claims that in middle childhood, children need the opportunity to find something they're "good at," something that gives them a sense of both competence and confidence. Parents may not even be familiar with Erikson's theory when they sign their kids up for a smattering of options—dance, gymnastics, baseball, swimming, soccer, etc.—but middle childhood certainly seems to be the time when kids begin to experiment in search of their "thing." Of course, some kids never do find it, and according to Erikson, that inhibits their development.

What kinds of things did you try during middle childhood? Which did you enjoy and what activities or options weren't "your thing"? Did anything end up being "your thing," even if not forever? What kind of impact do you think that had on your confidence, self-esteem, and so on?

Movie Project
Turn into Drop Box

Week 7:

Discussion 6
Discussion 6

Review the section in your text on page 220 called "Bullying: An Epidemic of Pain." This section is from the chapter on Middle Childhood: Social and Emotional Development. Clearly, bullying isn't just an adolescent problem like we see in the film *Mean Girls.* Nor is it funny.

If bullying can occur at any age, how does it differ in middle childhood versus adolescence? And are there differences between the ways girls bully versus the way boys bully? Think about your own personal experiences with bullying. How does bullying differ today compared to when you were in this age group? Share your thoughts and personal observations.

Then, research online a few anti-bullying programs used in schools. Select one, and provide a short summary of the program as well as a website link for your classmates. Based off your research, do you believe the program is developmentally appropriate for the age it is meant to address? Defend your position.

Reflection Paper 2
Twice during this session you will submit a brief reflection on your learning from the previous weeks. Bear in mind that this is NOT a research paper, nor should it be a play-by-play of what information we covered. I was there, I know what we covered. J Instead you are to reflect on and share what you learned - your personal thoughts, feelings, questions, insights, and/or conclusions about the information you have learned. Please also include a line or two of evaluation, letting me know how the class is going for you.   Each paper should be only 300-350 words, double-spaced. Keep a close eye on that length! If you are under 300 words your grade will be reduced accordingly (e.g., 270 words is 90% of 300, so your score would be 45/50).

Week 8:

Presentation
This assignment is designed to help you gain a more in-depth understanding of a particular aspect of childhood or adolescence. You will choose the topic (ideas will be discussed in class) and review the information relevant to that topic, including research articles and internet resources. You will then present this information to your classmates one night of class during Weeks 4-8. This includes creating a PowerPoint.

Final Exam
Participation
You will be required to participate each week during class. This means using your microphone and camera to speak. If you miss class, points will not be awarded. Leaving class early will result in a point deduction.

⊕ Additional Resources

Online databases are available at library.ccis.edu. You may access them using your CougarTrack login and password when prompted.

Technical Support

If you have problems accessing the course or posting your assignments, contact your instructor, the Columbia College Technology Solutions Center, or the D2L Helpdesk for assistance. If you have technical problems with the VitalSource eText reader, please contact VitalSource. Contact information is also available within the online course environment.

- Columbia College Technology Solutions Center: CCHelpDesk@ccis.edu, 800-231-2391 ex. 4357
- D2L Helpdesk: helpdesk@d2l.com, 877-325-7778
- VitalSource: support@vitalsource.com, 1-855-200-4146

Online Tutoring

Smarthinking is a free online tutoring service available to all Columbia College students. Smarthinking provides real-time online tutoring and homework help for Math, English, and Writing. Smarthinking also provides access to live tutorials in writing and math, as well as a full range of study resources, including writing manuals, sample problems, and study skills manuals. You can access the service from wherever you have a connection to the Internet. I encourage you to take advantage of this free service provided by the college.

Access Smarthinking through CougarTrack at Students -> Academics -> Resources.

❶ Columbia College Policies and Procedures

The policies set forth in the **Policy Library** are the current official versions of College policies and supersede and replace any other existing or conflicting policies covering the same subject matter. For more information on policies applicable to students, see **Student Policies**. For more information on policies applicable to the entire Columbia College community, see **College-Wide Policies**.

Students are expected to read and abide by the College policies. Policies of particular interest to students include, but not limited to the following:

- Graduate Grading Policy
- Undergraduate Grading Policy
- Registration Policy and Procedures
- Withdrawal Policy
- Alcohol and Other Drugs Policy
- Family Educational Rights and Privacy Act (FERPA)

Additional Policies:

Academic Integrity and Plagiarism

Academic integrity is a cumulative process that begins with the first college learning opportunity. Students are responsible for knowing and abiding by the **Academic Integrity Policy and Procedures** and may not use ignorance of either as an excuse for academic misconduct. Additionally, all required papers may be submitted for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers may be included in the Turnitin.com reference database for the purpose of detecting plagiarism. This service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

Disability Resources

If you have a disability that requires an accommodation, please speak with the instructor and consult the **Student Accessibility Resources** office. Student Accessibility Resources staff will determine appropriate accommodations and will work with your instructor to make sure these are available to you. To find additional information, see our **ADA and Section 504 Policy for Students**.

Notice of Non-Discrimination and Equal Opportunity:

The College has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of discrimination, harassment, or retaliation on the basis of protected status, can report their experiences to a College official. For more information, see our **Non-Discrimination and Equal Opportunity Policy and Complaint Resolution Procedure**.

Title IX and Sexual Misconduct

The College is committed to addressing the issues of discrimination, harassment and sexual misconduct in the educational and workplace landscape and will continue to modify policies, procedures and prevention efforts as needed. For more information, see the College's **Title IX and Sexual Misconduct Policy**.

Course Policies and Procedures:

Attendance Policy

Columbia College students are expected to attend all classes and laboratory periods for which they are enrolled.

For classes with an online component, attendance for a week includes submitting any assigned online activity. Assigned activities are scheduled prior to the course commencing. Assigned activity due dates are subject to change based on actual course progression and will be adjusted as necessary. Attendance for the week is based upon the date work is submitted. A class week is defined as the period of time between Monday and Sunday (except for week 8, when the work and the course will end at 11:59 PM Central Time on Saturday.) The course and system deadlines are based on the Central Time Zone.

Students are directly responsible to instructors for class attendance and work missed during an absence for any cause. If absences jeopardize progress in a course, the College reserves the right to drop or withdraw students from classes. For additional information, see the Administrative Withdrawal for Non-Attendance heading in the **Withdrawal Policy**.

CougarMail

All students are provided a CougarMail account when they enroll in classes at Columbia College. You are responsible for monitoring email from that account for important messages from the College and from your instructor.

Students should use email for private messages to the instructor and other students. The class discussions are for public messages so the class members can each see what others have to say about any given topic and respond.

Late Assignment Policy

All classes rely on participation and a commitment to your instructor and your classmates to regularly engage in the reading, discussion and writing assignments. You must keep up with the schedule of reading and writing to successfully complete the class.

No late assignments will be accepted without the prior approval of the instructor.

Acceptance of a late assignment is at the discretion of the instructor.

Make-up examinations may be authorized for students who miss regularly-scheduled examinations due to circumstances beyond their control. Make-up examinations must be administered as soon as possible after the regularly scheduled examination period and must be administered in a controlled environment.

Student Conduct

All Columbia College students, whether enrolled in a land-based or online course, are responsible for behaving in a manner consistent with Columbia College's **Student Conduct Code** and **Acceptable Computing Use Policy**. Students violating these policies or any other College policy will be referred to the office of Student Affairs and/or the office of Academic Affairs for possible disciplinary action. The Student Code of Conduct, the **Student Behavioral Misconduct Policy and Procedures**, and the Acceptable Computing Use Policy can be found in the Policy Library at **ccis.edu/policies**. The adjunct faculty member maintains the right to manage a positive learning environment all students must adhere to the conventions of online etiquette when enrolled in a course with an online component.