

**Semester with Course Reference Number (CRN)**

**Instructor contact information (phone number and email address)**

**Office Location and**

**Hours**

**Course**

**Location/Times**

Course Syllabus



**Child Growth & Development**

**TECA 1354**

Fall, 2016

10199

Professor Rajone A. Lyman,M.Ed. 713-718-2414 rajone.lyman@hccs.edu

NL Building, 8001 Fulton Street, Houston 77088, Rm 310

Office hours by appointment.

12-Week Online Course / 9/19/16 – 12/11/16

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Semester** | Credit Hours | 3.00 |  |
| **Credit Hours** | Lecture Hours | 3.00 |  |
| **(lecture, lab)** |  |
| Laboratory Hours |  |  |
|  |  |  |
| **Total Course Contact** | 48 |  |  |
| **Hours** |  |  |  |
| **Course Length** | 16 weeks |  |  |
| **(number of weeks)** |  |  |  |
| **Type of Instruction** | Distance Education [eagleonline.hccs.edu](https://eagleonline.hccs.edu/) |  |
| **Course Description:** | A study of the physical, emotional, social, language, and cognitive factors |  |
|  | impacting growth and development of children through adolescence. |  |
| **Course** | None |  |  |
| **Prerequisite(s)** |  |  |  |

**Academic**

**Discipline/CTE**

**Program Learning**

**Outcomes**

NAEYC Standard 1. Promoting Child Development and Learning NAEYC Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families

|  |  |
| --- | --- |
| **Course Student** | Upon successful completion of this course, students will: |
| **Learning Outcomes** | 1. | Summarize principles of growth and development. |
| **(SLO)** | 2. | Identify typical stages of cognitive, social, physical, language, |
|  | and emotional development. |
|  | 3. | Compare, contrast and apply theories of development in practice. |
|  | 4. | Discuss the impact of developmental processes on educational practices. |

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**Learning Objectives**

**SCANS and/or Core Curriculum Competencies**

**Course Calendar**

**Instructional**

**Methods**

**Required**

**Component**

**Student**

**Assignments**

1. Identify the stages of play development (i.e. from solitary to cooperative) and describe the important role of play in young children’s learning and development.
2. Demonstrate skills in practical application of developmental

principles and theories, observation techniques, assessment, and recognition of growth and development patterns.

**1. Summarize principles of growth and development.**

1. Explain the process of development form conception through birth.
2. Explain cognitive development, social development, emotional development, receptive and expressive language development, and creative development from birth through adolescence.
3. **Identify typical stages of cognitive, social, physical, language, and emotional development.**
4. **Compare, contrast and apply theories of development in practice.**

3.1 Describe the interaction of biological and environmental influences on growth and development.

3.2 Describe practical applications of theories.

1. **Discuss the impact of developmental processes on educational practices.**
2. **Identify the stages of play development (i.e. from solitary to cooperative) and describe the important role of play in young children’s learning and development.**

5.1 Discuss play as an integral part of a child’s development. 5.2 Describe the stages of play.

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

6.1 Analyze types of observation techniques.

6.2 Describe how personal bias can influence observations and practices.

6.3 Observe and record children’s development.

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).*

Please see page 6.

Distance (100%) [eagleonline.hccs.edu](https://eagleonline.hccs.edu/)

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.

**Four case studies of children are required for completion of this course.**

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|  |  | TECA 1354 page 3 |
| **Student** | Six quizzes will be taken online. |
| **Assessment(s)** |  |  |
| **Instructor's Requirements** | Each case study will showcase a child in a specific age group. The age groups |
|  | are: 0-2, 2-6, 6-11, and 12-18 years old. Complete the course with a passing score.As your instructor, it is my responsibility to:* Provide the grading scale and detailed grading formula explaining how student grades are to be derived.
* Facilitate an effective learning environment through class activities, discussions, and lectures or other forms of presenting materials.
* Provide the course outline and class calendar, which will include a description of any special projects or assignments.
* Arrange to meet with individual students before and after class as required.
* Inform students of policies, such as attendance, withdrawal, tardiness and make up.

To be successful in this class, it is the student’s responsibility to:* Attend class and participate in class discussions and activities.
* Read and comprehend the textbook.
* Complete the required assignments and exams:
* Ask for help when there is a question or problem.
* Keep copies of all paperwork, including this syllabus, handouts, and all assignments.

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| **Program/Discipline** | **NOTICE** This course of study would not be appropriate for anyone who falls |
| **Requirements** | 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. Contact the department at 713-718- |
|  | 6303 for more details about the orientation. |
|  | Only one revision allowed per student on key assessments and required |
|  | component assignments. The maximum grade a student can earn on a |
|  | revised assignment is 70 % of the possible points. If a student uses any |
|  | tutoring service, he or she must take/send assignment description or directions |
|  | with the first draft. **IF** student does not pass the assignment the first time, any |
|  | or all of the following will be required: |
|  | a. Conference with professor |
|  | b. Take an APA and/or Plagiarism online tutorial and pass the quiz (upon |
|  | instructor’s request): |  |
|  | **APA Tutorials** |  |
|  |  [http://flash1r.apa.org/apastyle/basics/index.htm?\_ga=1.19617784.177195999](http://flash1r.apa.org/apastyle/basics/index.htm?_ga=1.19617784.1771959994.1463149658)4 |
|  |  [.146314965](http://flash1r.apa.org/apastyle/basics/index.htm?_ga=1.19617784.1771959994.1463149658)8 |  |
|  | OR |  |
|  |  [http://www.lib.usm.edu/legacy/tutorials/apatutorial/definition.htm](http://www.lib.usm.edu/legacy/tutorials/apatutorial/definition.html)l |
|  | **Plagiarism Tutorial** |  |
|  |  [http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.ph](http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php)p |
|  | c. See an in-person tutor at professor’s discretion or access online tutors 24/7/365 Through HCC Upswing <https://hccs.upswing.io/>  |
| **HCC Grading Scale** | 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 |

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**Instructor Grading**

**Criteria**

**Canvas Grades**

**Instructional**

**Materials**

**EGLS3 –**

**Evaluation for Greater**

**Learning Student Survey System**

**Access Student Services Policies on their Web site**

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.

**Incomplete Policy** The grade of “I” (Incomplete) is conditional. Incompletesare at the discretion of the professor and aligned with departmental guidelines. The grade of “I” may be earned if a student is passing the course with a D or higher. Additionally, the student must have a justifiable and documented reason for not completing the work on schedule.

If you receive an “I” you must arrange with the instructor to complete the course work within six months. After the deadline, the “I” becomes an “F”. All “I” designations must be changed to grades prior to graduation. The changed grade will appear on your record as “I”/Grade (example: “I/A”) (see HCC

Student Handbook, Academic Information Section).

**This is the grading scale that will be used for this class:**

**FINAL GRADE POINTS:**

1000 – 900 = A

899 – 800 = B

799 – 700 = C

699 – 600 = D

599 and below = F

<https://community.canvaslms.com/docs/DOC-3135>

Berk, L. E., & Meyers, A. B. (2016). *Infants, Children, and Adolescents.* (8th ed.). Boston: Pearson. (Includes *MyVirtualChild* or student must purchase separately). <https://myvirtualchild.com/dashboard> TECA 1354 ID: 19876

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.

 [http://www.hccs.edu/district/about-us/policies/d-student-services](http://www.hccs.edu/district/about-us/policies/d-student-services/)/

**Title IX**

**Access DE Policies on their Web site**

**Attendance Policy**

**DE Attendance**

**Policy**

**Useful Links and websites**

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1. Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students’ rights with regard to sex/gender discrimination. Information regarding these rights is on the HCC website under Students-Anti-discrimination. Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance.
2. *It is important that every student understands and conforms to respectful behavior while at HCC. Sexual misconduct is not condoned and will be addressed promptly. Know your rights and how to avoid these difficult situations by logging in from your HCC student email account, go to*  [*www.edurisksolutions.org*](http://www.edurisksolutions.org/) *Go to the button at the top right that says* ***Login*** *and click. Enter your student number.*

 [http://www.hccs.edu/media/houston-community-college/distance-education/student](http://www.hccs.edu/media/houston-community-college/distance-education/student-services/pdf/HCC-Online-Student-Handbook.pdf)- [services/pdf/HCC-Online-Student-Handbook.pd](http://www.hccs.edu/media/houston-community-college/distance-education/student-services/pdf/HCC-Online-Student-Handbook.pdf)f

For a 3 credit-hour online course, “Active participation” for this course is defined as follows: You must check the syllabus course calendar, posted notices, assignments and emails a minimum of 3 times per week. ALWAYS follow dates specified in course calendar. You are expected to read and follow all directions for each assignment, using academic English for all written assignments and correspondences, this includes discussions. Keep up with the work and record your grades on a regular basis and submit your assignments prior to the deadline for best results.

All students are expected to attend classes regularly, thus DE students must login to this course on a regular basis. DE students who do not login and actively participate before the Official Day of Record will be AUTOMATICALLY dropped for non-attendance. Completing the DE online orientation does not count towards attendance.

Active participation means turning in assignments each week. If you are having technical difficulties and cannot login, you must immediately contact your professor and the *Eagle Online* Help desk or you will be counted as absent.

* **Information:** [**www.hccs.edu**](http://learning.nwc.hccs.edu/) **;** [**http://learning.hccs.edu**](http://learning.hccs.edu)
* **Tutoring & Support:** <https://hccs.upswing.io/>
* **My Virtual Child Lab:** <https://myvirtualchild.com/dashboard>
* **Canvas:** <https://eagleonline.hccs.edu/login/ldap>
* **Purdue OWL:** [**http://owl.english.purdue.edu/owl/resource/747/01/**](http://owl.english.purdue.edu/owl/resource/747/01/)

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|  |  | **Course Assignment Calendar** |  |  |
|  |  | **TECA 1354 – Child Growth and Development** |  |  |
|  |  | **Rajone Lyman, Professor** | **SS Fall, 2016** |  |  |
| **DUE DATES** |  | **EAGLE ONLINE** |  |  |  | **POINT-EARNING ASSIGNMENTS** |  |  |
|  |  | **TOPIC TITLE** |  |  |  | **(**The numbers in parenthesis indicate point values. Record points from GRADES in Canvas.) |  |  |
| **September 26** |  | **Theory and Research in Child** |  |  | **Discussion # 1** “Introduction” (\_\_\_/10) |  |  |
|  |  | **Development (chapter 1)** |  |  |  |  |  |  |
| **October 3** |  | **Theory and Research in Child** |  |  | **Textbook Content Review 1** (\_\_\_/47) |  |  |
|  |  | **Development (chapter 1)** |  |  | **Quiz** for Review 1 (\_\_\_/8) |  |  |
| **October 10** |  | **Foundations of Child Development** |  |  | **Discussion #2** “Research” (\_\_/10) |  |  |
|  |  | **(chapters 2- 4)** |  |  | **Textbook Content Review 2** (\_\_/131) |  |  |
|  |  |  |  |  | **Quiz** for Review 2 (\_\_/7) |  |  |
| **October 17** |  | **Infancy and Toddlerhood:** |  |  | **Case Study 1 (ages 0-2)** (\_\_/75) |  |  |
|  |  | **The First Two Years (chapters 5-7)** |  |  |  |  |  |  |
| **October 24** |  | **Infancy and Toddlerhood:** |  |  | **Textbook Content Review 3** (\_\_/97) |  |  |
|  |  | **The First Two Years (chapters 5-7)** |  |  | **Quiz** for Review 3 (\_\_/10) |  |  |
| **October 31** |  | **Infancy and Toddlerhood:** |  |  | **Virtual Child (ages 0-2)** (\_\_/30) |  |  |
|  |  | **The First Two Years (chapters 5-7)** |  |  | **Discussion # 3** “Co-Sleeping” (\_\_/20) |  |  |
| **November 14** |  | **Early Childhood: Two to Six Years** |  |  | **Case Study 2 (ages 2-6)** (\_\_/75) |  |  |
|  |  | **(chapters 8-10)** |  |  |  |  |  |  |
| **November 14** |  | **Early Childhood: Two to Six** |  |  | **Textbook Content Review 4** (\_\_/91) |  |  |
|  |  | **Years(chapters 8-10)** |  |  | **Quiz** for Review 4 (\_\_/10) |  |  |
| **November 21** |  | **Early Childhood: Two to Six Years** |  |  | **Virtual Child (ages 2-6)** (\_\_/55) |  |  |
|  |  | **(chapters 8-10)** |  |  | **Discussion # 4** “Visual Media” (\_\_/20) |  |  |
|  |  | **Middle Childhood: Six to Eleven** |  |  | **Case Study 3 (ages 6-11)** (\_\_/75) |  |  |
|  |  | **Years (chapters 11-13)** |  |  |  |  |  |  |
|  |  |  |  |  | **Textbook Content Review 5** (\_\_/90) |  |  |
| **November 21** |  | **Middle Childhood: Six to Eleven** |  |  |  |  |
|  |  | **Years (chapters 11-13)** |  |  | **Quiz** for Review 5 (\_\_/10) |  |  |
| **November 28** |  | **Middle Childhood: Six to Eleven** |  |  | **Virtual Child (ages 6-11)** (\_\_/45) |  |  |
|  |  | **Years (chapters 11-13)** |  |  | **Discussion # 5** “Multiple Intelligences” (\_\_\_/20) |  |  |
| **November 28** |  | **Adolescence: The Transition to** |  |  | **Case Study 4 (ages 12-18)** (\_\_\_/75) |  |  |
|  |  | **Adulthood (chapters 14-17)** |  |  |  |  |  |  |
| **December 2** |  | **Adolescence: The Transition to** |  |  | **Textbook Content Review 6** (\_\_/100) |  |  |
|  |  | **Adulthood (chapters 14-17)** |  |  | **Quiz** for Review 6 (\_\_\_/10) |  |  |
| **December 2** |  | **Adolescence: The Transition to** |  |  | **Virtual Child (ages 12+)** (\_\_/30) |  |  |
|  |  | **Adulthood (chapters 14-17)** |  |  | **Discussion # 6** “Emotional Intelligence” (\_\_/20) |  |  |
|  |  |  |  |  | **COURSE TOTAL POINTS (\_\_/1000)**  |  |  |

* All assignments are due at 11:59 p.m. on the due dates.
* **All assignments can be accepted early or on-time for submission. None** will be available after the due date for garnering points.
* No partial points will be awarded for **Discussions**.
* **Case Studies are required** assignments and all must be completed to receive a grade for this course.
* No assignments will be accepted for garnering points after **December 2.**
* Assignments are only accepted for grading in Canvas.

**My Virtual Child Course Registration Instructions**

Dear Student,

With rich media, an optional eText, and much more, this MyLab course selected by your instructor provides you with the resources you need to master even the most difficult concepts and help you get a better grade!



If you have a Smartphone or tablet with a QR code reader, scan the QR code on the right to instantly watch a Student Registration Video. Or go to this website: <http://goo.gl/KWMt5>

**What You Need to Enroll in your Instructor’s Online Course**

* **A** **Course ID:** 19876
* **Course Name: TECA 1354 Child Growth & Development**
* **A valid email address that you check regularly**
* **A student access code** (Or, you can pay with a credit card or a PayPal account.)
This pre-paid code is printed inside the Student Access Code Card. The code card may be packaged with your new textbook or it may be available for purchase separately from your school’s bookstore.

**To Register and Sign in to Your Instructor’s Course the First Time**

* Go to [www.myvirtualchild.com](http://www.myvirtualchild.com)
* Click **Student** under Register.
* Enter your Course ID and click **Continue**.
* Choose your enrollment options
* Read and accept the licensing agreement
* You have a Pearson account if you have used other Pearson online products.
Enter your username and password, and click **Next.**
* If you don’t have a Pearson account, click “No” or “Not sure” to search for possible accounts.
* Complete your account set up by entering your name, email address, a username and password, and any other required information.
* Paying for your course access.
	+ If using a credit card or PayPal, you will be prompted to enter your payment information before your registration process is complete.

**You now have access to your instructor’s online course.** Click **Go To Your Course**, and then in the left panel, click the course name to start your work.

**To Sign in to Your Course Again Later**

* Return to [www.myvirtualchild.com](http://www.myvirtualchild.com)
* Click **Sign In.**
* Enter your Pearson account username and password and click **Sign In**.
* In the left panel, click the course name to continue your work.

Rev. 9/18/16