Course Syllabus

Department: Child Development Course

Title: Growth and Development

Section Name: TECA 1354

Start Date: 01/08/2013

End Date: 05/15/2013

Modality: Face to Face

Credits: 3

Instructor Information
Name
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ECISD Phone #
: 432-456-4949

Course Description
This course is 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.

Prerequisites/Corequisites
None necessary

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

ODESSA COLLEGE
GROWTH AND DEVELOPMENT CHILD AND PARENT
DEVELOPMENT DEPARTMENT
COURSESYLLABUS

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COURSE LEARNING OUTCOMES/PROFICIENCIES:
Thestudent 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:

LEARNINGOUTCOMES:

1. The Young Child: Birth through age Eight
   - a. A brief look at the young child
   - b. Developmental and l earning theories
   - c. Studying the young child
2. Learning: Birth through age Eight
   - a. How learning takes place
   - b. The adult role in learning general characteristic
   - 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. Emotional 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. SchoolAgers
    a. Affective Development
    b. Cognitive Development and Schooling
11. Adolescence
    a. AffectiveDevelopment
    b. Cognitive Development and Schooling

SCANS Competencies:
Thinking Skills
Basic Skills
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. TheICOWorkPlaceCompetence Skills
4. GuidelinesforPreparationofEarlyChildhoodProfessionals:Associate,Baccalaureate,andAdvancedLevelsoftheNationalAssociationfortheEducationofYoungChildren
5. Teacher Preparation Requirements of the Association of Childhood Education International
6. The ExaminationfortheCertificationofEducatorsin Texas, Test Competencies Field 714: Childhood Education
7. Entry Level Core Competencies (Draft)of the Child and Youth Care Workers Certification Institute
8. Texas Essential Knowledge and Skills for Family and Consumer Science Education (Home Economics Education)
9. Learner---Centered Schools for Texas—A Vision for Texas Educators National Association for the Education of Young Children
10. Child Development and Education. Fourth Edition by Teresa M. McDevitt and Jeanne Ellis Ormrod

Assignments

Chapter Assignments
At the **of end of each chapter is a section called** *Applying Concepts in Child Development*.
Complete that section along with the "Discussions Question**"** and "Case Study**".**

Child Case Study.

Write a journal on child's development that you work with during the semester. Paper requirement will come at a later time. Identify a child and journal about what you noticed each day about his/her progress.

Poster
Selective one of the following developmental areas and create a poster to educate parents about their chi**ld's development**

        Cognitive Growth and Development: Ages Three Through Six
        Affective Growth and Development: Ages Three Through Six
        The Primary Child: Growth and Development Ages Six Through Eight
        The Whole Child

Final
The final for this course is atypical. I would like you to write three (3) 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.

GRADES
Your overall goal is earn an average your daily grades of Attendance, Employability skills, Daily participation, Pop Test, and Chapter Test with assigned projects to obtain your grade.

        A=90-100
        B=89-80
        C=79-70
        D=69-60
        F= Below a 60

Special Needs
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.

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/.

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/.

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.

Important School Policies
For information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or students and instructors' right to academic freedom can be found in the Odessa College Student Handbook.

Expectations for Engagement – Face to Face Learning

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the 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 in a timely manner through telephone, email, or next classroom contact; 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
· return classroom activities and homework within one week of the due date and
· 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
· attend the course regularly and line up alternative transportation in case my
primary means of transportation is unavailable;
· recognize that the college provides free wi-fi, computer labs, and library
resources during regular campus hours to help me with completing myresources during regular campus hours to help me with completing my
assignments; and,
· understand that my instructor does not have to accept my technical issues as a
legitimate reason for late or missing work if my personal computer equipment or
internet 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,
· missing class when a major test is planned or a major assignment is due;
· having trouble submitting assignments;
· dealing with a traumatic personal event; and,
· having my work or childcare schedule changed so that my classroom attendance
is affected.
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,ask questions if I don't understand; and,
· attend class regularly to keep up with assignments and announcements