

**DEL MAR COLLEGE  
MASTER COURSE SYLLABUS**

**Course Name/Title: Child Growth and Development  
Course Number: TECA 1354**

**College Year:**

2012-2013

**Contact:** Center for Early Learning

or

HS2 (West Campus), Room 126;  
698-2809

**Semester:**

Fall, Spring, Summer I

**Course Description:**

A study of the physical, emotional, social and cognitive factors of growth and development of children birth through adolescence. (REM Levels: R2, E2, M1)

**Prerequisite:**

None

**Course Learning Outcomes:**

The student will summarize principles of growth and development and developmental stage in various domains: discuss theories of development, the impact of developmental processes on early childhood practices and types of techniques of observation; and explain the importance of play. The student will demonstrate skills in practical application of developmental principles and theories, observation techniques and recognition of growth and developmental patterns.

**Course Objectives:**

1. Summarize principles of growth and development.
  - a. Explain the principles of growth and development.
  - b. *Understand how development in any one domain impacts development in other domains.*
  - c.. Analyze how specific factors (e.g., those related to prior experiences, classroom grouping practices, stress, family life, nutritional and physical status, etc.) may affect individuals in one or more developmental domains.
  - d. *Recognize factors affecting the physical growth and health of students (ex. nutrition, sleep, prenatal exposure to drugs, abuse) and know that students' physical growth and health impact their development in other domains.*
  - e. Describe how brain research impacts current knowledge of growth and development.
  - f. *Analyze ways in which factors in the home and community (e.g., parent expectations, availability of community resources, community problems) impact student learning.*

*g. Understand the lifelong impact of multiple influences and experiences on individual development and on society.*

2. *Know the typical stage of cognitive, social, physical and emotional development.*

- a. Explain the process of development from conception to birth.
- 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 children's 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.)*
- d. *Describe social and emotional development (including self-concept and self-esteem) from birth through adolescence. Recognize factors affecting the social and emotional development of students (lack of affection and attention, limited opportunity for verbal interactions, changes in family structure) and knows that students' social and emotional development impacts their development in other domains.*
- e. Describe receptive and expressive language development from birth through adolescence.
- f. Outline literacy development from birth through adolescence.
- g. *Recognize signs of developmental delays or impairments in students.*

3. Discuss theories of development.

- a. Explain the purpose of child development study and research.
- b. Analyze the theoretical approaches, research and theorists.
- c. Describe the interaction of biological and environmental influences on growth and development.
- d. Describe practical applications of theories.
- e. *Understand the role of learning theory in the instructional process and uses instructional strategies and appropriate technologies to facilitate student learning (i.e. connecting new information and ideas to prior knowledge, making learning meaningful and relevant to students.)*

4. Discuss the impact of developmental processes on educational practices.

- a. *Recognize the wide range of individual developmental differences that characterizes students and the implications of this developmental variation for instructional planning.*
- b. *Analyze how developmental characteristics of students impact learning and performance.*
- c. *Accepts and respects students with diverse backgrounds and needs.*
- d. Discuss how brain development research impacts classroom practice.
- e. *Understand that young children think concretely and rely primarily on motor and sensory input and direct experience for development of skills and knowledge.*

5. *Know the stages of play development (i.e. from solitary to cooperative) and the important role of play in young children's learning and development.*
6. Demonstrate skills in practical application of developmental principles and theories, observation techniques and recognition of growth and development pattern.

*Italicized = Competencies from Test Framework for TexEs (pedagogy & professional responsibilities EC-4)*

**NOTE:**

While all sections of TECA 1354 include the student learning outcomes listed above, and assess student mastery of these outcomes through a variety of methods, additional student learning outcomes, and the assessment of those outcomes vary by instructor. Students should consult the syllabus for the particular section of TECA 1354 in which they enroll.

**LIST OF TEXTBOOKS AND REQUIRED AND RECOMMENDED READINGS:**

The listed texts are either used for staff classes or are typical examples of the type of textbook used by faculty for this course. Individual instructors may have alternate or supplementary texts and readings. Students should consult the specific instructor's syllabus for the course section in which they are enrolled.

- Rathus, Spencer A. (2011). *Childhood and Adolescence: Voyages in Development (4<sup>th</sup> ed.)*. Belmont, CA: Thomson Wadsworth.  
ISBN #: 978-0-495-90408-3

**Technology Requirements:**

Students are expected to regularly check their DMC email. Additional technology requirements vary by instructor. Some instructors utilize WebDMC or Blackboard online portal learning tools for supplemental OR all course materials. Students should consult the syllabus for the particular section of TECA 1354 in which they enroll.

**Methods of Evaluation:**

Evaluation methods may comprise of the following: Examinations, quizzes, written assignments, oral presentations, and class attendance/participation. Some assignments require out-of-class experiences such as observations and/or interviews and require a minimum 15 hours (laboratory experiences). To pass the course, students must meet all requirements set in the syllabus of their specific instructor.

Detailed information about assignments, assignment late policies, examinations, and attendance policies will come from instructor of the particular section of TECA 1354 through which student enrolls.

**COLLEGE POLICIES:**

Students are expected to read and abide by the Code of Conduct found in the College Catalog.

<http://hb2504.delmar.edu/AcademicClassroomPolicy.pdf>

If students have any questions regarding the Code of Conduct, please consult with the instructor of the particular section of TECA 1303 in which they enroll

**Scans Competencies:\***

C5 Information: Acquires and evaluates information

C7 Information: Interprets and communicates information.

C9 Interpersonal: Participates as a member of a team; Contributes to group effort.

\*The SCANS competencies identified by the Secretary's Commission on Achieving Necessary Skills have been infused into this course. The SCANS were developed to close the gap between training and workplace know how.

**IDEA Objectives:\***

Gaining factual knowledge (terminology, classifications, methods, trends).

Learning fundamental principles, generalization, or theories.

Developing a clear understanding of, and commitment to personal values.

\*IDEA Objectives will be emphasized in this course and their effectiveness may be formally evaluated by students during the semester.