

**CLASS CALENDAR**  
**TECA 1354 Child Growth and Development**

Instr. Kathy MacLennan  
 TTh 7-8:30 pm  
 Fall 2012

DATE	READINGS DUE	IN CLASS	ASSIGNMENTS DUE
Week 1 Aug 28 & 30	Chapter 1 History, Theory, & Research Strategies	Introductions & Assignments	
Week 2 Sep 4 & 6	Chapter 2 Biological & Environmental Foundations		
Week 3 Sep 11 & 13	Chapter 3 Prenatal Development		
Week 4 Sep 18 & 20	Chapter 4 Birth & the Newborn Baby		Case Study #1 due Sep 20 Infant/Toddler 0-3 years old
Week 5 Sep 25 & 27	Chapter 5 Physical Development in Infancy & Toddlerhood	Sep 27 Exam 1 Chapters 1-5	
Week 6 Oct 4 & 6	Chapter 6 Cognitive Development in Infancy & Toddlerhood		
Week 7 Oct 11 & 13 *Oct 8 & 10 - No class - Library Days	Chapter 7 Emotional & Social Development in Infancy & Toddlerhood		
Week 8 Oct 16 & 18	Chapter 8 Physical Development in Early Childhood		Case Study #2 due Oct 18 Early Childhood 3-6 years old
Week 9 Oct 23 & 25	Chapter 9 Cognitive Development in Early Childhood		
Week 10 Oct 30 & Nov 1 *NOTE: Nov 2 = Last day for with- drawals!	Chapter 10 Emotional & Social Development in Early Childhood	Nov 1 Exam 2 Chapters 6-10	
Week 11 Nov 6 & 8	Chapters 11 & 12 Physical & Cognitive Development in Middle Childhood		
Week 12 Nov 13 & 15	Chapters 13 & 14 Emotional & Social Development in Middle Childhood / Physical Development in Adolescence		Case Study #3 due Nov 15 Middle Childhood 6-12 years old
Week 13 *Nov 20 - No class - Library Day	Chapters 15 & 16 Cognitive, Emotional, & Social Development in Adolescence	Have a happy Thanksgiving on Nov 22!	
Week 14 Nov 27 & 29	Chapter 17 From Adolescence to Emerging Adulthood		Case Study #4 due Nov 29 Adolescence 12-18 years old
Week 15 Dec 4 & 6	Semester Review & Present Final Projects		Final Summary & End of Semester Celebration!
Week 16 Dec 11 & 13			Final Exam



## Course Syllabus Child Growth & Development TECA 1354

<b>Semester with Course Reference Number (CRN)</b>	Fall 2012, CRN 22310
<b>Instructor contact information (phone number and email address)</b>	Kathy MacLennan 281-844-2281 <a href="mailto:kmaclennan@spe.org">kmaclennan@spe.org</a>
<b>Office Location and Hours</b>	As arranged
<b>Course Location/Times</b>	TTh 7-8:30 pm, Pinemont Campus, Rm B108
<b>Course Semester Credit Hours (SCH) (lecture, lab) If applicable</b>	Credit Hours 3.00 Lecture Hours 3.00 Laboratory Hours
<b>Total Course Contact Hours</b>	48
<b>Continuing Education Units (CEU): if applicable</b>	
<b>Course Length (number of weeks)</b>	16
<b>Type of Instruction</b>	Lecture
<b>Course Description:</b>	A study of the principles of normal child growth and development from conception through adolescence. Focus on physical, cognitive, social and emotional domains of development.
<b>Course Prerequisite(s)</b>	College level reading and writing
<b>Academic Discipline/CTE Program Learning Outcomes</b>	NAEYC Standard 1. Promoting Child Development and Learning NAEYC Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families
<b>Course Student Learning Outcomes</b>	1. Summarize principles of growth and development and developmental stages in various domains.

**(SLO): 4 to 7**

2. Discuss theories of development, the impact of developmental processes on early childhood practices and types and techniques of observation.
3. Explain the importance of play.
4. Demonstrate skills in practical application of developmental principles and theories, observation techniques and recognition of growth and developmental patterns.

**Learning Objectives  
(Numbering system  
should be linked to  
SLO - e.g., 1.1, 1.2,  
1.3, etc.)**

**Summarize principles of growth and development and developmental stages in various domains.**

- 1.1 Explain the process of development from conception through birth.
- 1.2 Explain cognitive development, social development, emotional development, receptive and expressive language development, and creative development from birth through adolescence.

**Discuss theories of development, the impact of developmental processes on early childhood practices and types and techniques of observation.**

- 2.1 Describe the interaction of biological and environmental influences on growth and development.
- 2.2 Describe practical applications of theories.

**Explain the importance of play.**

- 3.1 Discuss play as an integral part of a child's development.
- 3.2 Describe the stages of play.

**Demonstrate skills in practical application of developmental principles and theories, observation techniques and recognition of growth and developmental patterns.**

- 4.1 Analyze types of observation techniques.
- 4.2 Describe how personal bias can influence observations and practices.
- 4.3 Observe and record children's development.

**SCANS and/or Core  
Curriculum  
Competencies: If  
applicable**

Basic Skills: The student will learn information from text about developmental domains (*reading*), and write case study from child observation (*writing*).  
Information: The student will retrieve information about theories of child development (*process information with computers*) and communicate information by completing computer lab assignment *Interpret/communicate data*).

**Course Calendar**

Attached

**Instructional  
Methods**Web-enhanced (49% or less)  
Face to Face**Required  
Component**

This course includes at least one of the following required components: practicum assignment, key assessment, field experience hours, and/or First Aid/CPR certification. If this assignment is not completed with 70% of possible points, you will not receive a passing grade in this class. Your instructor will explain the required component identified for this course- case study/key assessment.

**Student  
Assignments**

Attached

**Student  
Assessment(s)**

Attached

**Instructor's  
Requirements**

Attached



**Program/Discipline Requirements: If applicable** **NOTICE** This course of study would not be appropriate for anyone who falls into the following category as noted by the Texas Department of Family and Protective Services. "No person with a conviction or who is under indictment for, or is the subject of an official criminal complaint alleging violation of any of the crimes listed as a felony against the person or felony violation of the Texas Controlled Substance Act may be present while children are in care."

<b>HCC Grading Scale</b>	A = 100- 90	4 points per semester hour
	B = 89 - 80:	3 points per semester hour
	C = 79 - 70:	2 points per semester hour
	D = 69 - 60:	1 point per semester hour
	59 and below = F	0 points per semester hour
	IP (In Progress)	0 points per semester hour
	W(Withdrawn)	0 points per semester hour
	I (Incomplete)	0 points per semester hour
	AUD (Audit)	0 points per semester hour

IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades "IP," "COM" and "I" do not affect GPA.

See "Health Science Program/Discipline Requirements" for grading scale.

**Instructor Grading Criteria** Attached

**Instructional Materials** Berk, L. E. (2012). Infants, Children, and Adolescents. (7th ed.). Boston: Pearson.

**EGLS3 – Evaluation for Greater Learning Student Survey System** At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.

#### **HCC Policy Statement:**

**Access Student Services Policies on their Web site:** <http://hccs.edu/student-rights>

#### **Distance Education and/or Continuing Education Policies**

**Access DE Policies on their Web site:** [http://de.hccs.edu/Distance\\_Ed/DE\\_Home/faculty\\_resources/PDFs/DE\\_Syllabus.pdf](http://de.hccs.edu/Distance_Ed/DE_Home/faculty_resources/PDFs/DE_Syllabus.pdf)

**Access CE Policies on their Web site:** <http://hccs.edu/CE-student-guidelines>



# Child Development

Department of Early Childhood Studies  
3214 Austin Street, Houston, TX 77004  
713-718-6303 phone 713-718-6235 fax



## TECA 1354 Child Growth and Development Case Study Key Assessment

### NAEYC Standard 1: Promoting Child Development and Learning

- a. Students know and understand young children's characteristics and needs.
- b. Students know and understand the multiple influences on development and learning.

### NAEYC Supportive Skills

*SS2 Skills in Mastering and Applying Foundational Concepts from General Education:* Provides background for educated person and the ability to implement a conceptually rich curriculum. Students can apply these concepts as early childhood professionals.

*SS3 Written and Verbal Communication:* Well-prepared associate degree graduates have strong skills in written and verbal communication. Students are technologically literate.

*SS4 Skills in Making Connections between Prior Knowledge/Experience and New Learning:* Well-prepared associate degree graduates are able to respect and draw upon their past or current work experience and reflect critically upon it, enriching and altering prior knowledge with new insights.

**Required Component** – This assignment (key assessment) is required for completion of this course. If this assignment is not completed with 70% of possible points, you will not receive a passing grade in this class.

### Case Study Description

The purpose of this case study is to give the reader a detailed description of the child as viewed by you, the writer, with respect to the developmental areas listed below. Your report should be an **objective** evaluation using information gathered from direct observation. You may supplement this information with facts provided by the family or caregiver. Examples of objective reporting are: "The mother reports Jason feels more secure when he sleeps with his teddy bear" or "The caregiver stated that Gina shares her crayons at the art table with any child who needs crayons." The case study should NOT include subjective (opinion) statements such as: "Jason seems like a secure child" or "Gina is the nicest girl in the room." Reference text within the main body of the study, including page numbers, to support statements. Example: (Berk, p. 205). Be as thorough as possible with the data available to you. Try to include as much factual data as you can to "paint" a comprehensive picture of the child.

### Case Study Outline

Use the following outline, including the section headings for your report. Use the questions to guide you as you write the summary. Please make sure to answer the questions. Type the headings for each section. Only use the summary paragraph to include any relevant personal interpretations, opinions, conclusions. Provide many examples throughout the paper that connect prior experiences. Report requirements include college level writing and 2-3 pages (1000 words). Use the following format for each of the four case studies: infant or toddler (ages 0-2), preschool (ages 2-6), middle childhood (ages 6-11), and adolescence (ages 11-18).

#### Introduction

Give the child's name, age, family make up, and a brief description of his physical appearance. If you can find out, describe the child's environment at home and/or at school. Identify the socioeconomic status of the child's family. Tell why you have chosen this child.

**Physical and motor**

How does the large and small muscle development compare to the norms for this age?

Discuss direct observations regarding both large and small motor areas.

Give any background about the child's health, nutrition, rest habits, physical skills

Give a description in detail about the child's physical growth

**Cognitive**

What evidence do you see of learning? Are there specific areas that are strengths? Areas needing improvement?

Give examples of the child's language development. Understanding of language? How does she express herself? Written language? Reading?

What activities interest him and how does he choose activities?

Compare child to the norms for children this age, referencing your text.

**Socio-emotional**

How does the child interact with other children, family, relatives, siblings, etc.?

How does the child share, solve problems that arise with others, feel about himself?

Is the child generally happy or unhappy; secure or insecure; stressed or relaxed?

How do you know? Give examples of behaviors observed.

What signs have you observed of appropriate or poor emotional adjustment?

**Family or Home Factors**

What family conditions affect this child? Size of the family? Family members present in the home?

Marriage status of parents or guardians? Any unusual conditions that will affect this child's development?

Information may be obtained from the caregiver and/ or parent.

**Summary**

Summarize the most important points regarding this child. On the basis of facts and your observations, what do you feel are the important factors influencing the child and his/her behavior? (This is the only section where subjective statements are allowed!)



**TECA 1354 Child Growth and Development  
Case Study Rubric**

Student Name:

Case Study #

Standards	Meets Expectations 7	Approaches Expectation 5	Falls Below Expectations 3	Points
1a. <i>Know and understand young children's needs</i>	Demonstrates the ability to identify appropriate characteristics for <b>each</b> developmental domain.	Demonstrates the ability to identify appropriate characteristics for <b>most</b> developmental domain.	Demonstrates the ability to identify appropriate characteristics for <b>few or no</b> developmental domain.	
	Provided examples through observation or interview of appropriate characteristics for <b>each</b> developmental domain	Provided examples through observation or interview of appropriate characteristics for <b>most</b> developmental domain	Provided examples through observation or interview of appropriate characteristics for <b>few or no</b> developmental domain	
	Gave <b>only facts</b> when describing the child & saved opinions for the summary.	Gave facts <b>most of the time</b> when describing the child & saved opinions for the summary.	Gave facts <b>part of the time</b> when describing the child & saved opinions for the summary.	
1b. <i>Know and understand the multiple influences on development and learning</i>	Introduction provided a <b>clear, complete</b> picture of the child	Introduction provided a picture of the child but <b>information was missing</b>	Introduction provided a picture of the child but <b>most information was missing</b>	
	Provided <b>comprehensive</b> information pertaining to family and home and how it influenced the child's development.	Provided <b>some</b> information pertaining to family and home and how it influenced the child's development.	Provided <b>little or no</b> information pertaining to family and home and how it influenced the child's development.	
<b>Supportive Skills</b>	<b>5</b>	<b>3</b>	<b>1</b>	Points
SS2 General education concepts applied	Applied, referred to text content in <b>each</b> domain.	Applied, referred to text content in <b>most</b> domains.	<b>Limited</b> application of text content in study.	
SS3 Written & verbal communication (punctuation, capitalization, grammar, spelling)	Followed outline, <b>1000 word minimum, few/no</b> English mechanics errors Report reads smoothly, ideas connecting from one to the next..	Followed outline, <b>800 word minimum, 3-6</b> English mechanics errors. Errors do not detract from the writer's meaning; however, might cause the reader to be slightly distracted.	Outline headings not typed/followed, <b>less than 800 words</b> , more than <b>7</b> errors in English mechanics. Errors require that the reader must re-read the case study at more than one point to understand the writer's message.	
SS4 Making connections between prior knowledge, experience and new learning	Connected prior knowledge and experience with <b>many</b> examples.	Connected prior knowledge and experience with <b>some</b> examples.	Connected prior knowledge and experience with <b>few or no</b> examples.	
			<i>TOTAL</i>	—

Comments:

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