

Reese Campus

COURSE SYLLABUS

Course Title: TECA 1354.200 Child Growth and Development (3:3:0)
Semester: Spring 2015
Instructor: Karen Rosales, Adjunct Faculty
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Office Hours: Tuesday, 5:30-6:00 or directly after class

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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: Outcome description, NAEYC Standards, and NAEYC Supportive Skills. It lists six learning outcomes related to child development and maps them to standards S1, S3, SS3, and SS4.

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 :

Refers also to Course Objectives /SCANS and Foundation Skills attached

Specific Course Requirements

TEXTBOOK & MATERIALS

- **Developmental Profiles: Pre-birth through Adolescence 8th** Ed., Marotz, Lynn and Allen, K. Eileen, Cengage Learning, Boston, MA. 2016
 - Class Notebook – 3 ring binder
- South Plains College Bookstore, Reese Campus or by mail at: <http://www.sp-reesebookstore.com/>.

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 28, 2015.**

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	900-1000 pts.	90 - 100%	A
Chapter Summaries (10X40)	400 points	800-899 pts.	80 – 89%	B
Field Trip Summary / Connections	50 points	750-799 pts.	75 – 79%	C
Stages of Play Presentation	100 points	700-749 pts.	70 – 74%	D
Erikson Self Study	200 points	0-699 pts	69% & below	F
Final Exam (Class Summary)	100 points			
Total	1000 points			

***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

TECA 1354

Session #s	Topics	Assessments Due
Session 1 Tuesday, January 20	Introduction and Class Overview	Assignments and Readings due: Scavenger Hunt due (In class)
Session 2 Tuesday, January 27	Child Development Theories Erikson	Assignments and Readings due: Read Chapter 1 Chapter 1 Summary Due

Session 3 Tuesday, February 3	Principles of Growth and Development	Assignments and Readings due: Read Chapter 2 Chapter 2 Summary Due
Session 4 Tuesday, February 10	Prenatal Development	Assignments and Readings due: Read Chapter 3 Chapter 3 Summary Due
Session 5 Tuesday, February 17	Prenatal Care Erikson	Assignments and Readings due: 1st Stage of Erikson's Self Study Due
Session 6 Tuesday, February 24	Infancy birth through 12 months	Assignments and Readings due: Read Chapter 4 Chapter 4 Summary Due
Session 7 Tuesday, March 3	Toddlers: 12-24 mos Stages of Development Erikson	Assignments and Readings due: Read Chapter 5 Chapter 5 Summary Due
Session 8 Tuesday, March 10	Erikson	Assignments and Readings due: 2nd and 3rd Stage of Erikson Self Study Due
Spring Break		
Session 9 Tuesday, March 24	Early Childhood 3-5 years What is Play?	Assignments and Readings due: Read Chapter 6 Chapter 6 Summary Due
Session 10 Tuesday, March 31	Stages Of Play	Assignments and Readings due: Stages of Play Presentation
Session 11 Tuesday, April 7	Early Childhood 6-8 years	Assignments and Readings due: Read Chapter 7 Chapter 7 Summary Due

Session 12 Tuesday, April 14	Students with Exceptionalities	Assignments and Readings due: FIELD TRIP to High Point Village (Subject to change.)
Session 13 Tuesday, April 21	Middle Childhood: 9-13 years	Assignments and Readings due: Read Chapter 8 Chapter 8 Summary Due
Session 14 Tuesday, April 28	Adolescence: 13-19 years	Assignments and Readings due: Read Chapter 9 Chapter 9 Summary Due Final Erikson Self Study Due
Session 15 Tuesday, May 5	Tying it All Together	Assignments and Readings due: Read Chapter 10 Chapter 10 Summary Due Field Trip Summary and Connections Due
Session 16 Tuesday, May 12		Assignments and Readings due: Class Summary Due

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.

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

National Association for the Education of Young Children, 2011

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

ASSIGNMENT DESCRIPTIONS

Stages of Play Presentation

Due Session 10

100 points

Students will research the stages of play. Choosing one stage of play, (i.e. cooperative play) the student will develop an activity or game to present in class. This activity or game will demonstrate the type of play children will engage in during play. A one page summary of all the stages will accompany the presentation.

Erikson Self Study

Due Session 14

200 points

For this assignment, an autobiography is written using Erikson's Eight Stages of Life as a framework. The paper will consist of an introduction, eight sections (one for each stage), a conclusion and a "References" page. Each section begins with the name of that stage. For example, "TRUST VS. MISTRUST".

Following the heading, included a brief (less than 200 word) explanation of the stage and its conflict/resolution under Erikson's theory. Use proper in text citation.

Next, each stage section will contain autobiographical information. What was happening in your life at this stage? What are your memories? What stories have you been told?

To conclude each section, state which side of the conflict best reflects your life experience.

It is understandable that some stages are more difficult to remember – you may have to talk to relatives or look through family photo albums to try to piece together what was happening at the earlier stages. Conversely, there will be several stages that you haven't had the chance to experience yet. For these future stages, you get a chance to show your creativity and reflect on where you've been, where you are right now, and where you predict you will be in the future. Continue to write future stages as though they have already occurred. Give complete details of where you see your life taking you, what will be your accomplishments or achievements, failures or regrets?

After all eight stages have been concluded, end the paper with a reference page detailing, in proper citation style, your sources of information used to write the descriptive paragraph that opened each section (the background information on Erikson's theory).

Please note, this paper is considered to be confidential and will not be shared with others without specific consent. Please use this opportunity to reflect openly and honestly on your journey in life. Many students have found this assignment to be cathartic and have expressed great relief at being able to reveal things to someone else without judgment.

If there is information that you do not wish to reveal, then simply omit it. This paper is designed to help you examine your life and to see how it applies to a popular life span development theory. It is not a test to see if you will pour your heart out, nor is it a contest to see who has had the best or worst childhood. Simply write what you were, what you are and what you hope to be.

Also, if you did have a "happy childhood", please don't feel the need to apologize or to feel your autobiography is "boring." Be thankful for where you came from and hopeful for where you have yet to go.

If you are unable or uncomfortable revealing your life, please speak with your instructor for alternate assignment options.

Field Trip Summary/ Connections**Due Session 15****50 points**

Each student will complete a summary of the High Point Village experience. Include what you learned about the program and how it impacts our community. Also include how such a program is connected to growth and development as a whole. Some things to think about in your summary: What did you think of the program? What could be added or changed to the program? ETC.

Class Summary**Due Session 16****100 points**

This is a verbal discussion for the entire class. Each student must prepare a 1 page list of information, tools, activities and experiences learned during the semester. Students will be graded individually on how well he or she can explain and discuss concepts from the text, field trips and in class discussions.

Chapter Summaries**Due each session****40 points ea**

Students will prepare a 1-2 page summary for each chapter summary due date. In the summary include highlights from the chapter, vocabulary and definitions and other important information.

RIGHT OF REVISION:

Syllabus is subject to change at the discretion of the instructor.