

# Course Syllabus

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**Department** : Child Development  
**Course Title** : Child Growth and Development  
**Section Name** : TECA 1354  
**Start Date** : 01/18/2011  
**End Date** : 05/07/2011  
**Modality** : ONLINE  
**Credits** : 3

## Instructor Information

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**Name** : Mary L. Hanson  
**OC Email** : mhanson@odessa.edu  
**OC Phone #** : 432-335-6483

## Course Description

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TECA 1354 Child Growth & Development (13.1202 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

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# None necessary

Scans

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**1, 2, 4, 5, 7, 9, 10, 11**

**Course Objectives**

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• ODESSA COLLEGE  
**GROWTH AND DEVELOPMENT**  
**CHILD AND PARENT DEVELOPMENT DEPARTMENT**  
**COURSE SYLLABUS**  
**COURSE NUMBER: 1354**  
**COURSE TITLE: GROWTH & DEVELOPMENT**  
**CREDIT HOURS:**  
**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 Education fourth edition by 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 Ageders
  - 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

Spring 2011

## Content

### Final Exam



#### 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 May 2nd.

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.

### 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. This assignment is worth 250 points in total and/or 50 points for each section. This assignment is due March 4th.

Email me the applying concepts from the first three chapters. Email me the chapter concepts by Feb 4th.

Applying concepts from chapters 4, 5, and 6 need to be turned in together no later than Feb 25th.

Applying concepts from chapters 7, 8, and 9 need to be turned in together no later than March 25th.

Applying concepts from chapters 10, 11, and 12 need to be turned in together no later than April 8th.

Applying concepts from chapters 13, 14, and 15 need to be turned in together no later than April 29th.

Remember to complete the first three discussion questions by Feb 4th, dis ques for 4, 5, and 6 by Feb 25th and so forth.

### Discussion Questions



#### Enabled: Statistics Tracking

Please complete discussion questions 1-15. To complete the questions, you will need to go into the discussion section located on your menu. When you complete an application concept for a particular chapter, then go ahead and complete the discussion question for that chapter as well. With every question you answer, respond to at least one other student. Your questions in total are worth 250 points. Thank you.

### Write-up on a Child



### Enabled: Statistics Tracking

Worth 150 points, observe and infant (0-12 months), toddler (12 months - 2 1/2 yrs), pre-schooler (2 1/2 to 5 yrs), school-age 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 March 31st.

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.

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### ↓ Poster



### Enabled: Statistics Tracking

For 50 points or half 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 April 4th. Thank you.

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### ↓ Games or Activities



### Enabled: Statistics Tracking

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 creativity, and age appropriateness. Please turn in this assignment no later than March 31st.

## Special Needs

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**Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other**

class at OdessaCollege, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

## Learning Resource Center (Library)

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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

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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



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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

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For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at [https://www.odessa.edu/dept/ssc/helpdesk\\_form.htm](https://www.odessa.edu/dept/ssc/helpdesk_form.htm).

## Important School Policies

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For information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or student's and instructors' right to academic freedom can be found in the [Odessa College Student Handbook](#).