Nia, oya g t-taccui am hab e-ju.
(*See, our dream fulfilled.*)

Syllabus: EDU 217-1: Child Development On-line Course

Course Information

Course Prefix/Number: EDU 217-1

Course Title: Child Development

Credit Hours: 3

Semester: Summer Session 1, 2020

Class Meeting Room: None

First Day of Class: June 1, 2020

Final Day of Class: July 7, 2020

Mandatory Class Zoom Meetings:

Mondays & Wednesdays, 1:00-2:00 p.m.

Instructor Contact Information

Name:	Duff (Duffy) Galda	**E-mail:**	dgalda@tocc.edu
Cell Phone:	520-609-1877	**Instructor Appointments:**	The instructor is available to meet with you by appointment.

Course Description

This course introduces the science of human development from conception through adolescence and reviews the major theories of child development espoused by theorists influencing the field. The course examines the domains of human development, and provides an analysis of factors that affect human growth and development from conception through adolescence, including the role of genetics as well as health, family, environmental, experiential, and socio-cultural influences. The course provides an overview of public policy and contemporary issues impacting children and the field of child development. The course also explores the role of parents and other adults in the lives of children.

Course Learning Outcomes

After completion of the course…
1. Students will be able to identify, compare, and discuss the contributions of developmental theorists and draw from their theories in describing and analyzing the development of pre-adolescent children.
2. Students will be able to identify and describe diverse factors impacting human growth and development within the multiple domains of human development from conception to adolescence.
3. Students will be able to identify and discuss contemporary issues influencing the field of child development.

Course Structure

6-Week Summer Session Course

This course is a fast-paced, on-line class delivered through Canvas. The course condenses 16-weeks of material into 6 weeks, so students must be prepared to dedicate a substantial amount of time to this class in order to keep up with the course materials and activities. Students should expect to be working on this class independently for at least three hours each day for the next 6 weeks. In addition, students will be meeting twice a week for one hour (Monday and Wednesday from 1-2:00 p.m.) via the Zoom website. It will be a challenging class, but you can do it! Students at colleges and universities all over the country are enrolling for similar Child Development courses that they, too, will be taking on-line. You are not alone in this – you have your classmates and a wonderful instructor!!

Canvas-delivered On-line Class

Because of COVID-19, we will not have daily class meetings or daily lectures. Instead, this course will be completed independently by each student with the support of the course instructor, who is available M-F for help, advisement, and learning support. In addition, the course will be supported through twice a week class meetings through the Zoom website.

Mandatory Twice-a-Week Class Meetings via Zoom

The class will meet virtually twice a week for each full week of the summer session. Class meetings will be held through Zoom from 1:00 to 2:00 **every** Monday and Wednesday afternoon beginning on Monday, June 1 and ending after the Wednesday meeting on July 1. Attendance at these meetings is **mandatory** due to the meetings being used to complete a group project.

Duff Galda is inviting you to a scheduled Zoom meeting:

Topic: EDU 217 Monday and Wednesday Meetings

Time: 01:00 PM – 02:00 PM
　　　Every week on Mon, Wed, until July 1, 2020 (10 meetings)
　　　Jun 1, 2020 01:00 PM
　　　Jun 3, 2020 01:00 PM

Progression through Course Content

The course content for EDU 217 helps students to build a foundational understanding of human growth and development through which a child progresses. The course is organized into a series of learning modules that develop concepts related to the physical, emotional, psychological, and cognitive growth and development through which a child progresses.

Progress through the course learning modules is facilitated through class readings, activities, and assignments. The development of course concepts by students is assessed through activities, assignments, and quizzes.

Students must progress through each module by completing the required assignments **in the order they are listed in the Modules page!** Subsequent assignments and modules are not unlocked until all previous assignments, quizzes, etc. have been opened and completed.

Texts and Materials

This class utilizes open source readings, videos, and instructional materials. You will not have to purchase a text. Readings are available for access on our Canvas website.

Out-of-Class Student Preparation

Students are expected to access our Canvas course site and independently complete required class PowerPoint "lecture" slides, readings, videos, homework activities, written reflections, quizzes, etc. that are part of each module's requirements. The course materials can only be accessed through Canvas.

Turn -Around Time

I will grade assignments as they are submitted, with a targeted turn-around time of 24 hours. I will be available to "meet" with you during Zoom Office Hours or by phone (520-609-1877) if you wish to discuss your progress or grades.

E-mail and phone messages will be returned within 24 hours, Monday through Friday.

Evaluation, Grading, and Assignments

The instructor in this course does not give grades; grades are earned by the students. The instructor merely evaluates the work done by students and awards the grades the students have earned.

Students are responsible for the grade they earn. If the student wants an "A" in the class, he/she must consistently complete and submit work that is far superior to that completed by the average student. Further, in order to earn an "A" in the class, a student must also participate at a superior level of engagement with the course activities and material. Finally, to earn an "A" in the class, a student is required to have superior attendance.

This course utilizes a standard collegiate grading scale:
   90% and above earns an A (1584 to 1760 points earned)*
   80 – 89% earns a B (1408 to 1583 points earned)*
   70 – 79% earns a C (1232 to 1407 points earned)*
   60 – 69% earns a D (1056 to 1231 points earned)*
   Under 60% earns an F (0 to 1055 points earned)

Your grade will be determined by the following:

Grading Calculations	
Monday, Wednesday Zoom Meeting - Attendance and Participation (50 points per class meeting.)	500
Quizzes on Modules 2-16 (15 quizzes at 50 points each)	750
Virtual Child Assignments (5 assignments at 50 points each)	250
Project Read-Aloud Partner Identification Form	10
Project Read-Aloud Session Logs (10 logs at 15 points each)	150
Project Read-Aloud Final Reflection – Due before June 7 at 11:59 p.m.	100
Points Possible	**1760**

Temporary Pass/Fail Grading Option Policy:

1. TOCC courses will offer pass/fail option for students during the COVID-19 crisis.
2. This option is available to all students. Students must opt-in to the pass/fail option, otherwise the faculty is to assign a letter grade.
3. To achieve a "Pass," you must have a letter grade of "C" or above, otherwise it is considered a "Fail."
4. You must consider the benefits and drawbacks of the pass/fail options.

   Benefits of this option:
   1. The benefit of this option is that the stress and anxiety about your course performance during the COVID-19 crisis might be reduced by not worrying about earning an "A," "B," or "C" in this class.

2. If you "Fail" the class, the "F" will not have a negative impact on your GPA.

   Drawbacks of this option:
   1. While during this crisis, many colleges and universities are allowing a pass/fail option, courses may not transfer to institutions outside the Arizona public university system. (That includes only ASU, NAU, and the U of A. It does not include Grand Canyon University or other private universities in Arizona.)
   2. A "Pass" will have no impact on your GPA, meaning that if you are trying to improve your GPA for financial aid reasons or for transfer reasons the pass/fail option may not be a good idea.

Follow these steps to request a Pass/Fail grade:
   1. Notify your instructor that you are choosing a Pass/Fail grade
   2. Fill out the "Pass/Fail Grade Request Form." Both you and the instructor must sign the form
   3. The instructor will e-mail the completed form to one of the people listed below and the form will be uploaded to the student's Jenzabar record.

   - Gloria Benevidez
   - Daun Hume
   - Leslie Luna

Himdag Cultural Component

The Himdag is the unique worldview of the Tohono O'odham people. Within it, the values and beliefs of the O'odham are deeply embedded and passed from one generation to the next. If the Himdag, which has been taught by O'odham elders to their youth for thousands of years, is to survive and flourish in this ever-changing world, it must be central in the education of O'odham people. In order to ensure that the education of its youth is grounded in the Himdag, the O'odham people have made the education of O'odham teachers, who are prepared to help children learn and live the values and beliefs (T-Wohocudadag) of the Himdag, a priority.

For many years, O'odham people dreamed of establishing a college that would support education on the Nation that would be grounded in the O'odham Himdag. In TOCC, the dream has been realized. As we will learn through our work in this class, as is the case with many Indigenous cultures, education on O'odham land has not been fully grounded in the culture of its people since European contact and colonization. Many people on the Nation wish to change that by ensuring that O'odham are preparing to assume leadership roles in education on the Nation through Teacher Preparation programs at TOCC that will prepare them to return to classrooms on the Nation where they will work with O'odham youth and revitalizing the ancient practice of elders educating young people from within the Himdag.

Through this class, students will work together (I-we:mta) to develop a solid understanding of the nature of culture and what makes their culture (T-Wohocudadag) unique within the tremendous human cultural diversity of the world.

5

Since the instructor is not O'odham, students will be encouraged and expected to make relevant cultural inferences to the material being presented. This practice will help prepare them to incorporate the Himdag in their own teaching as they develop the skills and knowledge necessary to become classroom teachers and enter their own classrooms.

As the students in the class progress through the course, they will be encouraged to articulate a personal diversity statement that supports their deepest respect (T-Pi:k Elida) of the diverse cultures and ways of being that make up our world as well as their own Tohono O'odham culture and ways of being.

Policies and Expectations

Student Responsibility in Canvas

Students are required to contact the professor if they have any concerns about the class, its content, its delivery, or its assessment. Students may contact Duffy by a phone call or text message (520-609-1877), or through e-mail (dgalda@tocc.edu).

Students are expected to use Canvas to access course materials. If they have any questions or concerns about Canvas, or if they are having any problems accessing Canvas, students can contact the instructor or people in TOCC's IT department for help.

Students **must complete the specified modules for each of the 5 weeks** of class in order to pass this class. However, students **ARE** allowed to complete the modules more quickly if they choose. The course has been designed to allow students to move through the modules at their own pace, with the only requirement being that they MUST complete the entire course before May 7.

All activities, quizzes, and assignments are due on the specified due date before 11:59 p.m.

Attendance Policy

Attendance is critical to student success. On-line "attendance" is recorded through an assigned activity in each module.

Student must "check into" Canvas each week and must complete the "Attendance and Participation" Assignment every week in order to receive attendance points and to be considered "attending" our Canvas class. The "Attendance and Participation" assignment is located in each module.

Canvas Netiquette Policy

THIS IS A COLLEGE COURSE; everyone has the right to engage in the learning process and to be in a safe and non-distracting learning environment. College students are expected to:

- take responsibility for their own learning
- maintain the integrity of the learning environment so that they and their classmates

are free to learn with minimal disruption or distraction
- be respectful of their peers and professors, and
- assume responsibility for conducting themselves as mature individuals

As such, in this class:

- Students are expected to conduct themselves in a courteous, respectful, and mature manner at all times
- Students are expected to participate fully in all active learning activities
    - Students are expected to be open and listen to new ideas and perspectives
        - There can be more than one way to get view a situation or interpret a problem. Classmates and the instructor have a lot of insight if you allow yourself to listen and be open to divergent perspectives.
    - Student conduct is further detailed in the Student Handbook under Student Code of Conduct Violations.

Make-up Policy

Late assignments will be accepted but will be penalized by automatically being docked 25% of the total points possible.

No work will be accepted after July 7.

Academic Integrity

Violations of scholastic ethics are considered serious offenses by Tohono O'odham Community College, the Student Services Department, and by your instructor. Students may consult the TOCC Student Handbook sections on student code of conduct, on scholastic ethics and on the grade appeal procedure. Copies are available at Tohono O'odham Community College.

All work done for this class must be your own, or the original work of your group. While you may discuss assignments with other class members, the final written project must clearly be original. You may use work from books and other materials if it is properly cited. Copying from a book without proper reference or from a person under any circumstances will result in an "F" for the assignment, and at the instructor's discretion, possibly an "F" for the course. If you are uncertain about proper citations ask your instructor or the librarian.

Course Progress Feedback

A student or the instructor may request a student conference at any time during the course to discuss student progress. Current grade standing will be provided to each student via the electronic system of Canvas.

Incomplete Grade Policy

Below is the College's "Temporary Amendment to the TOCC Incomplete Policy, which is for the Spring Semester 2020 only, due to coronavirus pandemic. (March 23, 2020)

Incomplete (I) grades are not awarded automatically. The student must request an "I" from the instructor who can choose to award an Incomplete only if all three of the following conditions are met:

1. The student must be in in compliance with the attendance policy.
2. There must be an unavoidable circumstance that would prohibit the student from completing the course. Unavoidable circumstances includes not being able to complete a spring semester 2020 course that was face-to-face but had to become an online course because of the coronavirus pandemic as of March 30, 2020.
3. The student must have completed over 75% of the course requirements with at least a "C" grade.

Incompletes are not a substitute for incomplete work due to frequent absences or poor academic performance.

Incomplete grades that are not made up by the end of the ninth week of the following fall semester will be automatically changed to an F if the agreed upon work, as stipulated on the written form signed by the instructor and the student when the I grade is awarded, is not completed.

Instructor Withdrawals

Instructor reserves the right to withdraw students who fail to complete the first four Learning Modules of the course by June 7 at 11:59 pm.

Student Withdrawals

Students may withdraw from class at any time on or before the Summer Session withdrawal date.

Special Withdrawal (Y) Grade

The "Y" grade is an administrative withdrawal given at the instructor's option when no other grade is deemed appropriate. Your instructor must file a form stating the specific rationale for awarding this grade. Y" grades are discouraged since they often affect students negatively. Your instructor will not award a "Y" grade without a strong reason.

Equal Access Statement/Disability Accommodations

Tohono O'odham Community College seeks to provide reasonable accommodations for qualified individuals with disabilities. The College will comply with all applicable regulations, and guidelines with respect to providing reasonable accommodations as required to ensure an equal educational opportunity. This process includes self-identifying as a student with a disability, providing supporting documentation of their disability, and being approved for services through the Disability Resources Office (DRO).It is the student's responsibility to make known to their instructor(s) the student's specific needs within the context of each class in order to receive appropriate accommodations. We will work together in order to develop an accommodation plan specifically designed to meet the individual student's requirements.

For more information or to request academic accommodations, please contact: Anthony Osborn, TOCC Disabilities Resource Coordinator, aosborn@tocc.edu, or 520-360-5044 for additional information and assistance.

Disability Resources Office (DRO).It is the student's responsibility to make known to their instructor(s) the student's specific needs within the context of each class in order to receive appropriate accommodations. We will work together in order to develop an accommodation plan specifically designed to meet the individual student's requirements.

Title IX

Tohono O'odham Community College encourages each student to have the knowledge and skills to be an active bystander who intervenes when anyone is observed or being harassed or endangered by sexual violence. Sexual discrimination and sexual violence can undermine students' academic success and quality of life on campus and beyond. We encourage students who have experienced or witnessed any form of sexual misconduct to talk about their experience and seek the support they need.

Confidential support and academic advocacy can be found with: Student Services Title IX Coordinator/Counselor, Alberta Espinoza, M.Ed. located in I-We:mta Ki: Room 18. Phone 520-383-0033 email: aespinoza@tocc.edu

Conduct: Bias, Bullying, Discrimination and Harassment

Tohono O'odham Community College faculty and staff are dedicated to creating a safe and supportive campus environment as a core value. Harassment based on age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status will not be tolerated.

Course Outline and Due Dates

The following is a tentative outline of the course activities. Please be aware that course pacing and student interest might result in altering this outline. Students will be advised in class of any changes to this outline in class and the changes will be reflected in Canvas.

The presentation materials and activities for each module will be located in the corresponding Module in Canvas. You are required to check Canvas regularly for announcements, reading assignments, quizzes, etc.

The class will be delivered to you in 1-week segments. Each weekly segment consists of three (3) learning modules that focus on different aspects and/or stages of child development.

9

Please Note: You **MUST** progress through every item in each learning module in the order that they are listed. You will not be allowed to go on to the subsequent module until every item in the previous module has been opened and completed.

Week 1 - June 1 through June 7

- Week 1, Module 1: Learning Module Orientation
- Week 1, Module 2: Introduction to Child Development
- Week 1, Module 3: Theories of Child Development
- Week 1, Module 4: Prenatal Development, Birth, and the Newborn
- Week 1 Monday, June 1, 1:00 p.m. Zoom Class Meeting Attendance and Participation
- Week 1 Wednesday, June 3, 1:00 p.m. Zoom Class Meeting Attendance and Participation
- Week 1 Assessments
  - Module 2 Quiz - Due 11:59 p.m., Sunday, June 7
  - Module 3 Quiz - Due 11:59 p.m., Sunday, June 7
  - Module 4 Quiz - Due 11:59 p.m., Sunday, June 7
  - Week 1 "My Virtual Child" assignment #1 - Due 11:59 p.m., Sunday, June 7
  - Project Read-Aloud *Partner Identification Page* – Due 11:59 p.m. Sunday, June 7
  - Project Read-Aloud *Reading Session 1 Log* – Due 11:59 p.m. Sunday, June 7
  - Project Read-Aloud *Reading Session 2 Log* – Due 11:59 p.m. Sunday, June 7

During the first week, in addition to the three (3) learning modules exploring aspects associated with the field of child development, you will have an additional learning module that orients you to this specific on-line class. This module is called the "Learning Module Orientation," and is designed to help you become familiar with the navigation of Canvas and to learn what will be expected of you as a student in this class.

Week 2 - June 8 through June 14

- Week 2, Module 5: Physical Development in Infancy
- Week 2, Module 6: Cognitive Development in Infancy
- Week 2, Module 7: Social-Emotional Development in Infancy
- Week 2 Monday, June 8, 1:00 p.m. Zoom Class Meeting Attendance and Participation
- Week 2 Wednesday, June 10, 1:00 p.m. Zoom Class Meeting Attendance and Participation
- Week 2 Assessments
  - Module 5 Quiz – Due 11:59 p.m., Sunday, June 14
  - Module 6 Quiz – Due 11:59 p.m., Sunday, June 14
  - Module 7 Quiz – Due 11:59 p.m., Sunday, June 14
  - Week 2 "My Virtual Child" assignment submission - Due 11:59 p.m., Sunday, June 14

- Project Read-Aloud *Reading Session 3 Log* – Due 11:59 p.m. Sunday, June 14
- Project Read-Aloud *Reading Session 4 Log* – Due 11:59 p.m. Sunday, June 14

Week 3 - June 15 through June 21

- Week 3, Module 8: Physical Development in Early Childhood
- Week 3, Module 9: Cognitive Development in Early Childhood
- Week 3, Module 10: Social-Emotional Development in Early Childhood
- Week 3 Monday, June 15, 1:00 p.m. Zoom Class Meeting Attendance and Participation
- Week 3 Wednesday, June 17, 1:00 p.m. Zoom Class Meeting Attendance and Participation
- Week 3 Assessments
  - Module 8 Quiz – Due 11:59 p.m., Sunday, June 21
  - Module 9 Quiz – Due 11:59 p.m., Sunday, June 21
  - Module 10 Quiz – Due 11:59 p.m., Sunday, June 21
  - Week 3 "My Virtual Child" assignment submission - Due 11:59 p.m., Sunday, June 21
  - Project Read-Aloud *Reading Session 5 Log* – Due 11:59 p.m. Sunday, June 21
  - Project Read-Aloud *Reading Session 6 Log* – Due 11:59 p.m. Sunday, June 21

Week 4, June 22 through June 28

- Week 4, Module 11: Physical Development in Middle and Late Childhood
- Week 4, Module 12: Cognitive Development in Middle and Late Childhood
- Week 4, Module 13: Social-Emotional Development in Middle and Late Childhood
- Week 4 Monday, June 22, 1:00 p.m. Zoom Class Meeting Attendance and Participation
- Week 4 Wednesday, June 24, 1:00 p.m. Zoom Class Meeting Attendance and Participation
- Week 4 Assessments
  - Module 11 Quiz – Due 11:59 p.m., Sunday, June 28
  - Module 12 Quiz – Due 11:59 p.m., Sunday, June 28
  - Module 13 Quiz – Due 11:59 p.m., Sunday, June 28
  - Week 4 "My Virtual Child" assignment submission - Due 11:59 p.m., Sunday, June 28
  - Project Read-Aloud *Reading Session 7 Log* – Due 11:59 p.m. Sunday, June 28
  - Project Read-Aloud *Reading Session 8 Log* – Due 11:59 p.m. Sunday, June 28

Week 5, June 29 through July 5

- Week 5, Module 14: Physical Development in Early Adolescence

- o **Week 5, Module 15: Cognitive Development in Adolescence**
- o **Week 5, Module 16: Social-Emotional Development in Adolescence**
- o **Week 5 Monday, June 29, 1:00 Zoom Class Meeting Attendance and Participation**
- o **Week 5 Wednesday, July 1, 1:00 Zoom Class Meeting Attendance and Participation**
- o **Week 5 Assessments**
    - ▪ **Module 14 Quiz – Due 11:59 p.m., Sunday, July 5**
    - ▪ **Module 15 Quiz – Due 11:59 p.m., Sunday, July 5**
    - ▪ **Module 16 Quiz – Due 11:59 p.m., Sunday, July 5**
    - ▪ **Week 5"My Virtual Child" assignment submission - Due 11:59 p.m., Sunday, July 5**
    - ▪ **Project Read-Aloud *Reading Session 9 Log* – Due 11:59 p.m. Sunday, July 5**
    - ▪ **Project Read-Aloud *Reading Session 10 Log* – Due 11:59 p.m. Sunday, July 5**
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Week 6 - Final Project Submission

- o **Project Read Aloud *Final Reflection* Due 11:59 p.m., Tuesday, July 7**

We have a lot of territory to cover in the next 5 weeks; but, just think: you will have earned 3 credit hours of transferable EDU coursework by the end of that 5 weeks. I am so excited for you. Good luck, and have fun with this!!