

Course Syllabus

Course: **TECA 1354-271~ Child Growth and Development**
 Semester: Fall 2022
 Online Instructor: Cherri Stallings
 Class Times: Tuesdays 6:00 – 8:50 pm
 Office: Lubbock CTE Center
 Office Hours: By appointment
 Phone: 806-392-4122 (Mobile)
 E-Mail: cstallings@southplainscollege.edu

“South Plains College improves each student’s life.”

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 attached NAEYC Associate Standards.	NAEYC Standards
Summarize the principles of growth and development and developmental stages in various domains.	S1 S3
Knows the typical stages of cognitive, social, physical and emotional development.	
Discuss theories of development.	
Discuss the impact of developmental processes on early childhood practices and types and techniques of observation.	
Explain the importance of play.	
Demonstrate skill in practical application of developmental principles and theories, observation techniques and recognition of growth and developmental patterns.	

Course Objectives (Scans and Foundations Skills noted)

- 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 Methods

- 1. Attendance & participation in discussion
- 2. Weekly reading assignments.
- 3. Completion of weekly assignments
- 4. Classroom Design Project
- 5. Midterm and Final Exams

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, 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, illegal entry or unauthorized presence in the office are examples of cheating. Complete honesty is required of the student in the presentation of any and all phases of coursework. This applies to quizzes of whatever length, as well as to final examinations, to daily reports and to term papers.

Plagiarism: Offering the work of another as one's own, without proper acknowledgment, 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 themes, reports or other writings of a fellow student, is guilty of plagiarism.

Scans Competencies

- Resources
- Interpersonal Skills
- Systems
- Technology

Foundation Skills

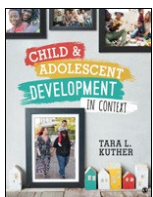
- Basic Skills
- Thinking Skills
- Personal Qualities

Verification of Workplace Competencies – Capstone Experience

Students will complete Classroom Floor Designs as the key assessment in this class. A copy will be included in the student’s **Professional Portfolio** during the CDEC 1292 capstone course.

Specific Course Requirements

Textbook and Materials



Child and Adolescent Development in Context, Kuther, T. Sage Publications, Los Angeles CA. 2020.
ISBN 9781544324814

South Plains College Bookstore, <https://www.sp-levbookstore.com/SelectTermDept>

Computer Requirements

It is the responsibility of the student to have the necessary computer resources and skills to take this class. Students are not required to purchase their own computer but must have access to one that meets specifications. Computer labs are available for student use on the Levelland, Lubbock, & Reese campuses.

You will need:

- Microsoft Word
- Adobe Reader
- Anti-Virus Software

See SPC Instructional Technology Resources:

<http://www.southplainscollege.edu/instructional-technology/instructional-technology.php>

FREE Office 365 for students <https://www.microsoft.com/en-us/education/products/office>

Adobe Acrobat Reader - <https://get.adobe.com/reader/>

Attendance Policy

Students are expected to be punctual and to attend all classes. Attendance will be taken at each class session using the sign-in process. It is the responsibility of the student to sign in during each class. More than three absences from class may result in withdrawal of the student from class. Two incidences of arriving late and/or leaving early will be counted as 1 absence. Attendance records will be considered in the computation of final grades. Last drop date for the college is **December 1, 2022**.

Assignment Policies

All assignments will be completed and/or submitted in Blackboard.

Assignments are due on the dates specified in the course calendar, by 11:59pm. Late assignments will be docked 10% of the value per week, unless prior arrangements have been made with instructor.

Please do not wait until the last minute to turn in assignments, or you may have problems.

Grading Policy

Attendance/Participation	150 points
Midterm Exam	200 points
Final Exam	200 points
Assignments (10 @ 15 points)	150 points
Classroom Floor Designs	300 points
	1000 points

Final Grades		
900-1000 points	90-100%	A
800-899 points	80-89%	B
750-799 points	75-79%	C
700-749 points	70-74%	D
699 points & below	(69%)	F

NOTE: Students must earn a **C** or above for course to be applied to a Child Development certificate or degree.

Communication Policy

- ➔ Primary communication between instructor and students in this course should take place through **Blackboard Mail**.
 - ➔ Outside the Blackboard system, any electronic communication between instructor and students in this course will utilize the South Plains College email systems. 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 Child Growth and Development followed by the subject of the email. Example: TECA 1354 Child Growth and Development Question about Assignment 1***
- ➔ **Students may expect instructor responses to email messages within 48 hours.**

Student Conduct

Students are expected to follow the standards of student conduct as defined in SPC Student Guide. See signature form.

Campus Carry

Campus Concealed Carry - Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC policy at: (http://www.southplainscollege.edu/human_resources/policy_procedure/hhc.php) Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

Guidance for Testing of and Exposure to COVID-19

If you are experiencing any of the following symptoms, please do not attend class and either seek medical attention or get tested for COVID-19.

- Cough, shortness of breath, difficulty breathing
- Fever or chills
- Muscles or body aches
- Vomiting or diarrhea
- New loss of taste and smell

Please also notify DeEtte Edens, BSN, RN, Associate Director of Health & Wellness, at dedens@southplainscollege.edu or 806-716-2376. Proof of a positive test is required. A home test is sufficient but students must submit a photo of the positive result. The date of test must be written on the test result and an ID included in the photo. If tested elsewhere (clinic, pharmacy, etc.), please submit a copy of the doctor's note or email notification. Results may be emailed to DeEtte Edens, BSN, RN at dedens@southplainscollege.edu.

A student is clear to return to class without further assessment from DeEtte Edens, BSN, RN if they have completed the 5-day isolation period, symptoms have improved, and they are without fever for 24 hours without the use of fever-reducing medication.

Students must communicate with DeEtte Edens, BSN, RN prior to their return date if still symptomatic at the end of the 5-day isolation.

COURSE OUTLINE

Chapter 1: Understanding Human Development: Approaches and Theories

- 1.1 Describe the periods, domains, and contexts of development.
- 1.2 Explain three basic issues in developmental science.
- 1.3 Summarize six theoretical perspectives on human development.

Chapter 2: Biological and Environmental Foundations of Development

- 2.1 Discuss the genetic foundations of development.
- 2.2 Identify examples of genetic disorders and chromosomal abnormalities.
- 2.3 Examine the choices available to prospective parents in having healthy children.

Chapter 3: The Prenatal Period, Birth, and the Newborn

- 3.1 Describe the three periods of prenatal development.
- 3.2 Explain how exposure to teratogens and other environmental factors can influence the prenatal environment.
- 3.3 Summarize the process of childbirth.

Chapter 4: Physical Development in Infancy and Toddlerhood

- 4.1 Discuss growth and influences and threats to growth during infancy and toddlerhood.
- 4.2 Summarize brain development during infancy and toddlerhood.
- 4.3 Compare infants' early learning capacities for habituation, classical conditioning, operant conditioning, and imitation.
- 4.4 Describe infants' developing sensory abilities.

Chapter 5: Cognitive Development in Infancy and Toddlerhood

- 5.1 Discuss the cognitive-developmental perspective on infant reasoning.
- 5.2 Describe the information processing system in infants.
- 5.3 Discuss individual differences in infant intelligence.
- 5.4 Summarize the patterns of language development during infancy and toddlerhood.

Chapter 6: Socioemotional Development in Infancy and Toddlerhood

- 6.1 Summarize the psychosocial tasks of infancy and toddlerhood.
- 6.2 Describe emotional development and the role of contextual influences on emotional development in infants and toddlers.
- 6.3 Discuss temperament and the role of goodness of fit in development during infancy and toddlerhood.
- 6.4 Examine the development of attachment and influences on attachment stability and outcomes in infancy and toddlerhood.
- 6.5 Explain infants and toddlers' emerging sense of self and self-control.

Chapter 7: Physical Development in Early Childhood

- 7.1 Describe patterns of growth and motor development in early childhood.
- 7.2 Summarize patterns of typical and atypical brain development.
- 7.3 Examine the influence of nutrition, physical activity, sleep, and screen use on young children's health.
- 7.4 Discuss threats to young children's physical health and well-being.

Chapter 8: Cognitive Development in Early Childhood

- 8.1 Compare Piaget's cognitive-developmental and Vygotsky's sociocultural theories of cognitive development in early childhood.
- 8.2 Describe information processing abilities during early childhood.
- 8.3 Summarize young children's advances in language development.
- 8.4 Contrast social learning and cognitive-developmental perspectives on moral development in early childhood.
- 8.5 Identify and explain various approaches to early childhood education.

Chapter 9: Socioemotional Development in Early Childhood

- 9.1 Discuss young children's sense of initiative, self-concept, and self-esteem.
- 9.2 Discuss the development of emotional regulation and prosocial and aggressive behavior in early childhood.
- 9.3 Summarize styles of parenting and discipline and their associations with child outcomes.
- 9.4 Compare biological, cognitive, and contextual theoretical explanations of gender role development.
- 9.5 Discuss the range of forms play takes in early childhood and its influence on social development and relationships.

Chapter 10: Physical Development in Middle Childhood

- 10.1 Discuss patterns of growth and motor development and influences on each in middle childhood.
- 10.2 Describe processes of brain development in middle childhood and two examples of atypical brain development.
- 10.3 Identify the benefits of physical activity and common opportunities for physical activity in middle childhood.

Chapter 11: Cognitive Development in Middle Childhood

- 11.1 Examine school-age children’s capacities for reasoning and processing information.
- 11.2 Summarize views of intelligence, including the uses, correlates, and criticisms of intelligence tests.
- 11.3 Discuss patterns of moral development during middle childhood.

Chapter 12: Socioemotional Development in Middle Childhood

- 12.1 Describe school-age children’s self-conceptions and motivation.
- 12.2 Summarize sex differences and gender preferences and stereotypes in middle childhood.
- 12.3 Examine the roles of friendship, peer acceptance, and peer victimization in school-age children’s adjustment.
- 12.4 Discuss family relationships in middle childhood and the influence of family structure on adjustment.

Chapter 13: Physical Development in Adolescence

- 13.1 Summarize the physical changes that accompany puberty and how context influences how it is experienced.
- 13.2 Describe brain development during adolescence and its effect on behavior.
- 13.3 Discuss adolescents’ health needs and common health problems.

Chapter 14: Cognitive Development in Adolescence

- 14.1 Identify ways in which thinking changes in adolescence and how these changes are reflected in adolescent decision making and behavior.
- 14.2 Describe moral development and influences on moral reasoning in adolescence.
- 14.3 Examine the challenges that school transitions pose for adolescents and the role of parents in academic achievement.
- 14.4 Discuss the nature of adolescent employment, the influence of college on development, and the challenges faced by noncollege-bound youth.

Chapter 15: Socioemotional Development in Adolescence

- 15.1 Summarize the processes by which self-concept, self-esteem, and identity change during adolescence.
- 15.2 Discuss the nature of parent–child relationships in adolescence.
- 15.3 Examine the developmental progression of peer relations in adolescence.
- 15.4 Describe common psychological and behavioral problems in adolescence.

ACCOMMODATIONS

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.

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 Coordinator of Disability Services. For more information visit the Disability Services Office at Reese Center, Building 8, or call 806-716-4654.

Pregnancy Accommodations Statement

If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student’s responsibility to work with the instructor to arrange accommodations. Contact Crystal Gilster, Director of Health and Wellness at 806-716-2362 or email cgilster@southplainscollege.edu for assistance.

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.

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 & Reason

F-7 Creative Thinking – generates new ideas.

F-8 Decision-Making – specifies goals & constraints, generates alternatives, considers risks, evaluates & 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.

National Association for the Education of Young Children (NAEYC)
Professional Standards and Competencies for Early Childhood Educators

Standard 1: Child Development and Learning in Context

- 1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.
- 1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.
- 1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.
- 1d: Use this multidimensional knowledge – that is, knowledge about the developmental period of early childhood, about individual children and about development and learning in cultural contexts – to make evidence-based decisions that support each child.

Standard 2. Family-Teacher Partnerships and Community Connections

- 2a: Know about, understand and value the diversity of families.
- 2b: Collaborate as partners with families in young children’s development and learning through respectful, reciprocal relationships and engagement.
- 2c: Use community resources to support young children’s learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.

Standard 3. Child Observation, Documentation, and Assessment

- 3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.
- 3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.
- 3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.
- 3d: Build assessment partnerships with families and professional colleagues.

Standard 4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

- 4a: Understand and demonstrate positive, caring, and supportive relationships and interactions as the foundation of early childhood educators’ work with young children.
- 4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.
- 4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

Standard 5. Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

- 5a: Understand content knowledge – the central concepts, methods and tools of inquiry, and structure – and resources for the academic disciplines in an early childhood curriculum.
- 5b: Understand pedagogical content knowledge – how young children learn in each discipline – and how to use the teacher knowledge and practices described in Standards 1-4 to support young children’s learning in each content area.
- 5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources and their pedagogical content knowledge.

Standard 6. Professionalism as an Early Childhood Educator

- 6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.
- 6b: Know about and uphold ethical and other early childhood professional guidelines.
- 6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children’s learning and development and to work with families and colleagues.
- 6d: Engage in continuous, collaborative learning to inform practice.
- 6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children as members of the early childhood profession.

August 2022

- I have reviewed the syllabus for this course and understand the requirements as described.
- I am familiar with the South Plains College **Student Guide** and agree to follow the code of conduct as given in the guide.

Signature _____

**There will be a section in
Blackboard where you will
acknowledge the above
statements.**