



Del Mar College
Child Development / Early Childhood
Course Syllabus TECA 1354

Course Title: Child Growth and Development

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)

Time & Place:

TBA (this course is offered at different times/days depending on semester)
CEL Building, Room 129

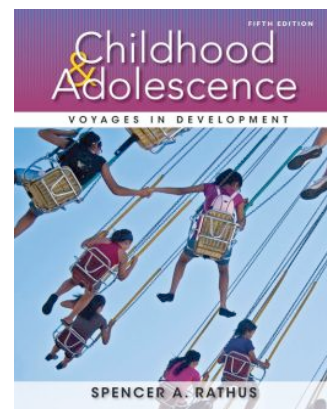
INSTRUCTOR: Dr. Amy Mintz, Associate Professor of Child Development

How to reach me:

Office: CL 121
Office Phone: 698-1962
Email: amintz@delmar.edu
Office Hours: TBA (See syllabus from instructor)

Textbook Requirements:

Rathus, Spencer A. (2011). *Childhood and Adolescence: Voyages in Development (5th ed.)*. Belmont, CA: Thomson Wadsworth. ISBN #: 978-1-133-95645-7



Technology Requirements:

This course also utilizes CANVAS online learning tools for supplemental materials. The lecture notes have been posted and it is expected that students print these out PRIOR to the scheduled lecture.

Students will also receive updates and announcements about the class and will be able to download review sheets to prepare for in-class exams. Students will be expected to check

CANVAS regularly. Please make sure you have an email address that you *actually use* set-up on CANVAS. You can change the email through the Settings feature at the top right of CANVAS.

For assistance using CANVAS, please visit the E-Learning Division at <http://www.delmar.edu/distancelearning/>

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)

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.

COURSE REQUIREMENTS:

A. Exams:

There will be 3 exams throughout the semester and 1 final (non-comprehensive) at the end of the semester. All exams will have questions which are multiple choice, true/false, matching, and/or short answer. You are expected to bring a Scantron to each exam. You will be given a review sheet on Canvas one week prior to the exam.

B. Assignments:

There will be 3 written assignments throughout the semester which will be completed outside of class time. Detailed instructions of each assignment are available on the 1st day of class as well as posted on Canvas. The assignments must be turned in during class (do not submit your assignment to Canvas). The purpose of these assignments is to apply the principles/material discussed in lecture.

Each assignment instruction sheet also includes the grading rubric the instructor will use. Students are encouraged to look over this as well to use as a “checklist” to see if they have successfully completed all requirements.

All written assignments must be typed, double-spaced using a 12-point font (the size of this print), and stapled with a cover sheet. **Handwritten work will not be accepted.** Late work automatically loses points as follows and will not be accepted after 30 days from the due date. (Weekends count as 1 day). **Emailed assignments will NOT be accepted.**

Late Point Deductions: Assignments will be deducted 2 points for every weekday it is late (weekends will not be counted).

Assignments must be turned in a designated colored folder: Section 001: **Blue** folder

To turn in a late assignment:

If you must turn in an assignment when the instructor is not here, DO NOT put assignment under instructor office door (I may not find it in a timely manner or it may get lost from cleaning staff).

Instead, turn in any assignment to the front desk of the childcare center and they will mark the time/date it is received and put it in my instructor mailbox. The number to the front desk of the childcare center is 361-698-1083. The hours of the childcare center are M-F 7:30am-5:30pm.

Redoing an assignment:

At times, students may have the option to redo an assignment for a higher grade based upon feedback from instructor. If so, students will have 1 week (7 days) to get completed revised assignment turned in. Instructor will re-grade student’s revised assignment. The new grade will be averaged with the original score (not counting any late points).

This is not an opportunity to make up lost points if assignment was turned in late. If original assignment was turned in late, original late points carry forward to the redone assignment. Points can only be earned as they relate to the quality of student’s work.

C. Attendance/Professionalism:

To do well in this class, you MUST attend and hear the lecture and act in a professional, courteous manner (see end of syllabus). During lecture, you will hear examples of information discussed as well as hear extra credit opportunities. Because class attendance & professionalism is so vital, this will count for 10% of your final grade (a whole letter grade).

Students are allowed to miss or arrive late without penalty to 1 class. If additional absences accumulate, each absence will result in 10 points off your participation/attendance grade. For example, if you miss or arrive late a total of 3 classes, your attendance/participation points will be 80 out of 100.

Missing 4 + class days will result in an automatic “0” under Attendance/Professionalism (10% of grade). Students who miss 5 + class days may be removed from the class by the instructor, but do NOT count on this. It is your responsibility to withdraw from the class if you no longer wish to be enrolled.

Attendance Policies:

Students are expected to arrive on time and stay for the length of the class. At the beginning of each class, you are expected to sign in. Sign in sheets will be taken up after 10 minutes after class start time. Those who come in after 10 minutes will not be allowed to sign in. It is not the instructor’s responsibility to remember who is present each day, so sign in!

IF ABSENT:

1.It is the responsibility of the student to get missed lecture notes if absent. The instructor will NOT provide these, so plan ahead if you need to miss a class.

2.The student is responsible for completing any work or exams missed because of absence. Being absent does not exclude you from turning in your assignments on time. Please see instructions on how to turn in late assignments.

3.Students who miss a scheduled exam will be required to complete this exam during final exam week at a time mutually agreed upon with student and instructor.

4.Extra credit announcements and in-class study tool assignments are a special treat, so come to class so you don’t miss one. They cannot be made up.

How your grade is determined:

Average of all 4 exams	50%
Average of all 3 assignments	40%
Attendance/Participation	10%

EXTRA CREDIT

At the end of the semester, please do not ask me to round up your grade. To help you, I will offer various extra credit opportunities. Here is how you can earn extra credit:

1. Attendance will be taken everyday throughout the semester through a sign in sheet. If you are present every time and stay the whole class period, you can earn 1 extra point on your final grade. So, come to class!! Remember, it is your responsibility to sign in to count your presence. I will not be in charge of remembering who is present on a given day.
2. I will offer a few outside written assignments which can be completed for up to 5 points of extra credit on your exams. The topics of these assignments are decided upon the instructor and will be announced only in class, so come so you don’t miss these opportunities.

These opportunities may make the difference between receiving a B or an A, so please take advantage of these. There will be no other extra credit opportunities, unless specifically offered by the instructor.

Drop/Withdraws

Students may withdraw and receive a grade of W, regardless of their class average, prior to the institution's official drop date. After this date, a grade of F will be assigned to students who withdraw/quit coming to class. It is up to the student, not the instructor, to complete the drop process.

If you are falling behind in the assigned readings and/or miss class excessively it is highly recommend you meet with the instructor to get assistance. It may be that I advise you to drop the class as opposed to taking a failing grade. Do NOT get stuck with a failing grade ("F") because you forgot to drop the class—I cannot help you at that point. Not coming to class does not count as an official drop—please take the necessary steps to drop if you decide to.

Office of Special Services

Students requesting disability accommodations or information are encouraged to contact the Office of Special Services, Harvin Center Room 188, 698-1288.

DMC Retention Center

The Del Mar College Retention Services Department is designed to assist students who are experiencing challenges in such areas as:

- Financial Hardships
- Low Midterm Grades
- Life Events
- Thoughts of dropping out

For more information please call Rene Cantu at (361) 698-1285 or Melissa Rollins-Banuelos at (361) 698-1861.

Stone Writing Center:

Written assignments will be evaluated on grammar, spelling, and sentence structure in addition to content. Students needing help with written assignments may contact the Stone Writing Center for proof reading or assistance in writing. The center is located on the 4th floor of the White Library or call 698-1364. They are even open Saturdays!

The writing center is also a GREAT resource to make your paper stronger (more impressive), so use it—you already paid for it!!

You can also submit your papers to tutor@delmar.edu for review and feedback. Be sure to include your teacher's directions, expectations, criteria, etc., and what do you feel are the weaknesses of your paper. Be as precise as possible. Replies can take up to 48 hours or less, but may take longer if volume of submissions is heavy.

MISC:

- I do NOT answer my email on the weekend. If you have questions about an assignment or as you prepare for an exam, please contact me ahead of time, or meet with me during my office hours. Any email that is received over the weekend will be answered on Monday.
- Students at Del Mar College are expected to do their own work. Any student caught cheating, copying, plagiarizing, or committing any other acts of academic dishonesty as defined by the Del Mar College Student Handbook will be subject to disciplinary actions by the instructor as well as by the college. Just do not cheat in my class.

- Please come to class—this is the BEST way for you to learn and do well.
- If you fall asleep in class, I will wake you up! (Seriously!). I do not fall asleep in meetings with you, so please provide the same professional courteousness and give me your attention.
- If at any time you have issues which arise that interfere with your ability to be the best student you can, PLEASE come talk to me!

Electronics in the classroom:

- As a courtesy to the instructor and fellow students, please adjust phones to silent mode during the class session.
- CELL PHONES MAY NOT BE ANSWERED DURING ANY EXAM. Your cell phone must be turned off during all exams. Failure to turn off cell phone during testing periods may result in loss of participation points towards your final course grade. Your cooperation is greatly appreciated.
- Feel free to use a laptop to take notes during lecture or audio device to record lectures.
- Any incidents of web surfing, checking e-mails, texting, etc. will not be tolerated during class instructional time!! Students will be asked to put that item away if instructor feels it is disrupting students from listening & participating in lecture.

Professional Dispositions

Preparing for your career in education begins with your classes here at Del Mar College. In addition to attendance, 10% of your grade in this class will be based on how well you exhibit the following professional dispositions listed below:

As a student in the CDEC program, I am:

1. A COLLABORATOR: able to work with my peers, in joint intellectual effort
2. HONEST with INTEGRITY: able to demonstrate honesty, integrity, and ethical behavior by completing my own work on time and without plagiarizing
3. RESPECTFUL: able to demonstrate respect and consideration for myself and others (examples: no side-bar conversations, texting and/or web-surfing during class)
4. REVERENT for LEARNING: able to value the pursuit of knowledge and the quest to be a life-long learner (example: active listening during lecture, participation during group work/discussions)
5. EMOTIONALLY MATURE: able to respond to situations in a professional manner
6. A REFLECTOR: able to reflect upon and evaluate my actions in an effort to make better decisions in the future
7. FLEXIBLE: able to demonstrate a willingness to accept and adapt to change
8. RESPONSIBLE: able to act independently, demonstrating accountability and reliability in decision-making. (examples: arrive to class on time, prepared for class lessons)