

## Child Adolescent Development

Credits: .5

1 Semester



Tradition · Pride · Excellence

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### INSTRUCTOR INFORMATION

Name Mallory Lichon  
Email Address [Mrlichon@pulaskischool.org](mailto:Mrlichon@pulaskischool.org)  
Classroom 2104  
Office Phone 920-822-6734  
Office Hours See Posted Schedule for FACS Resources hours

MY WEBSITE: [www.mrlichonfacs.weebly.com](http://www.mrlichonfacs.weebly.com)

### Course Description

This course focuses on the importance of the roles parents perform to guide the development of children from the state of conception to the age of eighteen. Some topics include: preparation for pregnancy and prenatal development; physical, brain, language, and social development of children; and characteristics of special needs children. Students will have the opportunity to actually experience and participate in a parenting simulation using Beginner Care Baby®, an infant simulator designed to explore aspects of parenthood.

\*This course is transcribed with NWTC's Child/Adolescent Development (10-522-106) **when taken as a junior or senior.**

Class Meets: M W R

### Required Text

Allen/Marotz. 2010. Developmental Profiles. Wadsworth, Cengage Learning. ISBN# 978-4354-1294-1

**Textbooks will be kept in the classroom for use and can be checked out about approval from me. Arrangements may need to be made to use text during resource time.**

### Citing Source

In this course, students will be expected to use the APA style for citing sources to give credit to the resources we use in the class. Also papers and other projects will be turned in using turn-it-in.com for credit.

### **COURSE COMPETENCIES**

- 1) Analyze social, cultural, and economic influences on child development
- 2) Summarize the brain development of young children
- 3) Describe the physical, fine and gross motor changes that occur during ages 0-18
- 4) Determine the nutritional needs of pre-school and school age children
- 5) Describe the cognitive development of pre-school and school age children
- 6) Describe the language development of pre-school and school age children
- 7) Describe the factors that affect the social development of pre-school and school age children
- 8) Review the characteristics of pre-school and school age children with special needs
- 9) Apply affective behaviors when observing children
- 10) Describe stages of the gestational period and birth

### Classroom Expectations

- Be Respectful
- Be Responsible
- Be your Best

## **Responsibilities and Policies**

As a student of this class, I expect you to adhere to the policies of this class, as outlined by the Student Handbook. You are responsible for the duties set forth in this class and to communicate any questions, comments or concerns you have to me. Acceptable means of communication include e-mail, voicemail, or in person. Use of correct grammar and punctuation is required in all written communications.

## **Honesty and Integrity**

As a student in this class, you will be asked to participate in class discussion. Class Discussion promotes sharing ideas, beliefs, and experiences as well as information and learning; this is particularly true in this course since the field emphasizes interpersonal connections with families. You may be inclined to share personal aspects of yourself as you build a supportive learning relationship with fellow students in this course. This sharing can be a valuable part of the learning experience, as long as it is done with an attitude of respect for self, for others, and for the boundaries of class relationships. Share openly and honestly when you feel it will promote your personal learning and growth or that of your fellow students. Respect the differing attitudes and priorities that may be held by others in the course. Information that is shared within the parameters of this course is to be treated confidentially, as you will treat any information you encounter as an instructional assistant professional. Honesty and confidentiality are critical practice for students in the instructional assistant program. Violations of these practices will be dealt with accordingly.

**Plagiarism, cheating and collusion are prohibited. Students who fail to observe these standards are subject to disciplinary action.**

## **Absences/Late work**

If you have an excused absence, it is your responsibility to see me for your missing assignments. Students with excused absences will receive 2 days per absent day to complete missed assignments. Work is considered late after the class period is over. Unexcused absences will result in receiving ZERO points for that day's activities/participation. Late work Turned in 1 day late will receive a 90% of total points and any day thereafter will receive 50% of total points.

I RESERVE THE RIGHT TO CHANGE THE COURSE EXPECTATIONS AT ANYTIME FOR THE BETTER OF THE COURSE AND WILL GIVE YOU PROPER UPDATE OF CHANGES.

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**Note:** You do not need to remove this portion. Once in Skyward, this syllabus will be returned to you for your reference.

### **Please Read and Sign:**

I have read and understood the expectations and requirements of this Course.

Student Name (please print): \_\_\_\_\_

Students Signature \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date: \_\_\_\_\_

Parents/Guardians: If you have any special skill/experience in relation to the class or would just like to come observe the class itself, please feel free to call or email me to set up a time, or write your phone number below for me to contact you. Also, please feel free to contact me if you have any concerns/ suggestions about the class or your child. I look forward to working with you and your child(ren) this semester.