

Reese Campus

COURSE SYLLABUS

Course Title: TECA 1354.200 Child Growth and Development (3:3:0)
Semester: Spring 2014
Instructor: Johanne Reynolds, Department of Child Development/Early Childhood
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Office Hours: Monday ~ Tuesday ~ Thursday 3:30-6:00
Wednesday 3:30-4:00 * Practicum visits scheduled Wednesday afternoons.
Friday By Appointment *
* Some Practicum visits are scheduled on Wednesday afternoons.

“South Plains College improves each student’s life.”

General Course Information

COURSE DESCRIPTION

This course is a study of the principles of normal child growth and development from conception to adolescence. Focus is on the physical, cognitive, social and emotional domains of development with an emphasis on early and middle childhood.

STUDENT LEARNING OUTCOMES *See STANDARDS page attached

Table with 3 columns: Learning Outcome, NAEYC Standards, and NAEYC Supportive Skills. Row 1: A study of the physical, emotional, social, and cognitive factors of growth and development of children from birth through adolescence. Row 2: 1. Summarize the principles of growth and development and developmental stages in various domains. Row 3: 2. Knows the typical stages of cognitive, social, physical and emotional development. Row 4: 3. Discuss theories of development. Row 5: 4. Discuss the impact of developmental processes on early childhood practices and types and techniques of observation. Row 6: 5. Explain the importance of play. Row 7: 6. Demonstrate skill in practical application of developmental principles and theories, observation techniques and recognition of growth and developmental patterns.

COURSE OBJECTIVES: Scans (C) and Foundations (F) list attached

- 1. Summarize principles of growth and development.
a. Explain the principles of growth and development. (C-5)
b. Understands how development in any one domain impacts development in other domains.
c. Analyze how specific factors(e.g., those related to prior experiences, classroom grouping practices, stress, family life, nutritional and physical status, etc) that may affect individuals one or more developmental domains.
d. Recognizes factors affecting physical growth & health (ex. nutrition, sleep, prenatal exposure to drugs, abuse) and knows that physical growth and health impact development in other domains.
e. Describe how brain research impacts current knowledge of growth and development.
f. Analyzes ways in which factors in the home and community (e.g. Parent expectations, availability of community resources, community problems) impact learning. (F-11)
g. Understands the lifelong impact of multiple influences and experiences on individual development and on society. (C14)
2. Knows the typical stages of cognitive, social, physical and emotional development.
a. Explain the process of prenatal development from conception to birth. (F-11)
b. Describe physical, fine and gross motor and perceptual development from conception to adolescence.

- c. Explain cognitive development from conception through adolescence and demonstrates knowledge of developmental changes in thinking (i.e., from primarily concrete thinking to the ability to reason and think logically to understand cause and effect, and to organize information systematically).
 - d. Describe social and emotional development (including self-concept and self-esteem) from birth through adolescence. And recognize factors affecting the social and emotional development (lack of affection and attention, limited opportunity for verbal interactions, changes in family structure) and knows that social and emotional development impacts development in other domains.
 - e. Describe receptive and expressive language development from birth through adolescence.
 - f. Outline literacy development from birth through adolescence.
 - g. Recognizes signs of developmental delays or impairments.
- 3. Discuss theories of development.**
- a. Explain the purpose of child development study and research.
 - b. Analyze theoretical approaches, research and theorists.
 - c. Describe the interaction of biological and environmental influences on growth and development.
 - d. Describe practical applications of theories.
 - e. Understands the role of learning theory in the instructional process and uses instructional strategies and appropriate technologies to facilitate learning. (i.e. Connecting new information and ideas to prior knowledge, making learning meaningful and relevant.)
- 4. Discuss the impact of developmental processes on educational practices.**
- a. Recognizes the wide range of individual developmental differences and the implications of this developmental variation for instructional planning.
 - b. Analyzes how developmental characteristics impact learning and performance.
 - c. Accepts and respects individuals with diverse backgrounds and needs.
 - d. Discusses how brain development research impacts classroom practice.
 - e. Understands that young children think concretely and rely primarily on motor and sensory input and direct experience for development of skills and knowledge.
- 5. Knows the stages of play development (i.e. from solitary to cooperative) play in children's learning and development.**
- 6. Demonstrate skills in practical application of developmental principles and theories, techniques observation and recognition of growth and development patterns.**
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EVALUATION MEASURES

1. Regular class attendance & participation
 2. Implementation and evaluation of assigned activities.
 3. Exams
 4. Key Assessment – Child Development Study
 5. Minimum average score of 75 on grading components
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ACADEMIC INTEGRITY

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own, any work which he or she has not honestly performed, is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences and possibly suspension.

Cheating: Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, and illegal entry or unauthorized presence in an office are examples of cheating.

Plagiarism: Offering the work of another as one's own, without proper acknowledgement, is plagiarism. Therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from the themes, reports or other writings of a fellow student, is guilty of plagiarism. Refer to college catalog page 23.

SCANS Competencies & Foundations Skills :

Resources ~ Information Systems ~ Interpersonal ~ Technology
Basic Skills ~ Thinking Skills ~ Personal Qualities

Refers also to Course Objectives /SCANS and Foundation Skills attached

Specific Course Requirements

TEXTBOOK & MATERIALS

- **Childhood and Adolescence: Voyages in Development** 2nd Ed., Spencer A. Rathus., Thomson/Wadsworth, Belmont, CA., 2006.
 - Class Notebook – 3 ring binder
- South Plains College Bookstore, Reese Campus or by mail at: <http://www.sp-reesebookstore.com/>.
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ATTENDANCE & ASSIGNMENT POLICIES

Students will be expected to complete the following tasks:

- Students are expected to be punctual and attend all classes.
 - Attendance will be taken at each class session using the sign-in process, It is the student's responsibility to sign in during each class.
 - More than **three absences** from class may result in withdrawal of the student from class.
 - Two tardies or leaving early twice = 1 absence.
 - **Students are responsible for staying informed on all announcements concerning reading assignments, examination dates, etc. that are made during class periods, whether or not they are present when the announcement is made.**
 - Good attendance may be used to raise a grade if it is near a "cut-off" point.
 - Failure to attend class and/or complete assignments will affect your final grade
 - **Students are responsible for maintaining awareness of their class average and /or grades throughout the semester.**
 - Students with excessive absences should consider withdrawing from the course to protect their GPA.
 - It is the student's responsibility to initiate and completely withdraw from the course.
 - Drops may be completed through the registrar's office at South Plains College.
 - Student's who simply stop attending, and do not withdraw from class, will receive an "F" as a final grade
 - Drop date for the college is **April 22, 2014.**
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ASSIGNMENT POLICIES

The student is responsible for reading and being prepared for class discussions. Readings will be assigned weekly. All written work must be to be turned in on time. All work must be the sole work of the individual student who expects to earn the points assigned to it. The exception to this is work assigned to be completed as a **team**. In this case, the same grade will be given each member of the team.

GRADING POLICY Grades will be assigned using the following criteria:

Class Participation (15X10)	150 points
Weekly Quizzes (16X25)	400 points
Key Assessment	
• Observations	150 points
• Developmental Study Summary	200 points
Final Exam (Developmental Study Discussion)	100 points
Total	1000 points

900-1000 pts.	90 - 100%	A
800-899 pts.	80 – 89%	B
750-799 pts.	75 – 79%	C
700-749 pts.	70 – 74%	D
0-699 pts	69% & below	F

***A grade of C or above is required for application of this course to a degree or certificate in Child Development.**

EXAMINATION POLICY

All work must be the sole work of the individual student who expects to earn the points assigned to it. The exception to this is work assigned to be completed as a team. In this case, the same grade will be given each member of the team.

- Weekly quizzes will be given during the semester.
- No make-up exams will be given
- **Extra credit may be achieved by attending ACT meetings and professional development experiences.**

SPECIAL REQUIREMENTS:

Communication Policy

- Electronic communication between instructor and students in this course will utilize the South Plains College “My SPC” email system. Instructor will not initiate communication using private email accounts. Students are encouraged to check SPC email on a regular basis.
- The CDEC program has a Facebook page at www.facebook.com/pages/South-Plains-College-Child-Development-Early-Childhood-Program/590234334335824. In addition to the South Plains College website, this Facebook page will be used to keep students up-to-date on program activities, weather delays, South Plains College announcements and will help with program recruitment. “Liking” the CDEC Facebook page is not mandatory, nor are personal Facebook accounts, in order to access this page.
- Blackboard is an e-Education platform designed to enable educational innovations everywhere by connecting people and technology. This educational tool will be used in this course throughout the semester.

Student Conduct

- Students in this class are expected to abide by the standards of student conduct as defined in the SPC StudentGuide.
Please see signature page included in this syllabus.

Other Requirements

- Cell phones must be turned OFF during class periods unless discussed with instructor, prior to class. This includes auditory alerts and text messaging! Cell phones are to be used outside the classroom.
- **Each student will maintain a professional development portfolio during enrollment in the Child Development/Early Childhood program. For this course, students will complete the Key Experience: Developmental Study Project according to given criteria, and will include a copy in their professional portfolio.**

COURSE OUTLINE

Week 1 Introduction/Course Overview

Week 2 Chapter 5 – Infancy: *Physical Development* ----- (Daily Quiz)

Unit Objectives:

Upon completion of this chapter, the student will be able to:

1. Discuss the physical growth and development of infants.
2. Explain the development of the brain and nervous system.
3. Explore motor development during infancy.
4. Describe sensory and perceptual development.

INTRODUCE KEY EXPERIENCE / DEVELOPMENTAL STUDY PROJECT

Week 3 Chapter 6 – Infancy: *Cognitive Development*----- (Daily Quiz)

Unit Objectives:

Upon completion of this chapter, the student will be able to:

1. Discuss Jean Piaget and cognitive development.
2. Explain the information processing concept of cognitive development.
3. Explore individual differences in intelligences among infants.
4. Discuss infant language development.

Chapter 7 – Infancy: Social and Emotional Development - - - - - (Daily Quiz)

Unit Objectives:

Upon completion of this chapter, the student will be able to:

1. Explore infant attachment.
2. Discuss the challenges of attachment disorder.
3. Discuss the impact of child care on attachment.
4. Describe emotional development theory.
5. Explain infant personality development.

Written Observations for Infants and Toddlers Due

Week 4 Chapter 8 – Early Childhood: Physical Development - - - - - (Daily Quiz)

Unit Objectives:

Upon completion of this chapter, the student will be able to:

1. Describe physical, fine and gross motor and perceptual development.
2. Discuss the children's nutritional needs.
3. Explore illnesses and environmental hazards encountered during early childhood.
4. Explain sleep patterns and disorders during early childhood.

KEY EXPERIENCE CHILD DEVELOPMENTAL STUDY / INFANTS AND TODDLERS SUMMARY DUE

Week 5 Chapter 9 – Early Childhood: Cognitive Development - - - - - (Daily Quiz)

Unit Objectives:

Upon completion of this chapter, the student will be able to:

1. Discuss Jean Piaget's preoperational stage of cognitive development.
2. Discuss Vygotsky's concept of the Zone of Proximal Development.
3. Explain the concept of Theory of Mind.
4. Explain the development of memory during early childhood.
5. Explore language development during early childhood.

Week 6 Chapter 10 – Early Childhood: Social / Emotional Development - (Daily Quiz)

Unit Objectives:

Upon completion of this chapter, the student will be able to:

1. Explain the influence parents, siblings and peers have on development.
2. Explore the development of social behavior in early childhood.
3. Discuss the development of personality and emotional development.
4. Explore the development of gender roles and sex differences.

Written Observations for Preschoolers are Due

KEY EXPERIENCE CHILD DEVELOPMENTAL STUDY / EARLY CHILDHOOD / PRESCHOOLER SUMMARY DUE

Week 7 Chapter 11 – Middle Childhood: Physical Development - - - - - (Daily Quiz)

Unit Objectives:

Upon completion of this chapter, the student will be able:

1. Explain physical development during middle childhood.
2. Explore motor development during middle childhood.
3. Discuss disabilities during middle childhood.

Chapter 12 – Middle Childhood: Cognitive Development - - - - - (Daily Quiz)

Unit Objectives:

Upon completion of this chapter, the student will be able:

1. Discuss Jean Piaget's concrete operational stage of cognitive development.
2. Explore the moral development of the middle age child.
3. Discuss the concepts of the information processing theory during middle childhood.
4. Explore the theories of intellectual development of the middle age child.
5. Explore language development during middle childhood.

Week 8 Chapter 13 – Middle Childhood: Social / Emotional Development- - (Daily Quiz)

Unit Objectives:

Upon completion of this chapter, the student will be able:

1. Explore the theories of social and emotional development in the middle age child.
2. Explain the role of family on social /emotional development during middle childhood.
3. Explain the role of peer relationships on social /emotional development during middle childhood.
4. Discuss the impact of the school environment on the middle age child.
5. Explore Social and Emotional problems during middle childhood.

Written Observations for School Agers are Due

KEY EXPERIENCE CHILD DEVELOPMENTAL STUDY / SCHOOL AGERS SUMMARY DUE

Week 9 Chapter 14 – Adolescence: Physical Development - - - - - (Daily Quiz)

Unit Objectives:

Upon completion of this chapter, the student will be able:

1. Discuss puberty during adolescence.
2. Explain emerging sexuality and risks of sexually transmitted infections.
3. Explore health during adolescence.

Chapter 15 – Adolescence: Cognitive Development- - - - - (Daily Quiz)

Unit Objectives:

Upon completion of this chapter, the student will be able:

1. Discuss Piaget’s stage of formal operations.
2. Explore moral development during adolescence.
3. Explain the impact of school during adolescence.
4. Explore career development during adolescence.

Week 10 Chapter 16 – Adolescence: Social and Emotional Development - (Daily Quiz)

Unit Objectives:

Upon completion of this chapter, the student will be able:

1. Explore identity and self concept during adolescent.
2. Explore the relationship of parent and peers during adolescent.
3. Discuss sexuality during adolescence.
4. Explain juvenile delinquency during adolescence.
5. Discuss concern about suicide during adolescence.

Written Observations for Adolescence are Due

KEY EXPERIENCE CHILD DEVELOPMENTAL STUDY / ADOLESCENT SUMMARY DUE

Week 11 Chapter 2 – Heredity and Conception - - - - - (Daily Quiz)

Unit Objectives:

Upon completion of this chapter, the student will be able to:

1. Describe the influence of heredity on development.
2. Explore prenatal assessment.
3. Discuss the nature versus nurture controversy.
4. Explain the different methods of overcoming infertility.

Week 12 Chapter 3 – Prenatal Development - - - - - (Daily Quiz)

Unit Objectives:

Upon completion of this chapter, the student will be able to:

1. Discuss the germinal stage of prenatal development.
2. Discuss the embryonic stage of prenatal development.
3. Discuss the fetal stage of prenatal development.
4. Describe the influence of the environment on prenatal development.

Week 13 Chapter 4 – Birth and the Newborn Baby: *In the New World* - - - - (Daily Quiz)

Unit Objectives:

Upon completion of this chapter, the student will be able to:

1. Describe the stages of childbirth.
2. Explain the different methods of childbirth.
3. Discuss possible birth complications.
4. Describe the characteristics of neonates.

Written Family Observations Due

Week 14 Chapter 1 – History, Theories, and Methods - - - - - (Daily Quiz)

Unit Objectives:

Upon completion of this unit, the student will be able to:

1. Identify theories of child development.
2. Explore controversies in child development.
3. Understand the methods used to study child development

KEY EXPERIENCE CHILD DEVELOPMENTAL STUDY / CONCLUSION DUE

Week 15 Present Child Developmental Study Report for Final

Week 16 Present Child Developmental Study Report for Final

ACCOMMODATIONS

DIVERSITY STATEMENT:

In the class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

DISABILITIES STATEMENT:

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability. For more information, call or visit the Disability Services Office in rooms 809 and 811, Reese Center Building 8, 806-716-4675.

FOUNDATIONS SKILLS

BASIC SKILLS—Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks

F-1 Reading – locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.

F-2 Writing – communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.

F-3 Arithmetic – performs basic computations; uses basic numerical concepts such as whole numbers, etc.

F-4 Mathematics – approaches practical problems by choosing appropriately from a variety of mathematical techniques.

F-5 Listening – receives, attends to, interprets, and responds to verbal messages and other cues.

F-6 Speaking – organizes ideas and communicates orally.

THINKING SKILLS—Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn and Reason

F-7 Creative Thinking – generates new ideas.

F-8 Decision-Making – specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.

F-9 Problem Solving – recognizes problems, devises and implements plan of action.

F-10 Seeing Things in the Mind’s Eye – organizes and processes symbols, pictures, graphs, objects, and other information.

- F-11 Knowing How to Learn – uses efficient learning techniques to acquire and apply new knowledge and skills.
F-12 Reasoning – discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES–Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty

- F-13 Responsibility – exerts a high level of effort and perseveres towards goal attainment.
F-14 Self-Esteem – believes in own self-worth and maintains a positive view of self.
F-15 Sociability – demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.
F-16 Self-Management – assesses self accurately, sets personal goals, monitors progress and exhibits self-control.
F-17 Integrity/Honesty – chooses ethical courses of action.

SCANS COMPETENCIES

RESOURCES

- C-1 **TIME** - Selects goal - relevant activities, ranks them, allocates time, prepares and follows schedules.
C-2 **MONEY** - Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.
C-3 **MATERIALS AND FACILITIES** - Acquires, stores, allocates, and uses materials or space efficiently.
C-4 **HUMAN RESOURCES** - Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

INFORMATION - Acquires and Uses Information

- C-5 Acquires and evaluates information.
C-6 Organizes and maintains information.
C-7 Interprets and communicates information.
C-8 Uses computers to process information.

INTERPERSONAL–Works With Others

- C-9 Participates as members of a team and contributes to group effort.
C-10 Teaches others new skills.
C-11 Serves Clients/Customers–works to satisfy customer’s expectations.
C-12 Exercises Leadership–communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
C-13 Negotiates-works toward agreements involving exchanges of resources; resolves divergent interests.
C-14 Works With Diversity–works well with men and women from diverse backgrounds.

SYSTEMS–Understands Complex Interrelationships

- C-15 Understands Systems–knows how social, organizational, and technological systems work and operates effectively with them.
C-16 Monitors and Corrects Performance–distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.
C-17 Improves or Designs Systems–suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY–Works With a Variety of Technologies

- C-18 Selects Technology–chooses procedures, tools, or equipment, including computers and related technologies.
C-19 Applies Technology to Task–understands overall intent and proper procedures for setup and operation of equipment.
C-20 Maintains and Troubleshoots Equipment–prevents, identifies, or solves problems with equipment, including computers and other technologies.

NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN
Standards for Early Childhood Professional Preparation

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

- 1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.
- 1b: Knowing and understanding the multiple influences on early development and learning
- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

- 2a: Knowing about and understanding diverse family and community characteristics
- 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
- 2c: Involving families and communities in young children's development and learning

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

- 3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
- 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
- 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
- 3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES

- 4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
- 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
- 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches
- 4d: Reflecting on own practice to promote positive outcomes for each child

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

- 5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
- 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
- 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

STANDARD 6. BECOMING A PROFESSIONAL

- 6a: Identifying and involving oneself with the early childhood field
- 6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
- 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
- 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
- 6e: Engaging in informed advocacy for young children and the early childhood profession

STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES

- 7a. Opportunities to observe & practice in at least two of the three early childhood age groups (birth–3, 3-5, 5-8)
- 7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

NAEYC SUPPORTIVE SKILLS

- Supportive Skill #1: Self-assessment and self-advocacy
- Supportive Skill #2: Mastering and applying foundational concepts from general education
- Supportive Skill #3: Written and verbal communication skills
- Supportive Skill #4: Making connections between prior knowledge/experience and new learning
- Supportive Skill #5: Identifying and using professional resources



I _____ have received a copy of the South Plains College Student Guide. I understand that I must comply with all areas of the Student Guide as a student in the Child Development/Early Childhood program at South Plains College.

Signature

Date