Class Meetings

<table>
<thead>
<tr>
<th>Section</th>
<th>Schedule</th>
<th>Location</th>
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<tbody>
<tr>
<td>18409</td>
<td>Monday &amp; Wednesday 10:00 – 11:15 AM</td>
<td>EC 203</td>
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<tr>
<td>11169</td>
<td>Monday &amp; Wednesday 1:00 – 2:15 PM</td>
<td>EC 203</td>
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</tbody>
</table>

Professor: Sharon Seidman, Ph.D.

Office: EC 414
Email: sseidman@fullerton.edu
Website: http://faculty.fullerton.edu/sseidman/301
Phone: 714-278-2930
Office Hours: Monday 11:30 AM – 12:30 PM
            Wednesday 2:30 -3:30 PM
            And by appointment

Course Overview

This course is the first of an in-depth two-part course sequence for Child and Adolescent Development (CHAD) majors examining normative human development through adolescence. In addition to examining individual and societal factors influencing development, these courses examine theories of development and their implications for practice with children and their families from a multicultural perspective. CAS 325 A and B provide CHAD majors with an extensive foundation for their work as effective practitioners with and advocates for children. See the CAS 325A Learning Goals in your textbook or on the class website for additional information.

Required Course Materials

- The text Children: Development from Conception through Age 8, CSUF Custom Edition (Kail, 2002). This text is available at Little Professor Bookstore (714-996-3133, http://www.littleprofessor.com/stores.html).
- Email address (must be checked at least weekly) and internet access.
- Project readings as appropriate and required
- Supplementary readings as specified in course schedule.
Grading

Course grades will be based on the number of points you have earned out of the 300 possible points in the course. Points will be available as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
<th>Points Earned</th>
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<tr>
<td>Participation Exercises</td>
<td>30</td>
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<tr>
<td>Source Information</td>
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<tr>
<td>Topical Project</td>
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<tr>
<td>Topical Paper</td>
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<tr>
<td>Midterm Exam 1</td>
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<td>Midterm Exam 2</td>
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<td></td>
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<tr>
<td>Standard Department Final Exam</td>
<td>70</td>
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<td>Total</td>
<td>300</td>
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This course does not use +/- grading. At the end of the semester, I will add your scores on the projects and exams and assign grades as follows:

- **A**: 90-100% of the possible points (270 - 300)
- **B**: 80-89% of the possible points (240 - 269)
- **C**: 70-79% of the possible points (210 - 239)
- **D**: 60-69% of the possible points (180 - 209)
- **F**: 59% or fewer of the possible points (179 or less)

Course Requirements

**Participation**: Your in-class participation is very important both for yourself and your fellow students. Material is presented in class that may be on the exam or necessary for class projects and may not be available in the course readings. In addition, class discussion and exercises will help you better understand the material and provide the opportunity to focus on the aspects of development which most interest you.

Over the course of the semester, I will randomly collect 10 in-class assignments. Each of these will be worth 3 points, so that your participation in the course is worth 30 points total. There is no way to make-up participation assignments or to turn them in late.

**Topical Project**: The topical project assignment is designed to allow you to explore a topic in the development of children from conception through age 8 in greater depth. During the second week of class, you will sign up for the age range that most interests you: prenatal/infant/toddler or preschool/primary. Students selecting the younger age group will present their project on April 3 and students selecting the older age group will present their project on May 8.
Once you have selected an age range, you will select a specific developmental issue that applies to children in that period and interests you. This may be a developmental issue (e.g., the typical age at which children walk and environmental influences on walking), a parenting issue (e.g., the impact of specific discipline strategies), or a policy issue (e.g., the impact of different assessment or intervention strategies for children’s special needs).

You may do the topical project individually or with up to two peers (i.e., teams of 3 or less). Teams will receive the same project grade, but may choose whether to write their paper individually (each person writes his/her own paper and receives his/her own grade) or jointly (team writes one paper and each person receives the same grade).

Once you have decided on a topic for your project, you will complete a project topic sheet (available on the course website). If you are doing a group project, you should only complete one topic sheet for your entire group. Project topics must be submitted at least 2 weeks prior to the due date (i.e., 3/15 for the younger group and 4/24 for the older group).

The topical project has 3 components: selection of your additional project readings, development of your project, and a written paper summarizing the rationale, theoretical, and empirical background for your project.

**Source Selection:** Upon approval of your topic, you will collect 5 sources of information (per student) about the topic. At least 3 sources must be scholarly, peer-reviewed journal articles. The additional two sources may also be scholarly, or may be popular media (e.g., websites, instruction manuals, popular magazines), as long as the source is appropriate for the topic. Class readings and lectures should be incorporated into your analysis, if appropriate, but can not count as one of the 5 sources. These sources will be documented by 1) printing the search history and database record and 2) copying/printing the first page of the source. Appropriate source selection and documentation is worth 10 points.

**Project:** You will select an audience (e.g., parents, teachers, medical staff) and a format (e.g., newsletter/brochure, bulletin board display) for your project. You will then develop the project, keeping in mind the following:

- The language in the project should match the intended audience.
- The project should be both informative (containing valuable content) and engaging (appealing to the audience).
- The information in the project must be accurate.

- **See the course website for more detailed information and grading criteria.**

On the due date, you will present your project to the class. Your project will be on display during the class period, and you will explain the project and/or answer any questions about the project for your classmates. The project is worth 40 points.

During the project presentations, the rest of the class (those who are not presenting that day) will vote on three project categories:

- **Most Creative or Innovative** for the project which is most usual.
- **Most Visually Appealing and Effective** for the project which is most attractive and uses visual images to communicate effectively.
- **Most Useful and Important** for the project which provides the most valuable information.

Projects winning these categories will receive 5 points of extra credit.
**Paper:** You will also write a review paper about the project. The written report is due on the same day as the project. The paper is worth 50 points.
- The paper should present a more scholarly and detailed perspective on the information in the project (but be based on the same sources).
- The paper should explain why the project is necessary/valuable for the audience.
- The paper should be 5-7 pages in length, including the title page and reference page.
- The paper should be APA style.
- **See the course website for more detailed information and grading criteria.**

**Exams:** Exams will include both objective and open-ended questions (e.g. multiple choice, matching, short answer and essay questions). You must bring a scantron form 882-ES to each exam, and several pencils. I will provide the paper for the written portion of the exam.

As noted on the schedule below, there will be two midterm exams. The second midterm will be cumulative, although the emphasis will be on new material assigned following the first midterm. Each midterm is worth 50 points.

This course is assessed by a standardized department final exam. The final is also cumulative and takes the same form as the midterms, but is longer. The final exam is worth 70 points.

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**Assignments**

Students are responsible for all material covered in class and all assignments on the syllabus or made in class. Assignments are to be completed on the due date which appears on the syllabus (5% of the grade will be deducted for each week day for which the assignment is late). All written work prepared outside of class must be proofread and typed.

**Academic Honesty Policy**

Students are responsible for familiarizing themselves with the Academic Dishonesty section of the University Catalog (page 484). The information is available online at http://www.fullerton.edu/handbook/policy. When a student cheats or commits plagiarism, university policy requires instructors to penalize the student academically and report the offense to the Associate Dean of Judicial Affairs, Dr. Sandra Rhoten (714-278-3211). If you have any questions regarding this policy, please see the instructor.

**Special Needs**

Please inform the instructor during the first week of classes of any disability or special needs that you have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to the California State University Policy, students with disabilities need to document their disabilities at the Disabled Student Service Office, which is located in UH 101 and the phone number is (714) 278-3117. To learn more about the services, you may find the information online at www.fullerton.edu/disabledservices.
Make-Up Exams

Make-up quizzes will only be permitted under extenuating conditions. A 10% deduction will be assessed on all exams not taken on the assigned test day. Make-up exams will need to be taken within 1 week of the missed exam. Students are responsible for contacting the instructor immediately and scheduling time for make-up exam.

Attendance

Attendance is vital to class participation and will be taken in class. Students should strive to attend every class session. If circumstances force a late arrival, students should enter class quietly and indicate their arrival time on the attendance sheet at the conclusion of the session. During class, students are asked to turn off (or place on vibrate) cell phones and pagers.

Extra Credit

Students may earn extra credit by attending workshops or community events that are deemed relevant to the course and writing a short (1-2 page) summary of the event and its relation to their coursework. Appropriate workshops will be announced by the professor in class, via the course website, and/or through email. Students may select alternative activities if they are approved, prior to the activity, by the professor. Each activity and paper are worth up to 3 points. Students may earn up to 15 points of extra credit during the semester.