Department: __Child Development_____
Course Title: ___Child Growth and Development_____
Section Name: _____TECA_____
Semester: ____Spring_____
Time: ____TBA_____
Classroom: ____On-line_____

Instructor: ____Mary Hanson_____
Email: ___mhanson@odessa.edu_____
Office: ___SH 120_____
Phone: ____432-335-6483_____
Office Hours: __Monday 9-12
Tuesday 9-11
Wednesday 9-12
Thursday 9-11

Course Description:

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. (ICOs 2, 5, 6) Prerequisite: None.

Required Text:

TEXTBOOKS: ChildDevelopmentandEducation Fiftheditionby TeresaM.McDevittandJeanneEllisOrmrod

Description of Institutional Core Objectives (ICO's)
Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Therefore, with the assistance of the Undergraduate Education Advisory Committee, the Coordinating Board has approved guidelines for a core curriculum for all undergraduate students in Texas.

Through the application and assessment of objectives within the institution's core curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world; develop principles of personal and social responsibility for living in a diverse world; and advance intellectual and practical skills that are essential for all learning. Appropriate Odessa College faculty

periodically evaluates all of the courses listed in the descriptions on the following pages of this catalog and keys them to Odessa College's Institutional Core Objectives (ICOs), as defined by the Texas Higher Education Coordinating Board (THECB). (Source: Odessa College Catalog of Courses 2012-2013, page 73)

Odessa College's Institutional Core Objectives (ICOs):
1) Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2) Communication Skills - to include effective development, interpretation and expression of ideas through written, oral and visual communication
3) Empirical and Quantitative Skills - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
4) Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
5) Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making
6) Social Responsibility - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Learning Outcomes for _____ (Source: Odessa College Catalog of Courses)

Outcome	ICO
1.	1) Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. The student will complete a write up on a child. A paper, power-point, poster, or oral presentation is acceptable.	2) Communication Skills - to include effective development, interpretation and expression of ideas through written, oral and visual communication
3.	3) Empirical and Quantitative Skills - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
4.	4) Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
5. When responding in discussion board, professionalism in conduct and writing is expected.	5) Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making

6. Upon discovery of the various developmental areas, diversity will be discussed and included throughout.	6) Social Responsibility - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Odessa College Policies

Academic Policies

Note that the OC Student Handbook states (page 32) that "[i]n cases of academic dishonesty, the instructor has the authority to impose appropriate scholastic penalties. Complaints or appeals of disciplinary sanctions may be filed in accordance with the college due process procedure. Copies of the college due process procedure are available in the office of The Director of Student Life (CC104)."

For more information on your rights and responsibilities as a student at Odessa College, please refer to the following: The 411 of OC: Student Handbook 2012-2013; Student Rights & Responsibilities http://www.odessa.edu/dept/studenthandbook/handbook.pdf

Scholastic Dishonesty

Scholastic dishonesty shall constitute a violation of these rules and regulations and is punishable as prescribed by board policies. Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism and collusion.

"Cheating on a test" shall include:

• Copying from another student's test paper

• Using test materials not authorized by the person administering the test.

• Collaborating with or seeking aid from another student during a test without permission from the test administrator.

• Knowingly using, buying, selling, stealing or soliciting, in whole or in part, the contents of an unadministered test.

• The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test.

• Substituting for another student, or permitting another student to substitute for one's self, to take a test.

• Bribing another person to obtain an unadministered test or information about an unadministered test.

• "Plagiarism" shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work.

• "Collusion" shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. (Source: Odessa College Student Handbook 2012-2013, page 29-30)

Special Populations/Disability Services/Learning Assistance

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 Odessa College, 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.

Odessa College affirms that it will provide access to programs, services and activities to qualified individuals with known disabilities as required by Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (ADA), unless doing so poses an undue hardship or fundamentally alters the nature of the program or activity Disabilities may include hearing, mobility or visual impairments as well as hidden disabilities such as chronic medical conditions (arthritis, cancer, diabetes, heart disease, kidney disorders, lupus, seizure disorders, etc.), learning disabilities or psychiatric or emotional disabilities. A student who comes to Odessa College with diagnosed disabilities which may interfere with learning may receive accommodations when the student requests them and submits proper documentation of the diagnosis. A Request for Accommodations form and guidelines for beginning the request process are available in the OC Help Center or on the Odessa College web site at www.odessa.edu/dept/counseling/disabilities.htm. The college strives to provide a complete and appropriate range of services for students with disabilities such as assistance with testing, registration, information on adaptive and assistive equipment, tutoring, assistance with access and accommodations for the classroom where appropriate. For information regarding services, students with disabilities should contact the Office of Disability Services in the OC Help Center located in Room 204 of the Student Union Building or call 432-335-6433. (Source: Odessa College Catalog of Courses 2012-2013, page 52)

Dropping a Course or Withdrawing from College
Students wishing to drop a non-developmental course may do so online using WebAdvisor, at the Wrangler Express, or Registrar's Office. A student wishing to drop a developmental course or withdraw from college should obtain a drop or withdrawal form from the Wrangler Express or the Registrar's Office. Students are encouraged to consult with instructors prior to dropping a class. Students may not completely withdraw from the college by use of the Web. Students must drop a class or withdraw from college before the official withdrawal date stated in the class schedule. Students who are part of the Armed Forces Reserves may withdraw with a full refund if the withdrawal is due to their being ordered into active duty. A copy of the student's orders must be presented to the Registrar's Office at the time of the withdrawal. For details, please contact the Office of the Registrar. No longer attending class does not automatically constitute withdrawal from **that class, nor does a student's notification to an instructor that the student wishes to be** dropped. Failure of a student to complete the drop/withdrawal process will result in a grade of **"F."** (Source: Odessa College Catalog of Courses 2012-2013, page 36)

Learning Resource Center (LRC; 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 Success Center (SCC)
Located in the LRC, the Student Success Center (SSC) provides assistance to students in meeting their academic and career goals. We strive to provide new and updated resources and services at no charge to OC students. Academic support services include tutoring, study skills training, workshops, and the mentoring program. Tutoring is available for a variety of subjects including college

mathematics, English, government, history, speech, chemistry, biology, and all developmental coursework. Appointments are preferred, but walk-ins will be served as soon as possible. Smarthinking online tutoring is also available. All computers in the center have Internet access, Microsoft Office, and software resources to assist OC students in improving their reading, writing and mathematical skills. The center also offers special assistance to students preparing for the THEA/COMPASS test. Computer lab assistants are available to assist students with student email, Blackboard, OC portal, Course Compass and more. For more information or to make an appointment, please call 432-335-6673 or visit www.odessa.edu/dept/ssc/(Source:Odessa College Catalog of Courses 2012-2013, page 54)

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/. Correspondence will be submitted using your Odessa College email as an alternative method to contact you with information regarding this course.

Technical Support
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.

Tohelpmaketheweb-basedlearningexperiencefulfillingandrewarding,thefollowingExpectations*for* Engagementprovidetheparametersforreasonableengagementbetweenstudentsandinstructors*for* theonlinelearningenvironment.Studentsandinstructorsarewelcometœexceedthese*requirements.*

ReasonableExpectationsofEngagementfor*Instructors*

1. Asaninstructor,Iunderstandtheimportanceofclear,timelycommunicationwithmy*students.* Inordertomaintainsufficientcommunication,I*will*
   - providedmycontactinformationatthebeginningofthe*syllabus;*
   - respondtoallImessageswithin24hoursifreceivedMondaythroughThursdayand*within* 48hoursifreceivedFridaythroughSunday*; and,*
   - notifystudentsofanyextendedtimessthatIwillbeunavailableandprovide*them*withalternativecontactinfo rmation(formeorformysupervisor)incaseofemergenciesduringthetimeI'm*unavailable.*

   2.
   Asaninstructor,Iunderstandthatmystudentswillworktothebestoftheirabilitiesto*fulfill*thecourserequirements.Inor dertohelptheminthisarea,I*will*
   - provideclearinformationaboutgradingpoliciesandassignmentrequirementsinthecoursesyllabus,*and*
   - communicateanychangestoassignmentsand/ortothecoursecalendarto*students*asquicklyas*possible.*

   3.
   Asaninstructor,IunderstandthatIneedtoprovideregular,timelyfeedbackto*students*abouttheirperformanceinthec ourse.Tokeepstudentsinformedabouttheirprogress,I*will*
   - postgradesfordiscussionpostingswithinoneweekofthediscussionthread*closing.*
   - providegradesformajorassignmentswithin2weeksoftheduedateoratleast3daysbeforethenextmajorassi gnmentisdue,whichevercomes*first.*

ReasonableExpectationsofEngagementfor *Students*

1. Asastudent,Iunderstandthatlamresponsibleforkeepingupwiththecourse.Tohel pwiththis,Iwill
   - lineupalternativecomputerandinternetaccessincasemyprimarycomputercrashesor myinternetserviceis *unavailable;*
     - recognizethatthecollegeprovidesfreewi-fiandcomputerlabsduring *regularcampushourstohelpmewithaccessingmycourse; and,*
     - understandthatmyinstructordoesnothavetoacceptmytechnicalissuesasa legitimatereasonforlateormissingworkifmyequipmentorserviceis *unreliable.*

2. Asastudent,Iunderstandthatitismyresponsibilitytocommunicatequicklywith *the* instructoranyissueoremergencythatwillimpactmyinvolvementwithorperformance *intheclass.* Thisincludes,butisnotlimited *to*
   - getting **"kickedoff"** ofthesystemduringtestsor *quizzes;*
   - havingtroublesubmittingassignments; *and*
   - dealingwithatraumaticpersonal *event.*

3. Asastudent,Iunderstandthatitismyresponsibilitytounderstandcoursematerial *and* requirementsandtokeepupwiththecoursecalendar.Whilemyinstructorisavailablefor *help* andclarification,Iwill
   - seekouthelpfrommyinstructorand/orfrom *tutors;*
   - askquestionsifIdon't *understand; and,*
     - accessmycourseseveraltimesduringtheweektokeepupwith *assignme nts* andannouncements.

Institutional Calendar Fall 2012 (8/27-12/14)

Registration:
On the Web (5 am to Midnight, 7 days a week)..Apr 16-Aug 26
In Person (See Business Hours Above)... Apr 16-26
***REGISTRATION PAYMENT DEADLINE
* For students registered who register prior to Aug 6..Payment is DUE Aug 6 (Mon)
* For students who register on or after Aug 6... Due on Day of Registration
Classes Begin...Aug 27(Mon)
Late Registration & Schedule Changes (Add/Drop):
On the Web (5 am to Midnight, 7 days a week)..Aug 27 -29
In Person (See Business Hours Above)..Aug 27-29
** Late Registration & Add/Drop Payment Deadline.. Due on Day of Registration
Holiday (Labor Day - Office Closed - No Classes)... Sept 3 (Mon)
Census Day.. Sept 12 (Wed)
Deadline for Fall Degree Application...Sept (Fri)
Last Day to Drop or Withdraw with a "W" ....Nov 14 (Wen)
Thanksgiving Holiday (begins 5:30 pm Tues, Nov 20).. Nov 21-24 (Wed-Sun)
Last Class Day.. Dec 8 (Sat)
Final Exams..Dec 10-13 (Mon-Thurs)
Fall Graduation.. ....Dec 14 (Fri)
End of Semester..Dec 14 (Fri)
College Offices Closed.. Dec 24-Jan 6 (Mon-Sun)

Fall Graduation..Dec 14 (Fri)
End of Semester..Dec 14 (Fri)
College Offices Closed.. Dec 24 -Jan 6 (Mon-Sun)

Course Policies:

Communicate with the instructor as soon as you have questions and/or concerns. The assignments are presented at the beginning of the course. Work turned in early is acceptable. Late work is discouraged. Thank you.

Disclaimer:

This syllabus is tentative and subject to change in any part at the discretion of the instructor. Any changes will be in accordance with Odessa College policies. Students will be notified of changes, if any, in timely manner.

Original Effort:

The work submitted for this course must be original work prepared by the student enrolled in this course. Efforts will be recognized and graded in terms of individual participation and in terms of ability to collaborate with other students in this course.

Description of Students:

Students taking this course are typically seeking a teaching position. This course will aid those who wish to teach in a child care, Head Start, public or private schools.

Course Prerequisites: None
AVID:
This course has been identified as a course by Career, Technical, and WorkforceEducation as one in which teaching and learning strategies adopted by AVID will beimplemented. As a student in the legal program, you will be expected to develop anunderstanding of the strategies, to model the strategies, to maintain fidelity of implementation,and to examine how these strategies may impact your effectiveness as a professional in yourchosen area of occupation, either through coursework or practicum experience as outlined by thecourse instructor.

Grading Policy:
Please understand that this is a required course for the child development program in order to prepare you for teaching/directing. Quality work and active participation is expected and not to be negotiated.As a general policy, grades will be taken each week. You can expect feedback on assignments within a week's time.

Grade Inquiry Policy:
It is the responsibility of the individual taking this course to maintain accurate track of assignment submissions and grades. There will be opportunities during the semester to meet with the instructor to discuss your academic progress. Contact the instructor to schedule an appointment. Class time will not be used for grade inquiries. All grades are final.

Communication Plan:
The best way to communicate with the course instructor is via email. Also, check in Blackboard regularly for announcements, including any changes in the course schedule due to instructor illness or conference attendance. Appointments with the instructor may also be scheduled.

General Course Requirement:
1. Attend class and participate.
2. Contribute and cooperate with civility.
3. <u>Submit assignments on time. Late work will not be accepted. Medical and/or family circumstances that warrant an extension on assignments need to be presented to the</u> **<u>instructor. Extensions will be allowed at the instructor's discretion</u>**.

Grading Scale:

"A" = 900-1000 points
"B" = 800-899 points
"C" = 700-799 points
"D" = 600-699 points
"F" = 0-599 points

Incomplete Policy:

An 'Incomplete' grade may be given only if:

1. The student has passed all completed work
2. If he/she has completed a minimum of 75% of the required coursework. A grade of an "I"
willonly be assigned when the conditions for completions have been discussed and agreed upon by the
instructor and the student.
Overview of Assignments:

- DiscussionQuestions

    Discussion Questions - Thereare 5 ofthemin total.You will click on thediscussions threadlocatedatthetopleftofthis screen.Oncein,click on thebuttonthatreads Forum.Copy the discussion questionyou are ready toanswer.Thenclick Create Forum.Titlethename ofyour discussion question,pastethe questionand thenproceed toanswer thequestion.Onceyou have answered atleastseven sentences,click on theword Submit.I,nor theclass,will be able toread your response.
    Thisassignmentis your participationgrade and is importantto have completedby thedue date.Each questionis worth20 pointsand are due on thefollowingdates:

    Remember tocompletethefirstthreediscussion questionsby 2/12/13,dis ques for4,5,and 6 by 3/5/13,dis ques for 7,8,and9 by 3/19/13,dis ques 10-12 by 4/9/13, and dis ques 13-15 by 4/30/13.

Applying Concepts

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.

Email me the applying concepts from the first three chapters. Email me the chapter concepts by Feb 12.

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

Applying concepts from chapters 7, 8, and 9 need to be turned in together no later than Mar 19.

Applying concepts from chapters 10, 11, and 12 need to be turned in together no later than Apr 9.

Applying concepts from chapters 13, 14, and 15 need to be turned in together no later than Apr 30.

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Final

Thefinalforthiscourse is atypical.Iwould like you towritethree testquestionsfromeach chapter.Thetypeoftestquestionyou writeis up toyou.Theycan be trueand false,shortessay,fillin theblank,multiplechoice,etc..You may use a variationfrom your choices,too.Inotherwords,you may have a T/Fquestion forone question,followedby a multiplechoice questionforthe next.Aftereach testquestion,please writetheanswer and the page number as towhere theanswer is located.Therewill be 42 questionsin total.Thisassignmentis due NOLATERthan10am on 5/3/13.

Thisassignmentcan be completedin one ofthreeways.First, you may wish tohand writetheanswers and turnthemin tomy officeupon completion.Thesecond optionis tocontinuetosave on blackboard your testquestions.Onceall ofthequestions have been completed,thenyou may submitthefinal.Please do notsubmita portionofyour quizzes.Athirdoptionis tosend via email your quiz questionsas you completethem.Iwill writethem in my gradebook and email you back thatIhave received your email.Thesequestions,answers and page numbers are worth 250 pointsin total.

'

Poster

For100 pointsor a lettergrade,createa posteron your young life.Includecharacteristicsfrominfancy,toddlerhood, preschooler,school age and as a teen.Picturesare wonderful to use labeling thecharacteristicsaround

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 2/26/13. Thank you.

Games and Activities

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 4/2/13.

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

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Write Up on a Child

Worth 100 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

wortha lotofpoints.Email me thisassignmentupon completion. Remember toname theclass when you email me your work.Ihave seven classes toteach.Iwill be confused.

Workturnedin early is fine.Latework is unacceptable.This assignmentneeds tobe turnedin no laterthan4/16/13.

You are welcome tocome totheChildren's Center.Itis theday care locatedin SedateHall.Thedoors will locked forsecurity reasons.Therefore,ring thedoorbell.Onceyou hear a buzzing sound,thenyou can open thedoor.Use thechild's initialsor firstname.You certainlydo nothave tocome totheChildren's Center.However,you are welcome toifyou do nothave children ofyour own or have no othersplace toobserve them. Please keep in mind thecentergoes throughpreschool only

Assignment Descriptions:

Schedule (Tentative and Subject to Change)

Date	Instructional Approach (* denotes a strategy adopted by AVID)	Topic	Assignment	Assignment Submission
2/ 1		Student Information Sheet	St Inf Sheet	--Email an attachment of saved document
2/2			App Con and Dis Board for 1-3	Email applying concepts and answer DQ through blackboard thread
2/26			Poster	Scan a copy and email to me; or make an appointment to turn it in.
3/5			App Con and Dis Board for 4-6	Email applying concepts and answer DQ through blackboard thread
3/19			App Con and Dis Board for 7-9	Email applying concepts and answer DQ through blackboard thread

4/2			Games	Preferably make an appointment to turn in; could scan and email if unable to come to office
4/9			App Con and Dis Board for 7-9	Email applying concepts and answer DQ through blackboard thread
4/16			Write-up on a Child	Turn into office or email me a document of your work
4/30			App Con and Dis Board for 7-9	Email applying concepts and answer DQ through blackboard thread
5/3			Final	Emailed or turned in at my office