

Syllabus

ECE 2: Child Growth and Development

Course Information

- Semester and Year: Fall 2025
- Course ID and Section number: ECE-2-V9156
- Instructor's name: Dr. Darius Kalvaitis
- Location: Online in Canvas
- Course units: 3

Instructor Contact Information

- Office location or Online: HU 108b
- Office hours: by Appointment on Zoom, by phone, or on campus
- Phone number: 707.476.4338
- Email address: Darius-kalvaitis@redwoods.edu
- Communication notes: Reach out to me as needed for academic support and advice

Required Materials:

- None

Catalog Description

Examines the major physical, cognitive, social and emotional developmental milestones for children from conception through adolescence. Emphasis on interactions between maturational processes and environmental factors. Students will observe children, evaluate individual differences, and analyze characteristics of development at various stages according to developmental theories.

Course Student Learning Outcomes

1. Describe development of children from conception through adolescence in the physical, social, emotional, and cognitive domains.
2. Identify cultural, economic, political, and historical contexts that impact children's development.
3. Apply knowledge of development and major theoretical frameworks to child observations.

The instructor reserves the right to modify and adjust the syllabus to meet student and course needs

Course Textbook & Other Materials

Understanding the Whole Child: Prenatal Development through Adolescence

By: Jennifer Paris, Antoinette Ricardo, & Dawn Rymond

Textbook will be provided as a PDF in Canvas. No outside text is needed. OPTIONAL : If you like you can also purchase a hardcopy (\$50.80 + shipping) at: [buy a hard copy of the book](#)

Also in Spanish! -

Libro: Desarrollo y crecimiento en la niñez (Paris, Ricardo, Rymond y Johnson)

En este segmento presentaremos el cómo y el por qué los niños crecen, se desarrollan y aprenden. Veremos cómo cambiamos físicamente al pasar el tiempo, desde la concepción hasta la adolescencia. Analizaremos el cambio cognitivo, o cómo nuestra capacidad de pensar y recordar cambia durante los primeros 20 años de vida. Y vamos a ver cómo nuestras emociones, el estado psicológico y las relaciones sociales cambian a lo largo de la infancia y la adolescencia.

[Compra una copia de este libro](#)

Course Calendar

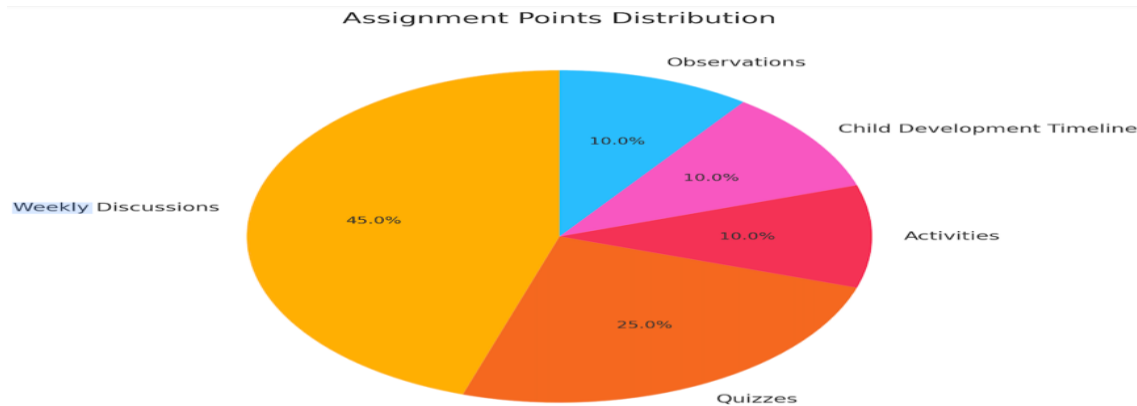
Is provided in the Canvas with details on dates and assignments

Evaluation and Grading Policy

Assignment	Points %	Description	Details	Student Learning Outcomes
Weekly Discussions (15) Due each and every week. Get in the habit of this as it is a	15X3= 45%	There are 15 of these. In class participate or virtually Post each (and every) week and Reply to at least 2 students each week	Post your response to the prompt. DUE by Thursday night. Weekly postings are a minimum of 250 to 350 words in length and must reflect an understanding of the written (text, lecture, and articles) materials, critical thinking on the topics and citations from the materials you read that support your views (text, articles, lectures). You must cite from the	

mainstay of our class.			<p>readings (not just the lecture) in your initial weekly post. You will provide page numbers and author's name in your citations.) You must also relate the readings to your personal life and work experiences.</p> <p>Reply to at least 2 other students. Due by Sunday night.</p> <p>Responses are a minimum of 100 words and must thoughtfully discuss the ideas presented in the post to which you are responding.</p>	
<p>Quizzes</p> <p>Due every 2-3 weeks and based on the readings and lectures.</p>	<p>5x5= 25%</p>	<p>There will be a total of 5 quizzes.</p>	<p>These will mostly be multiple-choice and true and false with some short answers. The quizzes are times but open book/note and you can usually take them twice and the highest grade will be recorded.</p>	<p>SLO 2:</p> <p>Identify cultural, economic, political, and historical contexts that impact children's development.</p>
<p>Activities</p> <p>Short activities on interesting and relevant topics in our curriculum.</p>	<p>2X5= 10%</p>	<p>2 short activities to help you understand the content.</p>	<p>There will be two different activities throughout the term. These could be short papers or projects look for specific detail details in the canvas shell.</p>	
<p>Child Development Timeline</p>	<p>1x10= 10%</p>	<p>This is one of the main assignments for the class where you were able to show your understanding of</p>	<p>The child development timeline assignment is to gauge your understanding of child development from conception to adolescence. You will be creating a visual representation of the entire spectrum of development for children. There will be samples</p>	<p>SLO 1:</p> <p>Describe development of children from conception through</p>

Due near end of the class		development in multiple domains.	provided, and guidance given in Canvas.	adolescence in the physical, social, emotional, and cognitive domains.
Observations Observe children and learn	2X5= 10%	2 observations will be completed either virtually or in person.	These observations will allow you to connect theory with practice and provide an opportunity for you to observe what we're learning this semester.	SLO 3: Apply knowledge of development and major theoretical frameworks to child observations.
Total	100%	It all adds up to 100% - see grade calculations below to see what letter grade you will receive.		



Your final grade will be based on the total points you have earned throughout the semester. After each assignment is graded your point value will be posted into the Canvas grade book. You will be able to keep track of your total points throughout the semester at the course Canvas site.

Points can only be earned by completing the above assignments by the deadline

A grade of "C" is considered "satisfactory, a "B" is good and an "A" is excellent.

My grading criteria is based on the belief that meeting the basic assignment criteria is satisfactory so a "C". To earn a grade higher a student must reach beyond the basics and do more

than the basic assignment criteria.

An excellent student demonstrates initiative. The difference between doing what is spelled out in the assignment and thinking about how to deepen the assignment is what demonstrates excellence. By taking it to the next level you are demonstrating your advanced leaning and commitment to excelling.

Assignments are due by 11:59 P.M. on the “due date” given in Canvas.

Late assignments are accepted for up to the “accept until” time as posted in Canvas.

Course Grade*	94 to 100 =	A
	90 to 93.99 =	A-
	86 to 89.99 =	B+
	83 to 85.99 =	B
	80 to 82.99 =	B-
	76 to 79.99 =	C+
	70 to 75.99 =	C
	60 to 69.99 =	D*
	0 to 59.99 =	F

***Please remember that Community Care Licensing and the Commission on Teacher Credentialing only accept grades of “C” or better.** Although a “D” grade is considered passing, it will not meet the requirements to be a fully qualified Title 22 program director or to earn a child development permit.

Students may be dropped from the course at the faculty’s discretion if you have failed to log into the course and submit assignments or post into the discussion forums for over two weeks or if the points attained indicate that you are failing the class. Please reach out to me if you have a situation where you are not able to participate on a regular basis due to a documentable reason and I will work with you to find a solution.

Grace Policy:

- Life happens! You are allowed to miss **one** of each assignment type **without penalty** — that means you can skip **one weekly discussion, one quiz, and one major assignment (But not the CD Timeline)**, and it **will not count against your final grade**. No need to email or explain—this flexibility is built into the course to support your well-being. Use it wisely!

- The semester moves fast, so no extensions or late submissions will be available. If you have a documented emergency or other life crisis, you can email me and let me know so that I can try to support you through it academically.

Academic Integrity

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic integrity, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated a lack of academic integrity, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [2025-2026 College Catalog](#) and [CR Board and Administrative Policies](#).

AI Use Class Policy

Written with help from AI – *

Advancements in generative AI, like ChatGPT and Google's Bard, offer tools that can aid learning but may hinder critical and creative thinking if overused. AI outputs can be unreliable and biased.

In this ECE class, you can use AI to help you learn and write. However, you must be transparent with this right at the start!

Therefore, disclose any use of AI at the beginning of your writing for this class in every assignment!

You are responsible for the content you submit, so review AI-generated outputs for accuracy, bias, appropriateness, and alignment with your perspective.

We, as CR instructors have tools to detect AI use in your submitted assignments. Please disclose any AI assistance used to make your learning and our grading positive and honest.

Disruptive Behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [2025-2026 College Catalog](#) and [CR Board and Administrative Policies](#).

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

Prerequisites/corequisites/ recommended preparation

None

Educational Accessibility and Support

College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, or bipolar disorder
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- Neurodevelopmental disorders such as a learning disability, intellectual disability, autism, acquired brain injury, or ADHD
- Vision, hearing, or mobility conditions

Available services include extended test time, quiet testing environments, academic assistance and tutoring through the [LIGHT Center](#), counseling and advising, alternate formats of course materials (e.g., audio books, braille, E-texts), assistive technology, learning disability assessments, approval for personal attendants, interpreters, priority registration, on-campus transportation, adaptive physical education and living skills courses, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact [Student Accessibility Support Services \(SASS\)](#). If you are unsure whether you qualify, please contact Student Accessibility Support Services (SASS) for a consultation: sass@redwoods.edu.

SASS office locations and phone numbers

Eureka campus

- Phone: 707-476-4280
- Location: Learning Resource Center (Library)

Del Norte campus

- Phone: 707-465-2353
- Location: main building, near the Library

Klamath-Trinity campus

- Phone: 707-476-4280