



## Course Syllabus Child Growth & Development TECA 1354

<b>Semester with Course Reference Number (CRN)</b>	Fall, 2014 CRN 30617
<b>Instructor contact information (phone number and email address)</b>	Katherine A. Abba, MA, Ed. <a href="mailto:katherine.abba@hccs.edu">katherine.abba@hccs.edu</a> 713.718.7810
<b>Office Location and Hours</b>	<b>OFFICE HOURS:</b> T/Th 2:00- 4:0pm or upon request. Stafford Campus/Scarcella Bldg., Rm. E120A
<b>Course Location/Times</b>	Houston Community College SW, Scarcella Building W115, T/Th 11am-12:30pm
<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 physical, emotional, social, and cognitive factors impacting growth and development of children through adolescence.
<b>Course Prerequisite(s)</b>	
<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</b>	1. Summarize principles of growth and development and developmental stages in various domains.

**Learning Outcomes (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** See Below

**Instructional Methods**

Distance (100%)  
**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**

Four case studies of children are required for completion of this course and four Virtual Child assignments.

**Student Assessment(s)**

Case studies, Midterm, and Final

**Instructor's**

Class attendance and participation; read text assignment prior to class; academic English for all written assignments.

## Requirements

**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."

**Orientation** Students who are completing lab, practicum, or field experience components at Houston Community College Child Development Lab School must complete a mandatory Orientation to the Department of Early Childhood Studies. Contact the department at 713-718-6303 for more details about the orientation.

<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

600- 540 = A	419- 360 = D
539- 480 = B	< 360 = F
479- 420 =C	

## 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** <http://www.hccs.edu/hccs/current-students/student-handbook/the-student-handbook>

on their Web site:

### 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>

### Fall, 2014 Course Calendar

<b>Date</b>	<b>Readings/ Assignments Due</b>	<b>CLASS WORK</b>
<b>Week 1</b> Aug. 26, 28	Introductions/Course Content Chapter 1	Introductions, Learning Communities, Ask Online; Plagiarism Tutorial
<b>Week 2</b> Sept. 2,4	Chapters 1	
<b>Week 3</b> Sept. 9,11	Chapters 2	
<b>Week 4</b> Sept. 16,18	Chapter 3	
<b>Week 5</b> Sept. 23, 25	Chapter 4-5 <b>DUE: 9/26- Assignment 1-Virtual Child</b>	<b>9/26- Assignment 1-Virtual Child in class discussion</b>
<b>Week 6</b> Sept. 30, Oct. 2	Chapter 6-7 <b>DUE: 10/3-Case Study One (0-2.5 years)</b>	
<b>Week 7</b> Oct. 7,9	Chapter 8	
<b>Week 8</b> Oct. 14, 16	Chapter 9 <b>DUE: 10/17-Assignment 2</b>	<b>10/17-Assignment 2</b>
<b>Week 9</b> Oct. 21, 23	Chapter 10 <b>DUE: 10/25- Case Study Two (3-6.5 years)</b>	
<b>Week 10</b> Oct. 28, 30	Chapter 11	
<b>Week 11</b> Nov. 4,6	Chapter 12 <b>DUE: 11/7-Assignment 3</b>	<b>11/7-Assignment 3</b>
<b>Week 12</b> Nov. 11,13	Chapter 13 <b>DUE: 11/14-Case Study Three (7-11.5 years)</b>	
<b>Week 13</b> Nov. 18,20	Chapter 14	
<b>Week 14</b> Nov. 25	<b>Chapter 15</b> <i>11/27- Thanksgiving Holiday</i>	
<b>Week 15</b> Dec. 2,4	<b>Chapters 16-17</b> <b>12/4- Case Study Four DUE(12-18 years)</b>	
<b>Week 16</b> Dec.	<b>Final Exam</b>	

