

Reese Campus

COURSE SYLLABUS

Course Title: TECA 1354.200 Child Growth and Development (3:3:0)
Semester: Spring 2017
Instructor: Cherri Stallings, Adjunct Faculty
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General Course Information

COURSE DESCRIPTION

This course is a study of the principles of normal child growth and development from conception to adolescence. Focus is on the physical, cognitive, social and emotional domains of development with an emphasis on early and middle childhood.

STUDENT LEARNING OUTCOMES \*See STANDARDS page attached

Table with 3 columns: Description, NAEYC Standards, and NAEYC Supportive Skills. It lists six learning outcomes and maps them to standards S1, S3, SS3, and SS4.

COURSE OBJECTIVES: Scans (C) and Foundations (F) list attached

- 1. Summarize principles of growth and development.
a. Explain the principles of growth and development. (C-5)
b. Analyze how specific factors(e.g., those related to prior experiences, classroom grouping practices, stress, family life, nutritional and physical status, etc) that may affect individuals one or more developmental domains.
c. Understands the lifelong impact of multiple influences and experiences on individual development and on society. (C14)
2. Knows the typical stages of cognitive, social, physical and emotional development.
a. Explain the process of prenatal development from conception to birth. (F-11)
b. Describe physical, fine and gross motor and perceptual development from conception to adolescence.
c. Explain cognitive development from conception through adolescence and demonstrates knowledge of developmental changes in thinking (i.e., from primarily concrete thinking to the ability to reason and think logically to understand cause and effect, and to organize information systematically.
3. Discuss theories of development.
a. Analyze theoretical approaches, research and theorists.
b. Describe the interaction of biological and environmental influences on growth and development.

- c. Understands the role of learning theory in the instructional process and uses instructional strategies and appropriate technologies to facilitate learning. (i.e. Connecting new information and ideas to prior knowledge, making learning meaningful and relevant.)
- 4. **Discuss the impact of developmental processes on educational practices.**
  - a. Analyzes how developmental characteristics impact learning and performance.
  - b. Accepts and respects individuals with diverse backgrounds and needs.
  - c. Discusses how brain development research impacts classroom practice.
- 5. **Knows the stages of play development (i.e. from solitary to cooperative) play in children’s learning and development.**
- 6. **Demonstrate skills in practical application of developmental principles and theories, techniques observation and recognition of growth and development patterns.**

**EVALUATION MEASURES**

- 1. Regular class attendance & participation
- 2. Implementation and evaluation of assigned activities.
- 3. Exams
- 4. Key Assessment – Erickson Self Study
- 5. Minimum average score of 75 on grading components

**ACADEMIC INTEGRITY**

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own, any work which he or she has not honestly performed, is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences and possibly suspension.

**Cheating:** Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, and illegal entry or unauthorized presence in an office are examples of cheating.

**Plagiarism:** Offering the work of another as one’s own, without proper acknowledgement, is plagiarism. Therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from the themes, reports or other writings of a fellow student, is guilty of plagiarism. Refer to college catalog page 23.

**SCANS Competencies & Foundations Skills :**

Resources ~ Information Systems ~ Interpersonal ~ Technology  
 Basic Skills ~ Thinking Skills ~ Personal Qualities

**Refers also to Course Objectives /SCANS and Foundation Skills attached**

**Specific Course Requirements**

**TEXTBOOK & MATERIALS**

- **Developmental Profiles: Pre-birth through Adolescence 8<sup>th</sup>** Ed., Marotz, Lynn and Allen, K. Eileen, Cengage Learning, Boston, MA. 2016  
 South Plains College Bookstore, Reese Campus or by mail at: <http://www.sp-reesebookstore.com/>.

**ATTENDANCE & ASSIGNMENT POLICIES**

Students will be expected to complete the following tasks:

- Students are expected to be punctual and attend all classes.
- Attendance will be taken at each class session using the sign-in process, It is the student’s responsibility to sign in during each class.
- More than **three absences** from class may result in withdrawal of the student from class.
- Two tardies or leaving early twice = 1 absence.

- Students are responsible for staying informed on all announcements concerning reading assignments, examination dates, etc. that are made during class periods, whether or not they are present when the announcement is made.
- Good attendance may be used to raise a grade if it is near a "cut-off" point.
- Failure to attend class and/or complete assignments will affect your final grade
- Students are responsible for maintaining awareness of their class average and /or grades throughout the semester.
- Instructor DOES NOT accept late work.
- Students with excessive absences should consider withdrawing from the course to protect their GPA.
- It is the student's responsibility to initiate and completely withdraw from the course.
- Drops may be completed through the registrar's office at South Plains College.
- Student's who simply stop attending, and do not withdraw from class, will receive an "F" as a final grade
- Drop date for the college is **April 27, 2017.**

### ASSIGNMENT POLICIES

The student is responsible for reading and being prepared for class discussions. Readings will be assigned weekly. All written work must be to be turned in on time. All work must be the sole work of the individual student who expects to earn the points assigned to it. The exception to this is work assigned to be completed as a **team**. In this case, the same grade will be given each member of the team.

**GRADING POLICY** Grades will be assigned using the following criteria:

Class Participation (10x15)	150 points
Chapter Case Study Connections (10x15)	150 points
Midterm Exam	250 points
Erikson Self Study	200 points
Final Exam	250 points
Total	1000 points

900-1000 pts.	90 - 100%	A
800-899 pts.	80 – 89%	B
750-799 pts.	75 – 79%	C
700-749 pts.	70 – 74%	D
0-699 pts	69% & below	F

**\*A grade of C or above is required for application of this course to a degree or certificate in Child Development.**

### EXAMINATION POLICY

All work must be the sole work of the individual student who expects to earn the points assigned to it. The exception to this is work assigned to be completed as a team. In this case, the same grade will be given each member of the team.

- Two Exams will be given. A Mid Term and a Final
- No make-up exams will be given
- **Extra credit may be achieved by attending ACT meetings and professional development experiences.**

### SPECIAL REQUIREMENTS:

#### Communication Policy

- Electronic communication between instructor and students in this course will utilize the South Plains College "My SPC" email system. Instructor will not initiate communication using private email accounts. Students are encouraged to check SPC email on a regular basis. **If you need to email the instructor you need to have the subject of the email to be TECA 1354.200 Child Growth and Development followed by the subject of the email. Example: TECA 1354.200 Child Growth and Development Question about Assignment 1**

## Student Conduct

Students in this class are expected to abide by the standards of student conduct as defined in the SPC StudentGuide. Please see signature page included in this syllabus.

## Other Requirements

- Cell phones must be turned OFF during class periods unless discussed with instructor, prior to class. This includes auditory alerts and text messaging! Cell phones are to be used outside the classroom.
- **Each student will maintain a professional development portfolio during enrollment in the Child Development/Early Childhood program. For this course, students will complete the Key Experience: Developmental Study Project according to given criteria, and will include a copy in their professional portfolio.**

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## COURSE OUTLINE

### CHAPTER 1 Child Development Theories and Data Gathering

- 1-1 Compare and contrast the fundamental contemporary child development theories described in this chapter.
- 1-2 Explain why authentic assessment is the most developmentally appropriate method for evaluating children's progress.
- 1-3 Describe five methods that can be used for gathering observational data about children.

### CHAPTER 2 Principles of Growth and Development

- 2-1 Define growth and development as separate concepts and provide at least two examples of each.
- 2-2 Defend this statement: "Sequence, not age, is the important factor in evaluating a child's developmental progress."
- 2-3 Identify the six major developmental domains that are the focus of this text.

### CHAPTER 3 Prenatal Development

- 3-1 Describe the developmental changes that occur during the germinal, embryonic, and fetal stages of pregnancy.
- 3-2 Describe at least four practices a mother should follow throughout pregnancy to improve her chances of giving birth to a healthy infant.
- 3-3 Name five teratogens and describe their preventive measures.
- 3-4 Identify several changes that signal the onset of active labor.
- 3-5 Define maternal depression and discuss its potential effect on infant development.

### CHAPTER 4 Infancy: Birth to Twelve Months

- 4-1 Define the term reflexive motor activity and provide examples that are observable in newborns.
- 4-2 Explain why the statement, "babies can't learn," is a myth and describe activities that promote infants' cognitive development.
- 4-3 Discuss the ways in which infants communicate with adults during each developmental stage described in this chapter.
- 4-4 Describe the phenomenon known as "stranger anxiety."

### CHAPTER 5 Toddlerhood: Twelve- to Twenty-Four-Months

- 5-1 Define the concept of egocentricity and provide an example.
- 5-2 Describe the motor abilities of a typical one-year-old and two-year-old.
- 5-3 Define the terms holophrastic and telegraphic speech and give an example of each.
- 5-4 Provide two illustrations of the two-year-old's improved understanding of size and spatial relationships.

### CHAPTER 6 Early Childhood: Three-, Four-, and Five-Year-Olds

- 6-1 Describe the changes that occur in children's cognitive development between 3, 4, and 5 years-of-age.
- 6-2 Discuss the preschooler's desire for adult attention and trace the ways this need changes as children become more independent.
- 6-3 Identify at least eight ways that adults can support the preschool-child's language development.

## **CHAPTER 7 Early Childhood: Six-, Seven-, and Eight-Year-Olds**

- 7-1 Describe at least two sensory learning experiences that would be developmentally appropriate for six-, seven-, and eight- year-olds.
- 7-2 Explain why behavior problems and emotional outbursts may reappear during this developmental stage.
- 7-3 Compare and contrast the speech and language skills of six- and eight-year-olds.
- 7-4 Explain and demonstrate Piaget's concept of conservation.
- 7-5 Discuss the role of friendships in children's development.

## **CHAPTER 8 Middle Childhood: Nine-, Ten-, Eleven-, and Twelve-Year-Olds**

- 8-1 Provide examples of the physical changes that occur during early puberty.
- 8-2 Define the concept of friendship from a nine- and a ten-year-old's perspective.
- 8-3 Plan developmentally appropriate activities for nine- to ten-year-olds and eleven- to twelve-year-olds.
- 8-4 Compare and contrast the language development of nine- and ten-year-olds with that of eleven- and twelve-year-olds.

## **CHAPTER 9 Adolescence: Thirteen- to Nineteen-Year-Olds**

- 9-1 Identify changes that occur in the adolescent brain and explain how they affect behavior.
- 9-2 Explain why thirteen- and fourteen-year-olds often experience a loss of self-confidence.
- 9-3 Describe the role that friends and friendships play during middle adolescence.
- 9-4 Discuss the nature of social-emotional development in late adolescence.

## **CHAPTER 10 When and Where to Seek Help**

- 10-1 Discuss at least five legislative acts passed on behalf of children with exceptionalities and their families.
- 10-2 Describe several factors that can complicate the process of determining if a child is or is not developing typically.
- 10-3 Defend this statement: Observing and recording a child's behavior is an essential first step in determining if there is a developmental problem.
- 10-4 Discuss the developmental team's role in the assessment and intervention process.

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## **ACCOMMODATIONS**

### **Disabilities Statement**

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland (Student Health & Wellness Office) 806-716-2577, Reese Center (Building 8) 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

### **Diversity Statement**

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

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## FOUNDATIONS SKILLS

### **BASIC SKILLS—Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks**

F-1 Reading – locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.

F-2 Writing – communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.

F-3 Arithmetic – performs basic computations; uses basic numerical concepts such as whole numbers, etc.

F-4 Mathematics – approaches practical problems by choosing appropriately from a variety of mathematical techniques.

F-5 Listening – receives, attends to, interprets, and responds to verbal messages and other cues.

F-6 Speaking – organizes ideas and communicates orally.

### **THINKING SKILLS—Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn and Reason**

F-7 Creative Thinking – generates new ideas.

F-8 Decision-Making – specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.

F-9 Problem Solving – recognizes problems, devises and implements plan of action.

F-10 Seeing Things in the Mind’s Eye – organizes and processes symbols, pictures, graphs, objects, and other information.

F-11 Knowing How to Learn – uses efficient learning techniques to acquire and apply new knowledge and skills.

F-12 Reasoning – discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

### **PERSONAL QUALITIES—Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty**

F-13 Responsibility – exerts a high level of effort and perseveres towards goal attainment.

F-14 Self-Esteem – believes in own self-worth and maintains a positive view of self.

F-15 Sociability – demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.

F-16 Self-Management – assesses self accurately, sets personal goals, monitors progress and exhibits self-control.

F-17 Integrity/Honesty – chooses ethical courses of action.

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## SCANS Competencies

### **RESOURCES**

C-1 **TIME** - Selects goal - relevant activities, ranks them, allocates time, prepares and follows schedules.

C-2 **MONEY** - Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.

C-3 **MATERIALS AND FACILITIES** - Acquires, stores, allocates, and uses materials or space efficiently.

C-4 **HUMAN RESOURCES** - Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

### **INFORMATION - Acquires and Uses Information**

C-5 Acquires and evaluates information.

C-6 Organizes and maintains information.

C-7 Interprets and communicates information.

C-8 Uses computers to process information.

### **INTERPERSONAL—Works With Others**

C-9 Participates as members of a team and contributes to group effort.

C-10 Teaches others new skills.

C-11 Serves Clients/Customers—works to satisfy customer’s expectations.

C-12 Exercises Leadership—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.

C-13 Negotiates—works toward agreements involving exchanges of resources; resolves divergent interests.

C-14 Works With Diversity—works well with men and women from diverse backgrounds.

## **SYSTEMS–Understands Complex Interrelationships**

C-15 Understands Systems–knows how social, organizational, and technological systems work and operates effectively with them.

C-16 Monitors and Corrects Performance–distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.

C-17 Improves or Designs Systems–suggests modifications to existing systems and develops new or alternative systems to improve performance.

## **TECHNOLOGY–Works With a Variety of Technologies**

C-18 Selects Technology–chooses procedures, tools, or equipment, including computers and related technologies.

C-19 Applies Technology to Task–understands overall intent and proper procedures for setup and operation of equipment.

C-20 Maintains and Troubleshoots Equipment–prevents, identifies, or solves problems with equipment, including computers and other technologies.

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F-17 Integrity/Honesty – chooses ethical courses of action.

**NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC)**  
**Standards for Early Childhood Professional Preparation**

**STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING**

- 1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.
- 1b: Knowing and understanding the multiple influences on early development and learning
- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

**STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS**

- 2a: Knowing about and understanding diverse family and community characteristics
- 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
- 2c: Involving families and communities in young children's development and learning

**STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES**

- 3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
- 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
- 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
- 3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

**STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES**

- 4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
- 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
- 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches
- 4d: Reflecting on own practice to promote positive outcomes for each child

**STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM**

- 5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
- 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
- 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

**STANDARD 6. BECOMING A PROFESSIONAL**

- 6a: Identifying and involving oneself with the early childhood field
- 6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
- 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
- 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
- 6e: Engaging in informed advocacy for young children and the early childhood profession

**STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES**

- 7a: Opportunities to observe & practice in at least two of the three early childhood age groups (birth–3, 3-5, 5-8)
- 7b: Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

**NAEYC SUPPORTIVE SKILLS**

- Supportive Skill #1: Self-assessment and self-advocacy
- Supportive Skill #2: Mastering and applying foundational concepts from general education
- Supportive Skill #3: Written and verbal communication skills
- Supportive Skill #4: Making connections between prior knowledge/experience and new learning
- Supportive Skill #5: Identifying and using professional resources





I have read the above syllabus for Child Development and understand the requirements.

I understand that I must comply with all areas of the Student Guide as a student in the Child Development Program at South Plains College.

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**Signature**

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**Date**