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: Child Development and Education Fifth Edition by Teresa M. McDevitt and Jeanne Ellis Ormrod

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)

<table>
<thead>
<tr>
<th>Outcome</th>
<th>ICO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1) <strong>Critical Thinking Skills</strong> - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information</td>
</tr>
<tr>
<td>2.</td>
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</tr>
<tr>
<td>3.</td>
<td>3) <strong>Empirical and Quantitative Skills</strong> - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions</td>
</tr>
<tr>
<td>4.</td>
<td>4) <strong>Teamwork</strong> - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal</td>
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<tr>
<td>5.</td>
<td>5) <strong>Personal Responsibility</strong> - to include the ability to connect choices, actions and consequences to ethical decision-making</td>
</tr>
</tbody>
</table>
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.

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**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 anunadministered 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 (SSC)
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
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.

To help make the web-based learning experience fulfilling and rewarding, the following expectations of engagement provide a reasonable level of engagement between students and instructors in 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:
   • provide daily course information at the beginning of the syllabus;
   • respond to email messages within 24 hours; receive email messages Monday through Thursday and within 48 hours on Friday through Sunday; and,
   • notify students of any extended time that I will be unavailable and provide them with alternative contact information (forms or faculty supervisors) 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 succeed, I will:
   • provide clear information about grading policies and assignment requirements in the course syllabus.
   • communicate any changes to assignments and/or 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 all assignments and post test results within one week of the discussion Closing.
   • provide grade forms for assignment due in 2 weeks of the due date or at least 3 days before the next major assignment 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
   - internet service is unavailable;
   - recognize that the college provides free Wi-Fi and computer labs during regular class times and help me with accessing my course; and,
   - understand that my instructor or classmates have trouble submitting assignments; and
   - deal with a traumatic personal event.

2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issues that will impact my involvement in the class. This includes, but is not limited to:
   - getting "kicked off" the system during tests or quizzes;
   - 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 help from my instructor 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.

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, ............................................................................................................. Aug 27 (Mon)
* For students who register on or after Aug 6, ................................................................................................................ Aug 27-29
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
Census Day ....................................................................................................................... Sept 3 (Mon)
Deadline for Fall Degree Application .................................................................................................................... Sept 12 (Wed)
Last Day to Drop or Withdraw with "W" ................................................................................................................ Nov 14 (Wed)
Last Class Day ...................................................................................................................................................... Dec 8 (Sat)
Final Exam ......................................................................................................................................................... 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 be implemented. As a student in the legal program, you will be expected to develop an understanding 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 your chosen area of occupation, either through coursework or practicum experience as outlined by the course 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. 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 instructor. Extensions will be allowed at the instructor’s discretion.

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>900-1000</td>
</tr>
<tr>
<td>B</td>
<td>800-899</td>
</tr>
<tr>
<td>C</td>
<td>700-799</td>
</tr>
<tr>
<td>D</td>
<td>600-699</td>
</tr>
<tr>
<td>F</td>
<td>0-599</td>
</tr>
</tbody>
</table>

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” will only be assigned when the conditions for completions have been discussed and agreed upon by the instructor and the student.

Overview of Assignments:

Discussion Questions

Discussion Questions - There are 5 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 2/12/13, dis ques for 4, 5, and 6 by 3/5/13, dis ques for 7, 8, and 9 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.
Finals

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 10 am on 5/3/13.

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

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 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. 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 4/2/13.

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

Write Up 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
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 4/16/13.

You are welcome to come to the Children's Center. It is the day care located in Sedate Hall. The doors will be 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 other place to observe them. Please keep in mind the center goes through preschool only.

Assignment Descriptions:

<table>
<thead>
<tr>
<th>Date</th>
<th>Instructional Approach</th>
<th>Topic</th>
<th>Assignment</th>
<th>Assignment Submission</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/1</td>
<td></td>
<td>Student Information Sheet</td>
<td>St Inf Sheet</td>
<td>Email an attachment of saved document</td>
</tr>
<tr>
<td>2/2</td>
<td></td>
<td>App Con and Dis Board for 1-3</td>
<td>Email applying concepts and answer DQ through blackboard thread</td>
<td></td>
</tr>
<tr>
<td>2/26</td>
<td></td>
<td>Poster</td>
<td>Scan a copy and email to me; or make an appointment to turn it in. Email applying concepts and answer DQ through blackboard thread</td>
<td></td>
</tr>
<tr>
<td>3/5</td>
<td></td>
<td>App Con and Dis Board for 4-6</td>
<td>Email applying concepts and answer DQ through blackboard thread</td>
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<tr>
<td>3/19</td>
<td></td>
<td>App Con and Dis Board for 7-9</td>
<td>Email applying concepts and answer DQ through blackboard thread</td>
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<tr>
<td>Date</td>
<td>Games</td>
<td>Description</td>
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<tr>
<td>4/2</td>
<td></td>
<td>Preferably make an appointment to turn in; could scan and email if unable to come to office</td>
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<tr>
<td>4/9</td>
<td>App Con and Dis Board for 7-9</td>
<td>Email applying concepts and answer DQ through blackboard thread</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/16</td>
<td>Write-up on a Child</td>
<td>Turn into office or email me a document of your work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/30</td>
<td>App Con and Dis Board for 7-9</td>
<td>Email applying concepts and answer DQ through blackboard thread</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/3</td>
<td>Final</td>
<td>Emailed or turned in at my office</td>
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