

Course Syllabus

Department: Child Development Course

Title: Child Growth and Development

Section Name: TECA 1354

Start Date: 08/25/2014

End Date: 12/12/2014

Modality: Face to Face

Credits: 3

Instructor Information

Name: Cheryl A. Cunningham

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ECISD Phone Number: 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.

Scans

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

**ODESSA COLLEGE
GROWTH AND DEVELOPMENT CHILD AND PARENT
DEVELOPMENT DEPARTMENT
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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:

Who Moved My Cheese. Spencer Johnson and Kenneth Blanchard

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 pencil, pen, highlighter and a USB Drive.

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 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. School Ageds
 - a. Affective Development
 - b. Cognitive Development and Schooling
11. Adolescence
 - a. Affective Development
 - 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. The ICO 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 of Childhood Education International
6. *The Examination for the Certification of Educators in 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

Content Lectures, Assignments and Assessments

Daily Work

Hands-on Lab

Semester Project

Journals

Quizzes

Employability Skills

Notebook and Planner

Summary of Assignments & Activities

Chapter Assignments- "*Applying Concepts in Child Development*", "*Discussions Question*" and "*Case Study*".

Child Case Study

Journaling in Child's Development

Developmental Poster

Cognitive Growth and Development: Ages Three Through Six

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

Assignments Grade

Employability Skills 15%

Lab 20%%

Project 10%

Daily Work 20%

Test/Quizzes 15%

Journal 15%

Notebook and Planner 05%

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 my resources 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