ECE 2 – Child Growth and Development

Course Information

Semester & Year: Summer 2025
Course ID and Section number: V0349
Instructor's name: Michelle Hancock
Course units: 3

Instructor Contact Information

Office location or Online https://canyonsonline.zoom.us/j/9492207244
Office hours: Monday thru Thursday 9:00 – 11:00 a.m. (Online Mondays)
Phone number: 707-339-0488
Email address: michelle-hancock@redwoods.edu

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

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

Course specific assignment Information begins on page 8 of this syllabus.

Educational Accessibility & 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, bipolar disorder, and ADHD
- 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
- A learning disability (such as dyslexia, reading comprehension), intellectual disability, autism, or acquired brain injury
- Vision, hearing, or mobility challenges

Available services include extended test time, quiet testing environments, tutoring, counseling and advising, alternate formats of materials (such as audio books or E-texts), assistive technology, on-campus transportation, 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 SASS for a consultation: SASS@redwoods.edu.

SASS office locations and phone numbers

Eureka campus
- Phone: 707-476-4280
- Location: Student Services Building, first floor

Del Norte campus
- Phone: 707-465-2324
- Location: Main Building, next to the library

Klamath-Trinity campus
- Phone: 707-476-4280

Student Support Services

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

The following online resources are available to support your success as a student:

CR Online Learning Support

Tech support, laptop loans, guides to using Canvas, installing Office 365 for free, and more.

Library Articles & Databases

Find the best library databases for your research.

Online Tutoring Resources

Participate in tutoring over Zoom.

To learn more about the resources available to you, click on a title bar below, or click the down arrow to expand them all.

Klamath-Trinity students can contact the CR Klamath-Trinity Office for specific information about student support services at 530-625-4821.

Community College Student Health and Wellness

National Suicide Prevention Lifeline

If you are in distress or are with someone at risk right now, call or text the National Suicide Prevention Lifeline.

Call the National Suicide Prevention Lifeline
1-800-273-TALK (8255)

Text the National Suicide Prevention Lifeline
741-741

Timely Care

When you're not feeling well physically or distressed mentally, Timely Care can offer the help you're looking for in just a few quick taps. Students can schedule an appointment anytime via phone, video, and chat. Log in or set up an account with Timely Care.

Mental Health Counseling

Students should text, email, or fax Shawna Bell directly for scheduling and/or services.

- Text: 707-496-2856
- Email: shawnabmft@gmail.com
- Fax and voicemail: 707-237-2318

Wellness Central

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges Wellness Central.

Counseling

Counseling and Advising can assist students in need of academic advising and professional counseling services. Call, email or stop by one of our offices to make an appointment!

Counseling and Advising office locations and contact info

Eureka campus
- Phone: 707-476-4150
- Location: Student Services Building, first floor

- Email: counseling@redwood.edu
- Hours: Monday through Friday, 9am to 4pm. Summer hours may vary

- Phone: 707-476-2300
- Location: Main Building, next to the library
- Hours: Summer hours may vary

- Phone: 530-625-4821
- Email: KT-staff@redwoods.edu
- Hours: Summer hours may vary

Basic Needs Center

The Basic Needs Center provides for the health and safety of students by providing access to healthy food, financial resources, and referrals to safe and secure housing. Submit a request for services and information.

Basic Needs Center contact info
- Phone: 707-476-4153
- Email: retention@redwoods.edu

Learning Resource Center

The Learning Resource Center includes the following resources for students:

Library Services

Library Services promotes information literacy and provides organized information resources.

Multicultural and Equity Center (MEC)

The Multicultural and Equity Center is a dynamic and inclusive place that supports all students in their academic and personal journeys at the college. We do this by creating community, home away from home, and a safe place for cultural expression, cross-cultural learning, access to college and dignity resources, and social justice work opportunities. The MEC is committed to retention and student success by offering activities related to leadership development, student connectedness and student equity. We are a student-centered program that fosters respect for all people.

Academic Support Center

The Academic Support Center offers tutoring and test proctoring for CR students.

Student Tech Help

Student Tech Help provides students with assistance around a variety of tech problems.

Extended Opportunity Programs and Services (EOPS)

Extended Opportunity Programs and Services (EOPS) provides services to eligible income disadvantaged students including: textbook awards, grants, career, academic and personal counseling, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!

TRiO Student Success Program

The TRiO Student Support Services Program provides eligible students with a variety of services including academic advising, career assessments, assistance with transfer, and peer mentoring. Students can apply for the program with the Eureka TRiO office or the Del Norte TRiO office.

Veterans Resource Center

The Veteran's Resource Center supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.

CalWORKS

California Work Opportunity & Responsibility to Kids (CalWORKs) provides supportive services to student parents with children under the age of 18, who are receiving cash assistance (TANF benefits), to become self-sufficient. Services include: transportation assistance, basic student supplies, tutoring, priority registration, laptop and calculator loans, career, academic, and personal counseling, and more!

Evaluation & Grading Policy

Course grades, and specific comments about assignments, may be accessed at any time during the semester by clicking on the *Grades* link in the navigation bar.

Accuracy, clarity, and appropriateness of the work completed determine the grade for all assignments. Grades are based on the points that you earn, all points in the class contribute to the final grade of 100 points possible. A rubric will be provided for each assignment.

Summer 2025 Dates

05/27 – 07/17	Summer Term
May 27 - July 17	**Full Summer Session** Start Date: 05/27/25
May 26	Last day to register for classes (day before the first class meeting)
May 27	Start date for full session
June 6	Census Date

June 19	Juneteenth Holiday (District-wide closure)
July 17	**End Date for full summer session**
05/27 – 06/18	**1st four-week session**
May 26	Last day to register for 1st four-week session
May 27	Start date for 1st four-week session
May 30	Census Date
June 18	Last day for 1st four-week session
June 23 – July 17	**2nd four-week session**
June 22	Last day to register classes (day before the first class meeting)
June 23	Start date of 2nd four-week session
June 27	Census Date
July 17	Semester Ends

Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, 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 academic dishonesty, 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 2024-2025 College Catalog and CR Board and Administrative Policies.

AI Use Class Policy

Recent advancements in generative artificial intelligence (AI) have made large language models such as ChatGPT and Google's Bard widely available. However, overuse of these tools in this class can undermine your learning and curtail the development of your critical and creative thinking skills. In addition, AI outputs are often unreliable and frequently subject to bias. For these reasons, the policy of this class is that AI cannot be used at any point in the completion of class assignments, including discussion posts. Any or all of your assignment submissions and discussion posts may be screened by AI detection software, but the real penalty for AI misuse is that you will miss out on an opportunity to learn.

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 2024-25 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.

Canvas Information

- Log into Canvas at My CR Portal
- For help logging in to Canvas and general tech help, visit Student Technical Support
- Once you're logged in to Canvas, you click on the Help icon on the left menu
- Canvas online orientation workshop: Canvas Student Orientation Course

Setting Your Preferred Name and Pronouns in Canvas

Students have the ability to display personal pronouns and an alternate first name in Canvas. Students may change their pronouns on their own in Canvas (Account :: Settings :: Edit Settings). To request a change to your preferred list name, contact Admissions & Records. Your Preferred Name will only be listed in Canvas; this does not change your legal name in our records. See the Student Information Update Form (pdf).

Emergency Procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions. For more information visit Redwoods Public Safety.

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

To learn more about campus-specific Emergency Procedures, click on a title bar below, or click the down arrow to expand them all.

ECE 2 Reading and Assignment Calendar – Summer 2025

	Topic	Readings	Assignments Due
Week 1 5/26	Class Introductions	Syllabus	Introduction Forum Post - Tuesday Note to Michelle - Tuesday Introduction Quiz - Sunday
Week 2 6/2	Introduction Conception, Heredity & Prenatal Development	Chapter 1 Chapter 2	Discussion Forum – Fri/Sun Journal Post – Sun Content Quiz - Sun
Week 3 6/9	Birth and the Newborn	Chapter 3	Discussion Forum – Fri/Sun Content Quiz - Sun *Theories Power Point - Sun*
Week 4 6/16	Infancy & Toddlerhood Development	Chapter 4 Chapter 5 Chapter 6	Discussion Forum – Fri/Sun Content Quiz - Sun Journal Post –Sun *Infant/Toddler Observation – Sun*
Week 5 6/23	Early Childhood Development	Chapter 7 Chapter 8 Chapter 9	Discussion Forum – Fri/Sun Content Quiz - Sun Journal Post – Sun *Preschool Observation - Sun*
Week 6 6/30	Middle Childhood Development	Chapter 10 Chapter 11 Chapter 12	Discussion Forum – Fri/Sun Content Quiz - Sun Journal Post – Sun
Week 7 7/7	Adolescence Development	Chapter 13 Chapter 14 Chapter 15	Discussion Forum – Fri/Sun Journal Post - Sun Content Quiz - Sun
Week 8 7/14	Finals Week		*Interview w/Teen - Thursday*

Assignment Specifics

Classroom Discussion Entries
You will be required to submit one initial posting and two responses to peer postings per week for each question. This is the minimum. *Postings* should be at least 200 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. Try to relate the post to your personal or professional life experiences. You must cite/quote from the readings in your initial weekly post – this means you will include a statement from our readings that supports your thoughts. If you post a blank entry as your initial post, you will not receive credit for

reposting. You would receive credit for quality peer responses. <u>A quote cannot be added after your initial post for credit so please remember to add it in the initial post.</u>

Your quote must follow proper citation format and be enclosed in quotation marks. See these examples:

According to our text, "insert statement from our textbook here." (Paris, Ricardo & Rymond, 13) or whatever the page number is
Or . . .
"Insert statement from our textbook here." (Paris, Ricardo & Rymond, 13)

If you are citing a study within the text, you must word it like this: According to Jones and Smith, "include your chosen quote here." (Paris, Ricardo & Rymond, 13)

This gives credit to both the researcher and the authors who pulled the information together. If you only cite the researcher (in the case of our example – Jones and Smith) it looks like you actually consulted the original research, which is not the case.

Responses are meaningful responses to your classmates and must thoughtfully discuss the ideas presented in the post to which you are responding. "I agree" does not count as a response. Aim for at least 30-40 words. These forum posts, as well as other assignments, will be used to determine your mastery of the learning outcomes.

Weekly postings are not text messages. You should spell out words and use punctuation and grammar appropriate for college work. Your posting is due by 11:59 p.m. on each Friday and your response(s) by 11:59 p.m. each Sunday. The forum closes at that time. Anything posted after that time will not be included in the score for the week. The grading rubric for weekly postings is shown below.

Weekly Posting Grading Rubric
- 10.0   Quote from the weekly readings while properly addressing weekly prompt
  10.0   Initial post is made by Friday night at midnight
  10.0   Substantial response to a minimum of 2 peers
  10.0   Quality of initial post

Journal Posts
Journal posts give you an opportunity to share your thoughts on a topic but are only visible between you and the instructor. 1-2 well developed paragraphs is usually sufficient. Headings and quotes are not required. More details will be given in the Canvas classroom.

Introduction Quiz
Prior to taking this quiz, familiarize yourself with our classroom, read the syllabus, and refresh your knowledge regarding academic honesty. You may retake the quiz twice. No quizzes may be taken after the due date. More details will be given in the Canvas classroom.

Observations
You will observe children in a variety of age groups and respond to a series of questions about the developmental stage we are studying. More details will be given in the Canvas classroom.

Theories Power Point
You will create a power point presentation and give information about at least 3 theories and then compare and contrast the theories. More details will be given in the Canvas classroom.

Interview with a Teen
You will interview a teen with a set of questions which will be provided and the reflect on what you learned and connect it to our course readings through the use of quotes/citations. More details will be given in the Canvas classroom.