**Wayland Mission Statement**

Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

**Contact Information**

**Course**

: PSYC 2306 VC01 – Child Growth and Development

**Campus**

: WBUonline

**Term/Session**

**:** Spring 1 2022

**Instructor**

**:** Cari Wood, M.S.

**Office Phone Number**

**:** 808-226-4142 (cell). If I am unable to answer my phone, please leave a message with your name, class, phone number, and reason for calling and I will return your call. **I live in Virginia (EST) so please check your time zone when calling. If you would like to send a text, feel free as well!**

**WBU Email Address**

**:** [cari.wood@wayland.wbu.edu](mailto:cari.wood@wayland.wbu.edu) - I check my email throughout the day; therefore, if you email me, I will respond fairly quickly but please give me at least 24 hours to respond.

**Office Hours, Building, and Location**

**:** Available Upon Request

**Class Meeting Time and Location**

**:** WBUonline

**Textbook Information**

**Required Textbook(s) and/or Required Materials**

**:**

**Child (paperback)**  
  
**Author:** Martorell, Gabriela  
**ISBN:** 1-260-50017-9  
**ISBN-13:** 978-1-260-50017-2  
**Edition / Copyright:** 2nd 2020 - Current Edition  
**Publisher:** McGraw-Hill Education

*The textbook for this course is part of the* ***Wayland’s Automatic eBook*** *program. You will have access to an eBook and interactive learning material on the first day of class through your Blackboard course site. The cost of this Automatic eBook will be billed directly to your student account when you register for the course. You will be notified via email with access instructions and additional information. If you do not wish to participate in the Automatic eBook program, you will have the first 12 days of class to opt-out of the program (additional details will be outlined in your email instructions). For more information on the Automatic eBook program, visit the Wayland Bookstore* [*Automatic eBook FAQ*](https://bookstore.wbu.edu/site_inclusive.asp) *page.*

**Course Information**

**Catalog Description**

**:**  Physical, intellectual, and personality development of healthy children from birth through middle childhood.

**There is no prerequisite for this course.**

**Course Outcome Competencies**

**:** Upon completion of this course, students will be able to:

* Understand the lifelong impact of the experiences provided in early childhood through grade 4 on individual development and on society
* Know the typical stages of cognitive, social, physical, and emotional development of students in early childhood through grade 4
* Recognize the wide range of individual developmental differences that characterizes students in early childhood through grade 4 and the implications of this developmental variation from instructional planning
* Recognize factors affecting the physical growth and health of students in early childhood through grade 4 (e.g., nutrition, sleep, prenatal exposure to drugs, abuse) and knows that students; physical growth and health impact their development in other domains (e.g., cognitive, social, emotional)
* Recognize factors affecting the social and emotional development of students in early childhood through grade 4 (e.g., lack of affection and attentions.  Limited opportunity for verbal interactions, changes in family structure) and knows that student’s social and emotional development impacts their development in other domains
* Know the stages of play development (i.e. from solitary to cooperative) and the important role of play in young children’s learning and development
* Demonstrate knowledge of developmental changes in children’s thinking (i.e., from primarily concrete thinking to the ability to reason and think logically, to understand cause and effect, and to organize information systematically)
* Analyze how developmental characteristics of students in early childhood through grade 4 impact learning and performance
* Understand how development is any one domain (i.e., cognitive, social physical, emotional) impacts development in other domains
* Recognize signs of developmental delays or impairments in students in early childhood through grade 4

**Attendance Requirements**

WBUonline (Virtual Campus)

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 2 or more weeks of an 8-week session, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given session is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

**University Policies**

**Statement on Plagiarism and Academic Dishonesty**

**:** Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

**Disability Statement**

**:** In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Director of Counseling, Career and Disability Services serves as the coordinator of students with disability and should be contacted concerning accommodation request at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

Accessibility issues with content in WBUonline courses or in Blackboard should be addressed to the WBU accessibility coordinator, Dr. Trish Ritschel-Trifilo, [trifilot@wbu.edu](mailto:trifilot@wbu.edu) or call (806) 291-3745.

**Student Grade Appeals**

**:** Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

[WBU Catalog](http://catalog.wbu.edu/)

**Course Requirements and Grading Criteria**

**Evaluation of student performance:**

***\*I do realize emergencies happen and unforeseen military deployments or TDY (temporary duty) occur; therefore, in order to avoid any deducted points on assignments and exams, please contact me immediately so we can make other arrangements.***

**1. Participation:** Please see “**Attendance Requirements."**

**2. Discussion Questions: Make** sure that you have read the chapter and the lecture before completing the assignment and understand terms from the book and the lectures. You will not be able to answer the questions correctly if you have not done the reading beforehand.

**Requirements for the discussion questions:**

(a)Each discussion question answer must be at least 350 words of text. So, if there are 2 discussion questions for the week, that totals 700 words (does not include re-writing the question and your reference list).

(b) *Each* d**iscussion question answer must be cited and referenced using your textbook or other credible Internet websites, books, journals, etc. that support the book.** APA (American Psychological Association) format is required for all writing assignments. Just because you reference a source at the end of your answer, does not mean you fulfilled the requirement.  If a source is provided in your reference list, an in-text citation has to be provided in your paragraph (they go together); therefore, I need to see an in-text citation AND reference.

(c) *Each* discussion question answer must be scholarly (use research to support your answers) and include correct grammar, punctuation, spelling, etc. If you want to add your opinions, stories, or life experiences to help support your scholarly answer, I encourage you to do so. This will keep the discussions fun and intriguing. If we were in a traditional classroom, we would have the opportunity to share our thoughts, ideas, opinions, etc. It is completely optional to do this (unless stated otherwise) - it just keeps the class interesting.

**3. Interaction with Classmates:** In addition to posting answers to the discussion questions, **you are also required to respond to *at least* one other student's posting,** either agreeing with the comments or expressing an alternate opinion in ***at least 2 paragraphs*.**

Try to respond to postings which haven’t already been responded to, or which have fewer responses. Please do not respond to a classmate by only saying, “I agree with your post, great job!” You need to elaborate as to “why” you agree or disagree and try to support your response/feedback with references as well. The discussions are designed to help you clarify your thinking and compare your opinions to those of others. Any opinion, backed by solid research, lends itself to a stronger position. When posting your answer and your responses to other students’ answers, be sure to use correct grammar, punctuation, and syntax. All posts should be checked for spelling and grammatical errors before posting them. Remember that you are communicating with others and correct English usage is critical because you are expecting others to understand what you are saying. It would be helpful to type out your answer/response, spell and grammar check, then proofread once more before posting. Improper grammar, punctuation, and/or syntax will reduce your grade. *Also be aware that derogatory comments, bad language, and rudeness will not be tolerated.* Disagreement is fine and open discussion is encouraged, as long as it is done with respect and tact. **Postings which are derogatory in nature will be immediately removed and your grade will be significantly reduced**.

**4. Exams:** There will be 3 exams given and you will have 90 minutes to complete each test. Some questions will be from the book only, some from the lessons only, and some from both - you need to be familiar with the information contained in all required readings. Just because we do not cover something in the class, does not mean it will not be on the test. Once again, it is up to you to read and study all the chapters assigned. Questions may consist of multiple choice, true/false, matching, short answer, and/or essay/critical thinking exercises. The exams will be open book and open notes (not open friends or spouse). You should take the test as if you were in a classroom and allowed to use your books and notes. Even in a classroom, you still would not discuss the questions with someone else before or during the test.Even though the test is open book and notes, you will not be able to answer the questions correctly if you have not read the assigned material - both the lessons and the chapters. You will not have any problems with these as long as you have read the assigned material. If you encounter technology problems, contact me immediately.

**Breakdown of determining course grade:**

***\*There will be a 1 point deduction for each day an assignment or exam is late.***

1. Discussion Questions: 160 points (16 discussions at 10 points each)

2. Interaction with Classmates: 24 points **(3 points each week)**   
3. Exams: 300 points (3 examinations at 100 points each)

**Total Possible Points: 484**

|  |
| --- |
| **Grading:** |
| 484 - 436 = A 435 - 388 = B 387 - 339 = C 338 - 291 = D 290 or less = F |

***NOTE:* Discussion questions and interaction with classmates will be graded on Monday and Tuesday from the previous week. Grades can be found by clicking "My Grades" from the menu option in class.**

**The University has a standard grade scale:**

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term, within the last week of an 8-week session, or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student’s control. A grade of “incomplete” is changed if the work required is completed prior to the last day of the next long 16-week term or 8-week session, unless the instructor designates an earlier date for completion.  If the work is not completed by the appropriate date, the I is converted to an F.

**Tentative Schedule**

***\*Discussion questions are to be posted by 11:59pm CST on Saturday of each week. Your response to another student’s posting is to be posted by 11:59pm CST on Sunday of each week (except for Week 8; will be due on Saturday).***

**Week #1: January 10 - 16**

\*Read Syllabus

\*Send email confirmation, from your WBU email address, to cari.wood@wayland.wbu.edu that syllabus was read and understood.

\*Introduce yourself in the Discussion Board under the forum "Welcome." Post a photo if you would like!

\*Read Chapter 1 – *Intro to Child Development*

\*Read Chapter 2 – *Conception, Heredity, and Environment*

\*Discussion Assignment #1 (two discussion questions)

**Week #2: January 17 – 23**

\*Read Chapter 3 – *Pregnancy and Prenatal Development*

\*Read Chapter 4 – *Birth and the Newborn*

\*Discussion Assignment #2 (two discussion questions)

\***Exam #1** **(chapters 1-4; due Sunday, January 23th, by 11:59pm CST)**

**Week #3: January 24 – 30**

\*Read Chapter 5 – *Physical Development and Health, 0 to 3*

\*Read Chapter 6 – *Cognitive Development, 0 to 3*

\*Discussion Assignment #3 (two discussion questions)

**Week #4: January 31 – February 6**

\*Read Chapter 7 – *Psychosocial Development, 0 to 3*

\*Read Chapter 8 – *Physical Development and Health in Early Childhood*

\*Discussion Assignment #4 (two discussion questions)

**Week #5: February 7 - 13**

\*Read Chapter 9 – *Cognitive Development in Early Childhood*

\*Read Chapter 10 – *Psychosocial Development in Early Childhood*

\*Discussion Assignment #5 (two discussion questions)

\***Exam #2** **(chapters 5-10; due Sunday, February 13th, by 11:59pm CST)**

**Week #6: February 14 – 20**

\*Read Chapter 11 – *Physical Development and Health in Middle Childhood*

\*Read Chapter 12 – *Cognitive Development in Middle Childhood*

\*Discussion Assignment #6 (two discussion questions)

**Week #7: February 21 – 27**

\*Read Chapter 13 – *Psychosocial Development in Middle Childhood*

\*Read Chapter 14 – *Physical Development and Health in Adolescence*

\*Discussion Assignment #7 (two discussion questions)

**Week #8: February 28 – March 5**

\*Read Chapter 15 – *Cognitive Development in Adolescence*

\*Read Chapter 16 – *Psychosocial Development in Adolescence*

\*Discussion Assignment #8 (two discussion questions)

**\*Exam #3 (chapters 11-16; due Saturday, March 5th, by 11:59pm CST)**

**Additional Information**

A syllabus is not a contract between instructor and student, but rather a guide to course procedures on attendance, requirements, grading, objectives, and class topic and reading schedule. The instructor reserves the right to amend the syllabus when circumstances dictate or unusual opportunities for student learning arise. Students will be notified.

**Wayland Baptist University**

**Statement on Plagiarism and Academic Dishonesty**

Writing is a collaborative art. Working out ideas for your paper with an instructor, writing tutor, classmate, family member, or friend is encouraged not only for this class, but also for other classes that involve writing. Discussion and collaborative brainstorming are good. However, passing off another's ***writing or ideas*** as your own is plagiarism. It is unethical, it constitutes Academic Dishonesty (cheating), and it is sufficient grounds both for failure of a course and suspension from the university.

Common examples of plagiarism or academic dishonesty include the following:

* Copying any amount of text directly from an internet website, book, or other document without appropriate citation and synthesis into one’s own discussion.
* Paraphrasing the ideas presented in any source or oral discussion without ***appropriate citation***. Using the evidence and conclusions of any source as the controlling framework for one’s own paper.
* Recycling work from a previous or current course, whether your own work or another student’s work.
* Purchasing or otherwise downloading a paper from an internet website.

In some writing assignments, you will be expected to incorporate scholarly sources into your document. ALL OF THE FOLLOWING must be met to constitute ***appropriate citation*** of any source:

* Including MLA, Chicago, or APA parenthetical or note-style citation format as required by the instructor.
* Placing borrowed text directly from another source within “quotation marks.”
* Introducing clearly another author’s voice into the document by means of a signal phrase (an introduction of that author).
* Offering, in short, a clear distinction between one’s own voice or ideas and those of any outside authors brought into the discussion.

Wayland Baptist University observes a ZERO TOLERANCE policy regarding Academic Dishonesty.

* Any suspected instance of academic dishonesty, including plagiarism, will first be evaluated by the instructor and discussed individually with the student.
* If the instructor determines that a student’s actions constitute Academic Dishonesty, the case will be filed with the school dean (as determined by course prefix) and reported to

the university executive vice president/provost, as per university policy. ALL CASES OF

ACADEMIC DISHONESTY WILL RE REPORTED.

* Per university policy as described in the Wayland Academic Catalog, second offenses

WILL RESULT IN SUSPENSION FROM THE UNIVERSITY.

* In this course, the first instance of Academic Dishonesty may also result in a zero on the assignment.

Policy 8.4.1 Attachment Inception 10/08/2014