

Discipline/Program: Teacher Education
Course Title: Child Growth and Development
Course Rubric and Number: TECA 1354
Semester with Course Reference Number (CRN): Fall 2012 Semester, CRN 24594
Course Location/Times: Morales Building, Room 307, 4:00–5:30 P.M. on Mondays and EagleOnline or Field Lesson on Wednesday
Course Semester Credit Hours (SCH): 3 Hours, Lecture
Course Contact Hours: 48 Contact Hours
Course Continuing Education Units (CEU): 0
Course Length (number of weeks): 16 week
Type of Instruction: Lecture
Instructor Contact Information: Name: Jacqueline D. Mamou, M.Ed. Phone Number (Office): (281) 794-8675 Email Address: jacqueline.mamou@hccs.edu
Office: Before and after class, or by appointment.
Course Description: A study of the physical, emotional, social, and cognitive factors impacting growth and development of children through adolescence. Notice: This course of study would not be appropriate for anyone who falls into the following category as noted by the Texas Department of Protective and Regulatory Service. “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.”
Course Prerequisites: None
Course Goal: Students should be able to fulfill all of the SLOs (Student Learning Objectives) described below:
Course Student Learning Outcomes (SLO): 1. Summarize principles of growth and development stages in various domains. 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 of theories, observation techniques and recognition of growth and developmental patterns.

Learning objectives:

1. Explain the importance of the terms *applied* and *interdisciplinary* as they help to define the field of child development.
2. Explain the role of theories in understanding child development, and describe the three basic issues on which major theories take a stand.
3. Describe the structure and function of chromosomes and DNA molecules.
4. Describe the origins and consequences of Down syndrome and abnormalities of the sex chromosomes.
5. Discuss skeletal growth during the first two years of life, including the growth of the skull and the appearance of teeth.
6. Describe current methods of measuring brain functioning, and identify which measure is most appropriate during infancy and toddlerhood.
7. Describe the effects of heredity and hormones, emotional well-being, restful sleep, nutrition, infectious disease, and childhood injury on physical growth and health in early childhood.
8. Describe personal, family, and school factors related to dropping out, and cite ways to prevent early school leaving.

NAEYC Supportive Skills - The student will complete 16 hours of field experience (SS1) and write a reflection of the experience (SS3, SS4)

For a complete list of all standards visit HCC Central College Learning Web <http://learning.cc.hccs.edu/Courses/>

NAEYC – National Association for Education of Young Children
Standards for Early Childhood Professional Preparation Associate
Degree Programs

TECECDS – Texas Early Care and Education Career Development
System

HSCKS – Head Start Core Knowledge and Skills for Practitioners
Pedagogy and Professional Responsibilities EC-12

COURSE CALENDAR:

Week Number	Activities and Assignment	Objectives and Details
1		
AUG. 27	Introduction, Syllabus review, Course Overview	Distribute syllabus, review class requirements and student learning outcomes, and visit and review class Eagle Online site.
29	Part I - Chapter 1: History, Theory, and Research Strategies	Class will meet on Eagle Online. Trace historical influences on modern theories of child development, from medieval times through the early twentieth century. Discuss my virtual child requirements.
2		
SEPT. 3	Labor Day Holiday	No Class.
5	Part II - Chapter 2: Biological and Environmental Foundations	Class will meet Eagle Online. Explain how alleles influence the inheritance of traits, such as through dominant–recessive inheritance, incomplete dominance, X-linked inheritance, polygenic inheritance, mutation, and genetic imprinting. Discuss Part I of the Child Growth and Development Case
3		
10	Chapters 3: Prenatal Development OFFICIAL DATE OF RECORD ATTENDANCE IS MANDATORY	Review current trends in family size and childbearing age, and discuss their impact on child development. List the three phases of prenatal development, and describe the major milestones of each. Discuss maternal factors other than exposure to teratogens that can affect the developing embryo or fetus.

12	Visit to the Children's Museum	Observe interactions between children and their peers; children and their parents; and children and other adults.
4		
17	Chapter 4: Birth and the Newborn Baby	Describe the events leading up to childbirth and the three stages of labor. Discuss the baby's adaptation to labor and delivery, and describe the newborn baby's appearance. Explain the purpose and main features of the Apgar Scale.
19	Class will meet on Eagle Online	Review material covered in chapters 1-3; Discuss observations from the museum visit and information obtained from the case study.
5		
24	Part III - Chapter 5: Physical Development in Infancy and Toddlerhood	Describe changes in body size, body proportions, and muscle-fat makeup during the first two years of life. Summarize research on brain lateralization and brain plasticity.
26	Visit to the Library	Learn about resources available through the HCCS library.
6		
OCT. 1	Chapters 6 & 7: Cognitive, Emotional, and Social Development in Infancy and Toddlerhood	Describe Piaget's view of development, noting how schemes change over the course of development. Discuss the first two stages of Erikson's psychosocial theory, noting the personality changes that take place at each stage. Explain how temperament is measured.
3	Attend a school board meeting	Observe how decisions are made affecting students in our schools.

7		
8	Review for Mid Term	Review material covered in chapters 4-7; Discuss observations from the various school board meetings and the library visit. Part I of the Case Study Due.
10	MIDTERM EXAM	Class will meet on Eagle Online. Take your time and do your best!
8		
15	Part IV - Chapter 8: Physical Development in Early Childhood	Describe changes in body size, body proportions, and skeletal maturity during early childhood. Explain the general growth curve, and discuss asynchronies in physical growth. Discuss Part II of the case study.
17	Observing Preschool Children's Gross-Motor Skills	Visit a playground at a neighborhood park, preschool, or child-care center and select several children between the ages of 2 and 6 for observation.
9		
22	Chapter 9: Cognitive Development in Early Childhood	Describe advances in mental representation during the preschool years, including changes in make-believe play. Describe what Piaget regarded as deficiencies of preoperational thought. Cite factors that support language learning in early childhood.
24	Visit the Holocaust Museum	Observe and discuss health and safety issues that exist in the museum.

10		
29	Chapter 10: Emotional and Social Development in Early Childhood	Describe Erikson's initiative versus guilt stage, noting the personality changes that take place during this stage. Discuss preschoolers' self-concepts and the development of autobiographical memory and self-esteem. Identify changes in understanding and expressing emotion during early childhood, citing factors that influence those changes.
30	Attend a movie or community event	Observe the interactions between children and their peers, parents, and other adults.
11		
Nov. 5	Visit from UH Clear Lake	Learn about the programs offered and requirements for admission.
7	Class will meet on Eagle Online	Review material covered in chapters 8-10; Discuss observations from the museum visit and information obtained from the lab assignment.
12		
12	Part V - Chapters 11, 12, & 13: Middle Childhood: Six to Eleven Years	Describe the overall status of children's health during middle childhood. Describe changes in attention and memory during middle childhood. Cite factors that foster resilience in middle childhood. Discuss changes in parent-child communication during middle childhood. Discuss Part III. of Case Study.
14	Child Growth & Development Case Study	Discuss and present the information you have learned about your child with the rest of the class. Part II of Case Study Due.
13		

19	Part VI - Chapters 14, 15, & 16: Adolescence: The Transition to Adulthood	Cite factors that influence the timing of puberty. Describe sex differences in mental abilities at adolescence, along with factors that influence them. Describe changes in self-concept and self-esteem during adolescence.
21	Thanksgiving Holiday	Happy Thanksgiving! Enjoy spending time with your Family.
14		
26	Child Growth & Development Case Study	Discuss and present the information you have learned about your child with the rest of the class. Part III of Case Study Due.
28	Child Growth & Development Case Study	Discuss and present the information you have learned about your child with the rest of the class.
15		
DEC. 3	Part VII - Chapter 17: Emerging Adulthood	Describe emerging adulthood, noting characteristics of this new transitional period of development. Describe the cultural changes that contributed to emerging adulthood, and explain why this period is only available to certain groups of young people.
5	Review & Complete any unfinished assignments	Part IV of Case Study Due.
16		
DEC. 10	FINAL EXAM	Starts at 4:00 PM
17	FINAL GRADES POSTED	12:00 Noon Deadline

Instructional Methods: Lecture, in-class discussion, in-class essay exams, online discussion groups, readings, and writing assignments.

Student Assignments:

Participation: Students are expected to participate in class and online discussions/debates and when the teacher calls on them. Readings must be completed in order to participate. By asking students about the readings, the instructor can also check whether they have completed readings or not. This assignment helps fulfill SLOs 2, 4, and 5.

Quizzes: It is up to the discretion of the instructor to assign quizzes if class participation is lacking or if it apparent that reading assignments are not being completed. These could be announced or unannounced and consist of short answer questions regarding the reading assignments. If utilized, this assignment helps fulfill SLOs 1 and 2.

Exams: There will be two exams during the semester, the midterm and the final exam. These will consist of multiple choice questions, fill-in-the-blank questions, and 1-2 essay questions that will require you to integrate, explain, reflect upon, and critique the material covered in class. Specific content of each exam will be discussed by the instructor at least one week before the date of the exam. This assignment helps fulfill SLOs 1,2, and 3.

Child Growth and Development Case Study: 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. This assignment helps fulfill SLOs 2, 4, and 5.

Student Assessments: Students will be assessed for their ability to successfully complete the assignments mentioned above according to the grading criteria mentioned below.

Instructional Materials:

Beck, L. E. (2010). *Infants, Children, and Adolescents*. (7th ed.). Boston: Pearson.

All other readings assigned by the instructor.

Program/Discipline Requirements: A minimum of 50% of the student's

semester average must come from writing assignments.

HCC Grading Scale:

A = 90 – 100

B = 80 – 89

C = 70 – 79

D = 60 – 69

F = 59 and below

Instructor Grading Criteria: The semester grade will be calculated by:

Participation & Quizzes – 10%

My Virtual Child – 10%

Midterm- 20%

Case Study– 40%

Final Exam – 20%

“This syllabus is meant as a guide and is subject to change at the discretion of the instructor. If there are any changes made, the student will be notified in a timely manner.”

Instructor Requirements:

ATTENDANCE: Although attendance will be taken at the beginning of class, this is merely for administrative purposes. I do not require students to attend class, and I WILL NOT DROP ANYBODY for low attendance. This being said, attendance to the lectures is absolutely necessary if you want to do well in the class. If you fail to attend class, not only will I have little or nothing to base your participation grade on, but you will miss important material from my lectures. Much of this material is NOT in the assigned readings but WILL be on the exams. In other words, it's up to you whether or not you want to attend, but if you don't, then you are likely to do poorly on the assignments. I recommend making friends with at least one other student so that you can share notes if/when you need to skip a meeting.

MAKE-UPS: There will be no make-ups except in cases of legitimate emergency (note: Having a hangover, or being in jail for DWI or DUI, will not be considered a legitimate emergency). This policy applies to all exams (or possible quizzes).

CHEATING AND PLAGIARISM: I have a NO TOLERANCE policy regarding cheating and plagiarism. Not only will you receive a 'F' for the course if caught cheating or plagiarizing, but the Dean will also be notified of your actions. Don't cheat! It's not worth it

I WILL NOT DROP A STUDENT. IT IS THE STUDENT'S RESPONSIBILITY TO PROCESS THE PAPERWORK BEFORE THE DUE DATE. THOSE STUDENTS WHO

**FAIL TO DO SO WILL BE ASSIGNED A LETTER
GRADE BASED ON THE SCHEME BELOW.**

HCC Policy Statements

Access Student Services Policies on their Web site:

<http://hccs.edu/student-rights>

Enjoy a great semester of learning new things.