

Lawrence Eisenberg

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Fall 2019

Summer 2020

Online Course

All online courses in the School of Professional Studies are fully online and require the use of Moodle. Weekly readings, activities, and assignments will be listed in Moodle. You should expect to spend on average 10-15 hours per week on an individual 3-credit course. This includes all the readings, posts and assignments as well as being actively engaged in the discussions on the message boards. You should expect to log into the course daily, or at least 4-5 times per week. If you have any problems accessing Moodle please contact Dr. Lori McClaren, Director of Online Learning at 919-508-2367.

Course Text

Child Development: A Cultural Approach (Paperback)

by [Jeffrey J. Arnett](#) (Author), [Ashley Maynard](#) (Author) ISBN#9780205938896

Course Description

This course examines child development from a cultural perspective. Some of the specific topics we will cover culture, genetics, infancy, toddlerhood, childhood, adolescence and emerging adulthood.

Course Objectives

1	Students will be able to distinguish between the demographic profiles of developed countries and developing countries in terms of population, income, and education.
2	Students will define the term <i>socioeconomic status</i> (SES) and explain why SES, gender, and ethnicity are important aspects of human development.
3	Students will summarize with Freud's psychosexual theory, Erikson's

	the constructivist theories, and the ecological theory of child development.
4	Students will examine how race, income levels, gender, and gender preference form a influences on child development
5	Students will be able to outline the major milestones of the embryonic period and identify when they take place.
6	Students will be able to describe the history of birth in the West from the fifteenth century to today.
7	Students will be able to identify and describe the first four sensorimotor sub-stages
8	Students will describe how emotional development advances during toddlerhood and identify the impact of culture on these changes.
9	Describe how self-understanding, self-concept, and self-esteem change during adolescence including how the cultural patterns influence gender expectations for girls and boys
10	Name the five developmental features distinctive to emerging adulthood and describe some of the ways emerging adulthood varies among cultures, with specific reference to European and Asian countries.

Common Student Learning Outcome for Liberal Education Courses

COMPETENCY AREA COMMON OUTCOME Writing WR Students will prepare arguments for specific audiences and occasions.

EMPIRICAL REASONING ER Students will use appropriate methods for gathering, analyzing and interpreting data.

ETHICAL REASONING ETH Students will justify their moral beliefs when solving a moral problem on their own.

CRITICAL THINKING CTC Students will analyze and interpret the complexity of elements of society and culture in relation to their history, values, politics, communication styles, economy, or beliefs and practices.

PROFESSIONAL READINESS PR Students will develop professional competencies to enhance their success in college and in the workplace.

Course Schedule

Week	Readings	Assignments Due Online
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1 Week of June 22	Chapter 1: A Cultural Approach to Child Development Chapter 2 : Genetics and Prenatal Development	2 Graded Discussions 42 points What Have You Learned Questions End of Chapter 2 OR a 150 Word Reflective Paragraph on the Reading Make arrangements for Proctored midterm and final. See directions in Moodle.
2 Week of June 29	Chapter 3: Birth and the Newborn Child Chapter 4: Infancy	2 Graded Discussions 42 Points (21 Points each) What Have You Learned Questions End of Chapter 4 OR a 150 Word Reflective Paragraph on the Reading
3 Week of July 6	Chapter 5: Toddlerhood Chapter 6: Early Childhood	2 Graded Discussions 42 Points (21 Points each) What Have You Learned Questions End of Chapter 6 OR a 150 Word Reflective Paragraph on the Reading
4 Week of July 13	Chapter 7: Middle childhood	2 Graded Discussions 42 Points (21 Points each) Midterm -Proctored – Available Wed through Sunday What Have You Learned Questions End of Chapter 7 2,3,4,5 on page 314 OR a 150 Word Reflective Paragraph on the Reading
5 Week of July 20	Chapter 8: Adolescence	2 Graded Discussions 42 Points (21 Points each) What Have You Learned Questions End of Chapter 8 OR a 150 Word Reflective Paragraph on the Reading

6 Week of July 27	Chapter 9: Emerging Adulthood	2 Graded Discussions 42 Points (21 Points each) What Have You Learned Questions End of Chapter 9 OR a 150 Word Reflective Paragraph on the Reading
7 Week of August 2 (ENDS SATURDAY)	Review	2 Graded Discussions 42 Points (21 Points each) Final Exam – Proctored. Must be finished by Saturday midnight. Available Wed through Saturday

Assignment Values and Letter Grades

The maximum score in this class is 1000. The categories, which contribute to your final grade, are weighted as follows:

Assignment	Points	Weighting
Discussions	294	29%
Homework Assignments	206	20%
Midterm	250	25%
Final Exam	250	25%
Total Points	1000	100%

Discussions cannot be made up. Like real life discussions they have a beginning and an ending. All discussions begin on Sunday and end on the following Sunday. The first week begins on Monday and the last week ends on Saturday. Exams are proctored. Stay alert to announcements about proctoring procedures and locations.

All of your course requirements are graded using points. At the end of the course, the points are converted to a letter grade using the scale in the table below..

Letter Grade	Points	Percentage
A	900 - 1000	90% to 100%
B	800 - 899	80% to 89%

C	700 - 799	70% to 79%
D	600 - 699	60% to 69%
F	599 - and below	Below 60%

Discussion Requirements

In the "Discussion" areas of the course, you, as a student, can interact with your instructor and classmates to explore questions and comments related to the content of this course.

This class is designed to foster discussion and interaction. Students are expected to come to class prepared to apply readings in class discussion and activities. It is your responsibility to actively participate in class. Simply being present in class is not sufficient.

The discussions will be graded for:

1. Frequency—Number and regularity of your discussion comments, and

2. Quality—Content of your contributions

Frequency—Number and regularity of your contributions. Students are expected to log into the course and post (respond) in each discussion topic on a minimum of three separate days per week, beginning no later than Tuesday of each week. You cannot pass the class without participating in the online discussions! Except for week one that begins on Monday, all weeks begin on Monday and each week ends Sunday night at midnight. Week Seven ends on Saturday at midnight.

Quality—Content of your contributions. Examples of quality posts include:

- Providing additional information to the discussion;
- Elaborating on previous comments from others;
- Presenting explanations of concepts or methods to help fellow students,
- Presenting reasons for or against a topic in a persuasive fashion,
- Sharing your own personal experiences that relate to the topic, and
- Providing a URL and explanation for an area you researched on the Internet
- Providing an APA citation and explanation for an area you researched in the online library.
- Full credit is awarded when both high quality and required frequency is met.

You don't have to write a full blown essay; you just need to write something significant.

Late Assignments

Late assignments **will not** be accepted. Students with serious, mitigating circumstances that prevent them from completing assignments on time should contact the instructor as soon as possible - **prior to the assignment deadline**. Students who find themselves in this situation should be prepared to provide

documentation/verification of the circumstances that prevent them from submitting work on time. In these cases a contract will be established outlining the conditions for an extension.

William Peace University Non-discrimination Policy

William Peace University does not discriminate on the basis of gender, race, creed, color, national origin, religion, sexual orientation, age, disability or veteran's status in the recruitment and admission of any student. This nondiscriminatory policy also applies to all the rights, privileges, programs and activities generally accorded or made available to students at the university and to the administrators, faculty and staff and to the administration of educational policies.

Academic Integrity

William Peace University takes academic integrity seriously. It is expected that students are familiar with the University Honor Code and that they strive to embody its principles in their work. Students should be aware that there is a process by which violations of academic integrity are adjudicated.

Academic integrity requires that all members of the University community pursue learning with honesty and responsibility. Violations of academic integrity include:

- **Cheating** (using or attempting to use unauthorized materials, information, or study aids in academic work or in working with others on academic requirements (tests, assignments, etc.).
- **Plagiarism** (representing the words or ideas of another as one's own in any academic work).
- **Falsification** (falsification or invention of any information or citation in academic work).
- **Facilitating academic dishonesty** (helping or attempting to help another student to commit an act of academic dishonesty as noted above).
- **Lying** (misrepresenting information that is relevant to the classroom or academic performance).

Procedure for Handling Violations

The instructor will meet with the student(s) involved, send an email response, or note the matter on a graded assignment and clearly state the nature of the charge. Each professor has the option to institute sanctions for a first offense but is also required to submit a report to the Vice President for Academic Affairs. The type of infraction (e.g. unintentional plagiarism versus blatant cheating on a test) will determine the severity of the sanction. A professor's course syllabus will explain his or her penalties for a violation of academic integrity, such as a zero or "F" for a specific assignment or an automatic "F" for the entire course.

The student is under no pressure, overt or implied, to admit responsibility. A student cannot withdraw from a course in which a decision about the violation of academic integrity is pending. When a decision has been made, the accused student(s) may choose to appeal using the academic grade appeal process.

The Vice President of Academic Affairs will keep records of all violations which remain a part of a student's permanent record. For each violation the VPAA usually sends a letter to the student, which

serves to note the infraction, remind about the importance of academic integrity, and warn about the consequences of future infractions.

Violation	Action by Faculty (Course Penalty)	Action by V.P. for Academic Affairs (Academic Penalty)
First	Notifies student; assigns penalty as described in course syllabus; reports violation to VPAA	Usually sends letter to student warning that another violation will result in suspension for the subsequent semester.
Second	Notifies student; assigns penalty as described in course syllabus; reports violation to VPAA	Sends letter to student suspending him or her from WPU for the subsequent semester and warning that one more violation results in permanent expulsion from the university.
Third	Notifies student; assigns penalty as described in course syllabus; reports violation to VPAA	Sends letter to student permanently expelling him or her from WPU.

Honor Code

The Honor Code represents the important values of integrity and accountability to the University community. It sets the standard for personal behavior. All new students are given the opportunity to sign the Honor Code to indicate their commitment, but all students are bound by it because of their membership in the William Peace University community. (Go to www.peace.edu to review the *Community Conduct Code*.)

**On my honor as a William Peace University student, I will not lie, cheat, or steal,
nor will I condone the actions of those who do.**

Incompletes

An Incomplete is appropriate for a student that has been making steady, successful progress in a course and has an unexpected, verifiable mitigating circumstance at the end of the semester which precludes them from completing the last assignment or exam. Poor time management is not an appropriate reason to request an Incomplete. All incomplete grade requests must be approved first by the Instructor, and then by the Director of Online Programs. If the Incomplete is approved the student will have up to six additional weeks to complete the work, as determined by the Instructor. If the student

does not complete the final work, the Instructor will assign the appropriate letter grade for work completed or the grade will revert to an "F."

Disability or Learning Services

Disability Services are available to all WPU students who require reasonable accommodations due to any cognitive, physical, or psychological disability, in order to provide equal access to the educational environment. Students will need to be certified with the Disability Services Office and provide appropriate documentation to receive an Academic Accommodation Plan. For more information or to become certified, please contact a counselor in the Disability Services Office, which is located on the 1st Floor of Joyner House. You may also reach Disability Services by sending an email to Disability@peace.edu.

Tutorial Services

The Office of Tutorial Services is located on the 2nd floor of Finch Library, open Monday-Thursday from 9am-7pm, and Friday 9am-4pm. Tutoring is free of charge, and students are encouraged to make individual appointments in the sign-up binder located on the bookshelf next to the elevator. Tutoring is offered in most all subjects, including anthropology, biology, business, chemistry, criminal justice, history, math, political science, psychology, simulation and game design, and writing. Free workshops are also offered each semester, as well as free resources on studying, citation, grammar, and other academic topics. For more information, contact Elizabeth Talley, Directory of Tutorial Services at (919) 508-2080 or Elizabeth.Talley@peace.edu.

Assignments and Grading

Each week begins on Sunday and ends on Sunday (Week One begins on Monday). I'll endeavor to have your grades for each week up on Moodle no later than Wednesday each week

Email

Feel free to email me from within Moodle or directly at leisenberg@peace.edu

I'll endeavor to respond to you within 24 hours.