COURSE:	Child Growth and Development, CD 105 and CD105H
	CD 105 – 70 -3614
	CD 105H – 70- 3618
DEPARTMENT:	Social Sciences & Human Development and Physical Education
PRE/CO-REQUISITES	None
CREDIT TYPE	Earned units for this course are applicable to an Associate Degree.
TRANSFERABILITY	Course credit transfers to CSU. Limited transfer to UC; contact a counselor
Class MEETS: **Office Hours:**	Tuesdays 4:00- 5:50 p.m. NH 215 Meets: 1/17, 2/7/16, 3/7/16, 4/18/16 & 5/16/16 This is a hybrid course and there are weekly class discussions and assignments online.
	Mondays 4:00-6:00 p.m. & Wednesdays 2-3 p.m. and by appointment
	Office: North Hall 328
PROFESSOR:	Kathy Adams
E-MAIL	Kadams@valleycollege.edu
PHONE:	(909) 384-8549
DESCRIPTION:	This introductory course examines the major physical, psychosocial, and cognitive/language developmental milestones for children, both typical and atypical, from conception through adolescence. There is an emphasis on interactions between maturational processes and environmental factors. While studying developmental theory and investigative research methodologies, students will observe children, evaluate individual differences and analyze characteristics of development at various stages.

TEXT: You are required to purchase the textbook from the bookstore for this class.

(Please see attached Letter with more information)

CUSTOM/SBVC/CD 105 & 105H/ + LAUNCH PAD 6 (MOS)

- **Isbn**: 9781319092795

- **Author**: BERGER

- **Edition**: 10

- **Required**: REQUIRED

- **New Price**: 125.50

Buy New $125.50

Do not purchase a used textbook for this course!

Or buy Launch Pad Code with ebook – To Be Announced in class.

COLLEGE-WIDE CORE COMPETENCIES	Students will read and retain information, write clearly, speak clearly, employ vocabulary of the subject studied, demonstrate active listening skills, find and interpret information, evaluate strengths, weaknesses and fallacies of logic, evaluate authority and bias of information.
STUDENT LEARNING OUTCOMES	Upon completion of a course of study within the Social Sciences and Human Development Division, students will be able to:

Upon completion of a course of study within the Social Sciences and Human Development Division, students will be able to:

1. Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.
2. Identify cultural, economic, political, historical contexts that affect children's development.
3. Identify and compare major theoretical frameworks related to the study of human development.
4. Apply developmental theory to child observations, surveys, and /or interviews using investigative research methodologies.
5. Differentiate characteristics of typical and atypical development.
6. (Honors only) Investigate a topic in Child Development and write a research paper using APA style.

Major Program Learning Outcomes:

A. Integrate understanding of the needs, the characteristics and multiple influences on development of children birth to age eight as related to high quality care and education of young children. (AA ECE Transfer Degree)

B. …….. reflects an understanding of: a) typical and atypical child development in all developmental domains. (AA in Child Development)

C. Differentiate characteristics of typical and atypical development and understand developmental milestones in all domains. (Early Intervention and Inclusion AA degree)

OBJECTIVES:

I. **Upon successful completion of the course the student should be able to:**

   A. Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive and language development

   B. Identify and analyze how cultural, economic, political, and historical contexts affect children's development

   C. Identify and compare major theoretical frameworks related to the study of human development

   D. Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies

E.   Differentiate characteristics of typical and atypical development

F.   Apply theories of development to personal life experiences

G.   Examine and evaluate the role of family in facilitating children's development

H.   Identify and describe biological and environmental factors that influence children's development from conception to adolescence across domains

Honors requirements:

A.   Research and analyze an approved child development topic **based on a minimum of ten research sources**

B.   **Formulate and express arguments in written and oral forms as related to an approved topic in the area of child development**

C.   **Identify and construct a reference list of child development journals, publications, and reference materials**

Valley College Mission Statement

San Bernardino Valley College provides quality education and services that support a diverse community of learners.

CD 105 Detailed Hybrid / Online policies

Communication Policy

I look forward to communicating with you during the semester and I believe that good communication with me and other students is a key to your success in the course. I will respond to your communications within 48 hours. Typically, I will respond within 24 hours, but sometimes it will take me a little longer. Please note that I do not respond to emails or calls on weekends.

- Email: I prefer students to contact me by email at kadams@valleycollege.edu. I answer emails more quickly than telephone calls. I will do my best to respond to your emails within 24 hours during the regular week, but on weekends I may not be available. I teach 6 courses each semester and I have child development sites to visit. Some of my weeks are busier than others, so please allow

48 hours for a response Monday through Wednesday. Thursday and Friday emails may not be returned until the following Monday. As I stated earlier, during normal circumstances, I will do my best to answer your emails within 24 hours (except on the weekends).

- Telephone: My office telephone number is 909-384-8549. You can call me during my posted office hours (listed in the syllabus).   If I have a student in my office at the time you call, I will not answer the phone. If you have an emergency or you need to speak with me regarding a sensitive matter, which is difficult to discuss in an email, please send me an email with your telephone number and I will call you back within 24-48 hours (again except on weekends).

- Office Hours: You may come to see me during my posted office hours (listed in the syllabus). I take students on a first come first served basis during office hours. However, under some circumstances, I will also make appointments (by email) outside of my regular office hours.

Drop Policy

This drop policy is very important! Attendance and participation are very important to your success in this course. You are responsible for your online attendance and participation. You are responsible for your own transcript and you should drop yourself if you are not meeting the requirements of the class. **In the first week of class, the instructor will drop you if you do not meet the attendance and participation requirements of the class.** Please read the following statements to clearly understand your instructor's drop policies:
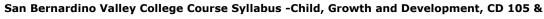
- If you fail to complete the first discussion board assignment in the first week of class you **will be** dropped from the class.

- If you fail to complete any work within the first week of

class, you **will be** dropped from the class. You will have until the first on- campus class to clarify assignments.

- After the first week of class, until the 10th week of class, if you fail to complete an entire week of assignments, or more, you *may* **be** dropped from the class, but dropping the class is ultimately your responsibility.

- It is your responsibility to drop the class if you are not completing the required work and you do not wish to earn a failing grade.

- If you have an emergency during the semester, please contact me to discuss the possibility of completing the course. If the emergency will keep you from completing more than two weeks of course work, it is probably best to drop yourself and take the class at a better time.

- Pay attention to drop dates. After a specified time, it is not possible to drop yourself or be dropped.

Late Work Policy

I would like all students to be successful in this course. In order to be successful in the course, students are expected to submit all assignments, quizzes, activities and tests on time. It is important that we have a fair late work policy so that students who turn work in on time earn full points for their diligence and hard work. Students who do not submit required work on time will lose points and this will be reflected in the grades. Carefully read the following statements in order to clearly understand your instructor's late policies:

- If a quiz, test or weekly submission of your work is marked as late by Blackboard, it is late and will lose points. You should not wait until the last few minutes to submit or complete assignments. Please allow enough time to complete assignments each week. If Blackboard is down during the submission times, you will have 24 hours to submit assignments from the time it is

functioning.

- Students who do all discussion board assignments and quizzes will earn extra credit. All late assignments will lose points. The Final Exam may not be taken late.

- Weekly assignments and submissions related to the chapter learning units/ Chapters **may not** be turned in after the final due date.

- If a major course assignment (such as your Observation paper, Erikson Paper or Context assignment) is submitted one week late, your grade will drop one letter grade on that assignment. If it is submitted two weeks late, it will drop 2 letter grades. Major course assignments submitted three weeks late or more will not be accepted.

INSTRUCTOR REQUIREMENTS:

1. Assignments should be turned in on time. All late assignments will lose significate points. **Due dates and points are listed on Blackboard and in Launch Pad. It is your responsibility to check the due dates frequently. Trying to complete assignments at the last minute will result in late assignments. Completing assignments early will help you avoid losing points. Structuring your week to do a little class work and outside assignments each day or several times per week will help to earn full points.**

2. Students must attend hybrid sessions and participate in all hybrid/ online assignments. I will drop students if students do not complete the introduction discussion board assignment and week one assignments after the first on campus meeting.

3. My office hours are listed above. Feel free to visit me in my office during my office hours. If you want to make an appointment to see me outside of my office hours, I will be happy to arrange it.

4. If you have a professionally verified disability and require an accommodation, such as test facilitation, course materials in large print or Braille, or help recruiting a note taker, please let me know as soon as possible so that I can assist you in a timely manner. You may also contact Disabled Student Programs and Services (located in AD105) to make your request.

5. Students are responsible for completing their own work. Copying or cheating may result in student dismissal. See cheating policy below.

6. Students are responsible for contacting other students for notes and assignments if absent.

7. Turn off cell phones or put them on vibrate in class. Do not use headsets during class.

8. Students must respect the rights of peers and instructor by **minimizing acts of disruptions** such as **late arrivals**, **leaving early** or **talking** to classmates or on the cell phone during lecture.

9. The following conduct may serve as grounds for dismissal from the

course: cheating, plagiarism, copying the work of others, fraudulent acts, and any act perceived as threat to peers, self or instructor.

10. The classroom environment should reflect teaching and learning of the optimum level, hence **children are not permitted** in the classroom under any conditions.

11. Online assignments are required in this hybrid class to substitute for class time. Failure to complete online assignments will result in a loss of points and a failing the class. .

12. Each student is expected to participate in all class or online assignments, study the Textbook and complete all out of class assignments, tests and examinations *on time.*

13. If student does not complete required assignments or make adequate progress, the instructor may drop student from class.

14. All assignments must be clearly written and typed. I will not accept any papers which are not typed.

* I want you to be successful. Please let me know if I can help in any way.

GRADING:

Final grades will be based on points obtained from in-class assignments, online assignments, discussion boards, tests, quizzes and out of class assignments.

Keep track of your points below:

	Possible Points	Student Points
In-Class Assignments (approx. 5x5pts.)	25	_____
Research assignment (Honors Only)	(50)	_____
Launch Pad quizzes & syllabus quiz	170	_____
Autobiography	50	_____
Observation	100	_____
Context Paper	20	_____
Discussion Boards Assignments	100	_____
Launch Pad Activities (Approximately)	160	_____
Final	100	_____

		Possible Points	Student Points
Total	CD 105 Honors	775	Total = _____
	CD 105	715	Total = _____

Grading Scale: CD 105

90-100%	644 - 715 =A
80-89%	572- 643 =B
70-79%	501 - 571 =C
60-69%	429 - 500 =D
59%	or below 281 =F

Grading Scale CD 105H

90-100%	698 - 775 =A
80-89%	620 - 697 =B
70-79%	543 - 619 =C

60-69%   465 - 542 =D
59%   or below 464 =F

* Assignment points may change if the instructor considers it necessary to add or delete assignments.

All students are expected to attend the 5 on-campus classes. In the event an absence is unavoidable, students are responsible for notifying instructor. **Failure to attend class meeting(s) on the first meeting date of the class may result in the student being dropped from the class**. After the first week of class, a student may be dropped if:

The student fails to attend regularly without an excused absence;

The student does not complete the online assignments which are considered to be class time. **I will allow one missed quiz and one missed discussion board assignment during the semester. Any more than that is considered too many misses to pass the class.**

Please drop yourself by the drop deadline if fail to meet the expectations of the class. Your transcript is your responsibility. If you have not completed the necessary requirements for the course, and you do not drop yourself, a failing grade will result.

CHEATING POLICY:	Cheating constitutes academic dishonesty and, in general will be handled as part of the course grading process. Penalty may range from no credit for the assignment up to and including exclusion and/or an "F" grade for the course..
ADA Accommodations	**Accommodations for a Student with a Disability** *If you require a disability-related accommodation please let me know as soon as possible so that I can assist you in a timely manner. You should also contact Disabled Student Programs and Services (DSPS) directly to make your request. You will be required to provide DSPS with professional verification of your disabling condition(s). DSPS is located in ADSS 105. The phone numbers are: Voice: 909-384-4443; TTY: 888-2357. .*
THE LIBRARY	Open Monday – Friday. Call 384-8841 for information and current hours. Also: http//: Library.valleycollege.edu
THE ACADEMIC ADVANCEMENT LAB	Provides access to computers, software, printers, and tutors. Call 384-4407 for current hours and additional information.
Writing Center	Call for an appointment -909-384-4464 Room number- Liberal Arts 201
Assessment	AD/SS101 – 909-384-8959
COUNSELORS	Available to assist students with career and curriculum planning decisions, as well as personal problems such as drug and alcohol

dependency. Call 384-4404 for current hours or additional information.

CD Permit information	www.childdevelopment.org
Help Desk	Available for 24/7 Assistance with technical matters (e-mail, Blackboard, Registration, Campus Central Log-in, etc.) **(877) 241-1756**
DIVISION:	Social Sciences & Human Development
DIVISION DEAN:	Dr Wallace Johnson
DIVISION OFFICE:	North Hall 345
DIVISION SECRETARY:	Laura Cross and Angela Grotke
LOCATION:	North Hall 345
PHONE:	(909) 384 – 4413

ASSIGNMENTS:

In-class assignments & attendance: There will be approximately 5 in-class assignments at the on-campus meetings.   These are worth 5 points each. In-class assignments may not be made up at a later date.

Observation Assignment:
You will be required to observe two children from different groups.   Use the **Berger** text as the control for your observation. You will list comparisons of what you have observed to what is documented in the text. Each observation should be no less than 3 typed pages. An outline of what to include is in the textbook and on Blackboard. **100 points possible**

Child Development Autobiography according to Erikson:
Write an autobiography of your childhood based upon Erik Erikson's Psychosocial stages. Write one to two paragraphs about each stage of your life, under a heading of that stage. You should give examples to support your conclusions. Your report should end with turning 18 or graduating from high school – the stage of Identity verses Role Confusion. You should write your autobiography as we discuss each of Erikson's stages. The Erikson autobiography will be due after we have covered all stages and reviewed in class.
 50 points possible

(CD 105 Honors only) - Research Assignment: You will research a topic of interest to you in Child Development using the criteria provided by your instructor. Follow the guidelines on the handout. APA format must be followed for the research report and the resources. **50 points possible**

Quizzes – online chapter quizzes – You will take the 15 point chapter quiz for each assigned chapter. There are 16 chapters so there are **170 points possible**. You have one free quiz miss during the semester. (If you do all of the quizzes**….**

Discussion Board Assignments – There are 4 discussion board assignments due during the semester under the heading "Discussion Board Assignments." You may skip one discussion board assignment during the semester. Any more will result in reduced points and possible failure in the class.   Each discussion board is worth 25 points. **There are 100 points possible.**

Launch Pad - These are required online chapter assignments and quizzes – There are approximately 10 points possible in each chapter for each of 16 chapters = approximately 160 points possible.   Participation in Launch Pad weekly activities are required for the class. All of your quizzes will be on Launch Pad. Reading the text and participating in the assignments is required!   (Please read the letter to students for more information)

Course Title: Child Growth and Development (CD 105 and CD 105H)
Course Calendar with dates and on campus meetings – 3 unit course

Section I: Introduction, theory and research
1/17/17 - Meet on Campus in NH 215

1/17-1/22 Lesson 1 – Before the Beginning – Overview **-Blackboard Assignments – Read syllabus & discussion board introduction – Meet on Campus for overview of class - Take syllabus quiz**

1/24- 1/29- - Lesson 2 - Introduction – **Chapter 1 Launch Pad Assignments and quiz Chapter 1**

1/31-2/5 – Lesson 3 - Theories– **Chapter 2 Launch Pad Assignments and quiz Chapter 2**

Section II: The Beginnings
2/7 – Meet on campus in NH 215 – Review Context assignment and Begin Observation Assignment.

2/7-2/12   Lesson 4 - Heredity and Environment **- Chapter 3 - Launch Pad Assignment & Quiz Chapter 3 –** -

2/14- 2/19 Lesson 5 – **Chapter 4** -Prenatal Development and Birth **- Launch Pad Assignments & Quiz Chapter 4 - Context assignment due 2/19 at 5 p.m.**

Section III - The First Two Years
2/21-2/26 - Lesson 6 – Chapter 5 - The First Two Years: Biosocial Development – **Launch Pad Chapter 5 & quiz Chapter 5–**

Meet on campus on 3/7. We will review Observation assignments and Honors Research Paper for honors students.

3/13-3/18 Spring break - No assignments due

3/21-3/26 - - Lesson 7 – **Chapter 6** -The First Two Years: Cognitive Development – **Launch Pad Chapter 6 & quiz** - Lesson 8 – **Chapter 7** - The First Two Years: Psychosocial Development – **Launch Pad Chapter 7 & quiz**

Section IV – Early childhood
3/28- 4/2 -Lesson 9 – **Chapter 8** -Early Childhood: Biosocial Development – **Launch Pad Chapter 8 & quiz-** Lesson 10 – **Chapter 9** -Early Childhood: Cognitive Development – **Launch Pad Chapter 9 & Quiz**

4/4 -4/9 - Lesson 11 – **Chapter 10** Early Childhood: Psychosocial Development – **Launch Pad chapter 10 & Quiz-** Section V – Middle Childhood

4/10-4/16 Lesson 12 – **Chapter 11** Middle Childhood: Biosocial Development – **Launch Pad Chapter 11 & Quiz** -**Honors Research Paper due** - **4/16 at 5 p.m.**

4/18 - Meet on Campus - **4/18 Remember to meet on Campus from 4-5:50 p.m. In class overview of Erikson paper overview & Review for Final Exam.**

4/18-4/23 - Lesson 13 – **Chapter 12** -Middle Childhood: Cognitive Development – **Launch Pad Chapter 12** - **Observation Paper due 4/23 at 5 p.m.**

4/25 – 4/30 - Lesson 14 – **Chapter 13** -Middle Childhood: Psychosocial Development- **Launch Pad – Chapter 13 & Quiz** Section VI - Adolescence Lesson15 – **Chapter 16** Adolescence: Psychosocial Development – **Launch Pad & Quiz– Chapter 16 –**

5/2-5/7 - Lesson 16 – **Chapter 15** Adolescence: Cognitive Development – **Launch Pad – Chapter 15** - **Erikson Autobiography Paper Due 5/7 at 5 p.m.**

5/8-5/14 Lesson 17 – **Chapter 14** -Adolescence: Biosocial Development – **Launch Pad – Chapter 14 & Quiz 5/16 – - Remember to meet on campus – Tuesday, 5/16 - 4-5:50 NH 215 –-**

5/16- 5/23 - **Final Exam Due on 5/23 by 11:59 p.m.**

Dear Online/ Hybrid Students,

Welcome to CD 105 – Child Growth and Development!

I am excited to begin this hybrid class with you! My name is Kathy Adams, and am the instructor for this course.   I look forward to our journey together studying child development theory and principles from conception through adolescence. By the end of this course, you should have a much broader understanding of how children grow and develop. An added benefit of the class is that you should gain greater self-understanding related to your own development. We will explore research and theories related to child development and you will apply what you learn to the children you know and to your own experiences growing up.

General Course information

This Child Growth and Development Course (CD 105 or CD 105H) begins on February 9 and ends on May 17. This is an 13 week course. We will meet on campus only 4 times during the semester.   You will be using Blackboard as your Course Management System (CMS) to access announcements, locate assignments, submit assignments, take quizzes and tests and have discussions with other students on discussion boards. You will also be able to access your grades through Blackboard.

Here is the link to the campus Blackboard log-in:

https://sbvccd.blackboard.com/webapps/login/

Textbook and Launch Pad

You will need to purchase the textbook from the bookstore or purchase the online access code for Launch Pad. You will receive a code and the custom text and access code is mandatory for completing the assignments for the class.

When you purchase your text, log on to the launch pad website to complete chapter one assignments. The chapter one assignments are due by (follow your instructor's verbal directions). You can gain temporary access to the website for 21 days only by logging in as you are waiting to purchase your text. You can also purchase the online ebook for the class for a less and I will explain how to do on the first day of class.

Dear CD 105 & CD 105H Students,

The online portion of our course is open for student registration.

To register for the course go to:

http://www.macmillanhighered.com/launchpad/bergerca10e/4924335

PLEASE bookmark the page to make it easy to return to. You can always come back to this announcement and access through the link above.

You have three options to enroll in the course: you can purchase direct access, you can buy an access code, or you can get free 21 day access while deciding.

To navigate and start using LaunchPad please consult the Get Started guide and/or view this video.

If you have problems registering, purchasing, or logging in, please contact Customer Support. You can reach a representative during the hours of operation listed below by one of the following:

- **through the online form**
- **by chat (via the online form, for student access and payment inquiries)**

Or by phone at 1 (800) 936-6899

Customer Support Hours of Operation:

- **Monday through Thursday 8:00 a.m. to 3:00 a.m.**
- **Friday 8:00 a.m. to 12:00 a.m.**
- **Saturday 12:00 p.m. to 8:00 p.m.**
- **Sunday 12:00 a.m. to 3:00 a.m.**

Looking forward to seeing you in class!

Kathy Adams

kadams@sbccd.cc.ca.us

or

kadams@valleycollege.edu

How to be Successful in This Class

Student hours necessary to be successful in this course:

This course is a three unit course. Students should expect to spend and invest approximately 48 hours per unit, or 144-150 hours, into this 3-unit course during the semester.   Students should put in approximately 9+ hours per week working on the course to be successful. Some people may not expect to spend so much time in an online/ hybrid course or in a Child Development course. Although this course is interesting and enjoyable, it is a very rigorous course. It fulfills General Education requirement in Area D and it transfers to UC and CSU campuses.   I have broken down the hours which you should expect to spend in this class into the categories below. Of course these are estimates of hours you may spend, but some of you may spend even more time on the activities depending on your skills and experience.

Reading text	= 40 hours
Reading online lectures and assignments	= 30 hours
Completing written assignments	= 35 hours
Quizzes, tests and Final Exam	= 10 hours
Reviewing and studying	= 30-35 hours
Semester Total	=145-150 hours

Please note: You must also turn in all written assignments to be successful in the class. Some people think that because they completed the online work, they should pass the class. You must complete all of the out-of-class written assignments in addition to the online work. The observation paper alone is worth 100 points. You cannot pass the class without turning in the Observation Paper.

Help with Technical Difficulties

This is a hybrid class, but the majority of work online. If you do need online support or help with logging in, you may contact the help desk Help Desk: Available for 24/7 Assistance with technical matters (computers, e-mail, Blackboard, Registration, Web Advisor Log-in, etc.). For technical support contact the Help Desk and Technical Assistance Center at: http://stac.valleycollege.edu or (909)384-4357

Services for Students with Disabilities

Please let me know right away if you have an identified disability so that I can help to make accommodations for you.

Also, please contact Disabled Student Services as soon as possible. To contact disabled student services here are the links and other information:

http://www.valleycollege.edu/student-services/specialized-services/disability-services.aspx

email: dsps@valleycollege.edu

Admin 105M-F 8:00 a.m.- 4:30 p.m.

Resources for online students

If you are new to online learning, please familiarize yourself with the following page from the campus website introducing students to online learning.

http://www.valleycollege.edu/online-classes/learn-to-learn-online

Are you ready for an online class? Use the following link to assess your ability to take an online class:

http://www.valleycollege.edu/online-classes/are-online-classes-for-me

Take this online quiz: - http://distance.uh.edu/online_learning.html

More resources for students - FREE SBVC **Support Services:**

The Library has reference librarians and brochures that can help you find information. Students may also be able to access open use computers at the Library. Call (909) 384-4448 for information and current hours.

The open use Computer Lab in LA-206 has computers available for student use. Contact the Lab, 909-384-4439, for more information.

The Writing Center, in LA-201 (909) 384-4464, has also been effective in helping students prepare assignments.

Counselor are available to assist students with career and curriculum planning decisions, as well as personal problems such as drug and alcohol dependency. Call (909) 384-4404 for current hours or additional information.

Instructor contact information

Please contact me if you have any questions about the class. I look forward to interacting with you frequently through the discussions also. You can also contact me by email or telephone.

I prefer students to contact me by email at kadams@valleycollege.edu . I usually respond more quickly to an email than a telephone call. Please allow 48 hours for a response Monday through Wednesday. Thursday and Friday emails may not be returned until the following Monday. I will do my best to answer email within 24 hours except on the weekends.

You can call me at 909-384-8549, but as I said an email will be the fastest way to reach me.

You can also come to see me during my office hours which are listed in the syllabus.

Good Online Manners

You will be communicating online with other students and your instructor using discussion boards during the semester. Please use good manners when you are communicating with others in a hybrid or online class.   Online etiquette or manners is called "Netiquette" for Online Learning. Please read the following netiquette rules:

(adapted from albion.com)

1. Remember the human

- Do unto others as you'd have others do unto you. Imagine how you'd feel if you were in the other person's shoes. Stand up for yourself, but try not to hurt people's feelings.

- Would you say it to the person's face? If not, then don't say it.

- Online communications (text) are easier to misinterpret. Remember this and be careful about the way you phrase your communications.

2. Adhere to the same standards of behavior online that you follow in real life

Online people seem to be more willing to take risks because there is the impression that there is less chance of getting caught. This isn't true.

- Be ethical.

- Do your best to act within the laws of society when in cyberspace.

- Breaking netiquette is bad ethics!

3. Lurk before you leap

- Take time to understand the context of a discussion before you post your thoughts. You wouldn't want up to a crowd of people and just start talking would you? You'd stop and listen to what's being said and then share your ideas. Do the same in an online discussion.

4. Respect other people's time and opinions

- Take time to learn the policies and rules that have been established to maintain the flow of the online space.

- You are not the center of cyberspace. Each of us is passionate about our beliefs, ideas and opinions. Not everyone will agree with what you have to say...and that's ok. Expect that.

- We all have questions that we want answered. But don't expect answers to be sent immediately. This doesn't mean your questions aren't important, it merely means there are a lot of questions to be answered.

5. Make yourself look good online

- Know what you are talking about and make sense. Don't just post something to post something.

- Use proper grammar and spelling at all times.

- Don't be confrontational.

- Do not swear even if you're relying upon the good ol' %*$#!

6. Share expert knowledge

- If a topic is covered in an online class that you know very well, let yourself shine! Step up to the plate and share your experiences! This is what makes online learning so wonderful!

- This includes answers to questions about a course. If a student is struggling to understand a concept that was just taught in a learning unit and you find that you understand it well, step up and offer a hand.

7. Be forgiving of other people's mistakes

- If someone breaks a netiquette rule, forgive and forget. We are all human, even in cyberspace.

Looking ahead - Let's get started

Now, let's get started! Go through all of the buttons on our Blackboard site and find the Lessons button. Go to Lesson - One Week One. Read all of the directions.   Make sure to take the Syllabus Quiz (In the Quiz Section) and do the first Discussion Board Assignment – Discussion 1.

I applaud you for taking an online/ hybrid class in Child Development! Let's begin this adventure! I leave you with this quote from one of the theorists we will study this semester,

"There is in every child at every stage a new miracle of vigorous unfolding." Erik Erikson (1902-1994).

I look forward to an interesting and exciting semester discovering the miracles of child growth and development and I wish you much success in the class! I will see you on January 17th at 4 pm in NH 215. **Please print this entire syllabus and bring it with you to class.**

Sincerely,

Kathy Adams