Course Syllabus

Department: Child Development

Course Title: Child Growth and Development

Section Name: TECA 1354 Start Date: 08/27/2012 End Date: 05/07/2012 Modality: ONLINE

Credits:3

Instructor Information

Name: Mary L. Hanson

OC Email :mhanson@odessa.edu **OC Phone** # : 432-335-6483

Course Description

TECA I354 Child Growth $\overline{\&}$ Development (I3.I202 52 09) (3-0) 3 hours

Child Growth and Development is a study of the principles of normal child growth and development from conception to adolescence. The student will demonstrate knowledge of principles of growth and development; normal developmental stages in physical, cognitive, social and emotional domains; major theories of development, i.e., behavioral, cognitive, language acquisitions, developmental; the impact of developmental processes on early childhood practices; types and techniques of objective observation; the importance of play in development; and biological and environmental influences on growth and development. The student will demonstrate skills in the practical application of developmental principles and theories, objective observation techniques, and recognition of normal growth and developmental patterns.

Prerequisites/Corequisites

None necessary

ICO's

2, 5, 6

Course Objectives

· ODESSA COLLEGE

GROWTH AND DEVELOPMENT

CHILD AND PARENT DEVELOPMENT DEPARTMENT

COURSE SYLLABUS COURSE NUMBER: 1354

COURSE TITLE: GROWTH & DEVELOPMENT

CREDIT HOURS: 3
PREREQUISITE: NONE
COREQUISITE: NONE
CATALOG DESCRIPTION:

A study of growth and development from birth through adolescence. It is designed for teachers in training. It is also a valuable tool for social service workers, special educators, parents, and others who require a practical understanding of young people. It presents a picture of the child in the context of family, school, culture, and language.

COURSE LEARNING OUTCOMES/PROFICIENCIES:

The student will analyze principles of growth and development, compare the four main areas of child development and examine those areas in the context of community, culture, and family.

TEXTBOOKS: Child Development and Educationfourth editionby

Teresa M. McDevitt and Jeanne Ellis Ormrod

SUPPLIES: Text, supplies, and equipment essential for note taking, such as paper and pencils.

LEARNING OUTCOMES:

- 1. The Young Child: Birth through Age Eight
- a. A Brief Look at the Young Child
- b. Developmental and Learning Theories
- c. Studying the Young Child
- 2. Learning: Birth through Age Eight
- a. How Learning Takes Place
- b. The Adult Role in Learning: General

Characteristics

c. The Adult Role in Learning: Family and

Sociocultural Factors

- 3. Physical and Motor Growth: Birth Through Age Eight
- a. Physical Growth, Safety, Nutrition, and Health
- **b. Motor Development**
- 4. Prenatal and Infancy Periods
- a. Conception and Prenatal Development
- b. Heredity, Environment, and Development
- c. The First Two Weeks
- d. Infancy: Theory, Environment, and Culture
- e. Infancy: Affective Development
- f. Infancy: Cognitive Development
- 5. The Toddler: Developing Toward Independence
- a. The Toddler: Environment and Autonomy
- b. The Toddler: Affective Development
- c. The Toddler: Cognitive Development
- 6. Cognitive Growth and Development: Ages Three

Through Six

- a. The Cognitive System
- **b.** Concept Development
- c. Language Development
- d. Language in Everyday Use: Oral Language
- e. Written Language: Development and Everyday Use
- f. Intelligence and Creativity
- 7. Affective Growth and Development: Ages Three

Through Six

- a. The Nature of Affective Development
- b. Emotion Development
- c. Personality Development
- d. Social Development
- e. The Adult Role in Affective Development
- 8. The Primary Child: Growth and Development Ages

Six Through Eight

- a. Preschool to Primary: bridging the Gap
- b. The Primary Child: Affective Development
- c. The Primary Child: Cognitive Development and

Schooling

- 9. The Whole Child
- a. A look at the Whole Child
- b. Action for Children
- 10. School Agers
- a. Affective Development
- b. Cognitive Development and Schooling
- 11. Adolescence

a. Affective Development
b. Cognitive Development and Schooling

SCANS Competencies: Resources

Interpersonal Skills

Information

Technology

Thinking Skills

Basic Skills

Personal Qualities

Code:

- 1. 2+2 Tech Prep Early Childhood Professions Postsecondary Curriculum Guide
- 2. Texas Head Start-State Collaboration Project Texas Early Care and Education Core Knowledge & Skills
- 3. The SCANS Work Place Competence Skills
- 4. Guidelines for Preparation of Early Childhood Professionals: Associate, Baccalaureate, and Advanced Levels of the National Association for the Education of Young Children
- 5. Teacher Preparation Requirements of the Association for Child Youth Care Workers Certification Institute hood Education International
- 6. The Examination for the Certification of Educators in Texas, Test Competencies, Field 714: Early Childhood Education
- 7. Entry Level Core Competencies (Draft) of the Child
- 8. Texas Essential Knowledge and Skills for Home Economics Education
- 9. Learner-Centered Schools for Texas A Vision of Texas Educators
- 10. Developmentally Appropriate Practice in Early Childhood Programs (Revised Edition, 1997), National Association for the Education of Young Children

Fall 2012

Discussion Questions



Enabled: Statistics Tracking

Discussion Questions - There are 10 of them in total. You will click on the discussions thread located at the top left of this screen. Once in, click on the button that reads Forum. Copy the discussion question you are ready to answer. Then click Create Forum. Title the name of your discussion question, paste the question and then proceed to answer the question. Once you have answered at least seven sentences, click on the word Submit. I, nor the class, will be able to read your response. This assignment is your participation grade and is important to have completed by the due date. Each question is worth 20 points and are due on the following dates:

Remember to complete the first three discussion questions by 9/19/12, dis ques for 4, 5, and 6 by 10/10/12, dis ques for 7,8,and 9 by 10/31/12, and dis ques 10 by 11/14/12.



1 Applying Concepts



Enabled: Statistics Tracking

At the end of each chapter is a section called "Applying Concepts in Child Development". You are to complete these concepts from each of the 15 chapters. Name the chapter, page number as well as your answer(s) before emailing me the concepts. Each chapter holds five components. Complete any two sections for each chapter. You choose the two sections from the following areas: Interpreting...Reflection, Case Study, ad Developmental Trends Exercise. Do not complete the key concepts unless you just want to. This assignment is worth 250 points in total and/or 50 points for each section. This assignment is due July 2nd.

Email me the applying concepts from the first three chapters. Email me the chapter concepts by June 9th.

Applying concepts from chapters 4, 5, and 6 need to be turned in together no later than 9/19/12.

Applying concepts from chapters 7, 8, and 9 need to be turned in together no later than 10/10/12.

Applying concepts from chapters 10, 11, and 12 need to be turned in together no later than 11/14/12.

Applying concepts from chapters 13, 14, and 15 need to be turned in together no later than 11/28/12.

Remember to complete the first three discussion questions by 9/19/12, dis ques for 4, 5, and 6 by 10/10/12, dis ques for 7,8,and 9 by 10/31/12, and dis ques 10 by 11/14/12.

•

‡ Final

Enabled: Statistics Tracking

The final for this course is atypical. I would like you to write three test questions from each chapter. The type of test question you write is up to you. They can be true and false, short essay, fill in the blank, multiple choice, etc.. You may use a variation from your choices, too. In other words, you may have a T/F question for one question, followed by a multiple choice question for the next. After each test question, please write the answer and the page number as to where the answer is located. There will be 42 questions in total. This assignment is due NO LATER than 10am on 11/28/12.

This assignment can be completed in one of three ways. First, you may wish to hand write the answers and turn them in to my office upon completion. The second option is to continue to save on blackboard your test questions. Once all of the questions have been completed, then you may submit the final. Please do not submit a portion of your quizzes. A third option is to send via email your quiz questions as you complete them. I will write them in my gradebook and email you back that I have received your email. These questions, answers and page numbers are worth 250 points in total.

Poster

Enabled: Statistics Tracking

For 100 points or a letter grade, create a poster on your young life. Include characteristics from infancy, toddlerhood, preschooler, school age and as a teen. Pictures are wonderful to use labeling the characteristics around them. You may write a paper about yourself. How you create this assignment is open-ended in that there is more than one correct way to complete this assignment. Use information learned from the text in your descriptions of yourself from the various developmental areas. Please have this assignment emailed to me no later than 9/26/12. Thank you.

Games and Activities

Enabled: Statistics Tracking

Attached Files: o Games and Activities for 1354.rtf (194.037 KB)

GAMES-ACTIVITIES for 1354.rtf (35.751 KB)

Choose an age-group such as toddlers, or five-year-olds, or teens. Come up with four games in which to play with the child or for the child to play with. Or, come up with four activities/games to play with the child. You may implement two games and two activities. It doesn't matter as long as you have four things to turn in. You may email me the information or it is not doable for you to bring into my office. You will be graded on creativitiy, and age appropriateness. Please turn in this assignment no later than 10/17/12.

Examples from students have been included to give you ideas for your project.

•

Write Up on a Child

Enabled: Statistics Tracking

Worth 100 points, observe and infant (0-12 months), toddler (12 months - 2 1/2 yrs), pre-schooler (2 1/2 to 5 yrs), schoolage child (5 yrs - 12 yrs), and a teenager (13 yrs - 17 yrs). As you do so, witness their traits and behaviors physically, socially, emotionally, and cognitively. Write up the milestones and information from the four developmental categories. You will write-up the information witnessed from the children. Implement information learned also from the text. Remember to write covering the four developmental categories in each of the five age groups requested. Be detailed. This assignment is worth a lot of points. Email me this assignment upon completion. Remember to name the class when you email me your work. I have seven classes to teach. I will be confused.

Work turned in early is fine. Late work is unacceptable. This assignment needs to be turned in no later than 11/7/12.

You are welcome to come to the Children's Center. It is the day care located in Sedate Hall. The doors will locked for security reasons. Therefore, ring the doorbell. Once you hear a buzzing sound, then you can open the door. Use the child's initials or first name. You certainly do not have to come to the Children's Center. However, you are welcome to if you do not have children of your own or have no others place to observe them. Please keep in mind the center goes through preschool only

Content

.

Special Needs

Odessa College complies with Section 504 of the VocationalRehabilitation Act of 1973 and the Americans with Disabilities Act of1990. If you have any special needs or issues pertaining to youraccess to and participation in this or any other class at OdessaCollege, please feel free to contact me to discuss your concerns. Youmay also call the Office of Disability services at 432-335-6861 torequest assistance and accommodations.

Learning Resource Center (Library)

The Library, known as the Learning Resources Center, provides research assistance via the LRC's catalog (print books, videos, e-books) and databases (journal and magazine articles). Research guides covering specific subject areas, tutorials, and the "Ask a Librarian" service provide additional help.

Student E-mail

Please access your Odessa College Student E-mail, by following the link to either set up or update your account: http://www.odessa.edu/gmail/. All assignments or correspondence will be submitted using your Odessa College email.

Student Portal

Please access your Odessa College Student E-mail, by following the link to either set up or update your account: http://www.odessa.edu/gmail/. All assignments or correspondence will be submitted using your Odessa College email.

Technical Support

ForBlackboard username and password help and for help accessing youronline course availability abd student email account contact the StudentSuccess Center at 432-335-6878 or online

athttps://www.odessa.edu/dept/ssc/helpdesk_form.htm.

Important School Policies

For information regarding student support services, academicdishonesty, disciplinary actions, special accommodations, or student's and instructors' right to academic freedom can be found in the Odessa College Student Handbook

To help make the web-based learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the online learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

- 1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - provided my contact information at the beginning of the syllabus;
 - respond to all messages within 24 hours if received Monday through Thursday and within 48 hours if received Friday through Sunday; and,
 - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
- 2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
 - provide clear information about grading policies and assignment requirements in the course syllabus, and
 - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
- 3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
 - post grades for discussion postings within one week of the discussion thread closing.
 - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

- 1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
 - line up alternative computer and internet access in case my primary computer crashes or my internet services is unavailable;
 - recognize that the college provides free wi-fi and computer labs during regular campus hours to help me with accessing my course; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.
- 2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to
 - getting "kicked off" of the system during tests or guizzes;
 - having trouble submitting assignments; and
 - dealing with a traumatic personal event.
- 3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
 - seek out help from my instructor and/or from tutors;
 - ask questions if I don't understand; and,
 - access my course several times during the week to keep up with assignments and announcements.