



## **On-Campus Course Syllabus**

### **EDU 303 LOO.A**

### **Child Growth and Development**

### **Fall 2018**

#### **Class Information**

**Day and Time:** Thursday 1:30-4:00

**Room Number:** E202

#### **Contact Information**

**Instructor Name:** Jennifer Brooks

**Instructor Email:** jslbrooks@criswell.edu

**Instructor Phone:** 214-818-1324

**Instructor Office Hours:** T/TH 12:00-1:30 & TH 7-9:30

#### **Course Description and Prerequisites**

Child Growth and Development divides the time between conception and the start of adulthood into five broad periods. This course examines these five stages as they apply specifically to EC-6th grade students. Within this chronological framework, the fundamental biological, social, emotional, cognitive, and cultural aspects of development are examined. Development of children is viewed from practical, theoretical, scientific, and spiritual viewpoints. Nine clock hours of field experience are required for this course

#### **Course Objectives**

**By the end of the course, the student will:**

1. Know the typical stages of cognitive, social, physical and emotional development.
2. Recognize the wide range of individual developmental differences that characterize students and the implications of this developmental variation for instructional planning.
3. Analyze ways in which developmental characteristics of students impact learning and performance and
4. Apply knowledge of students' developmental characteristics and needs to plan effective learning experiences and assessments.
5. Demonstrate an understanding of physical changes that occur, factors that affect students' physical growth and health, and ways in which physical development impacts development in other domains (i.e., cognitive, social, emotional).
6. Recognize factors affecting the social and emotional development and know that students' social and emotional development impacts their development in other domains.
7. Use knowledge of cognitive changes in students to plan developmentally appropriate instruction and assessment.
8. Know the stages of play development and the important role of play in children's learning and development.
9. Know the rationale for appropriate middle-level education and how middle-level schools are structured to address the characteristics and needs of young adolescents.
10. Recognize typical challenges for students during later childhood and effective ways to help students address these challenges.
11. Understand ways in which student involvement in risky behaviors impacts development and learning.

## **Texas Educator Standards:**

### **Pedagogy and Professional Responsibilities EC–12 Standard I**

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

### **Pedagogy and Professional Responsibilities EC–12 Standard II**

The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.

### **Pedagogy and Professional Responsibilities EC–12 Standard III**

The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process and timely, high-quality feedback.

### **Pedagogy and Professional Responsibilities EC–12 Standard IV**

The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

### **Technology Applications Standard I**

All teachers use technology-related terms, concepts, data input strategies and ethical practices to make informed decisions about current technologies and their applications.

### **Technology Applications Standard IV**

All teachers communicate information in different formats and for diverse audiences.

### **Technology Applications Standard V**

All teachers know how to plan, organize, deliver and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

## **Required Textbooks**

McDevitt & Ormrod. 2016. *Child Development and Education*, 6/E, Pearson. **ISBN-13:** 9780133551549

**\*\*This is the eBook version of the textbook that is accompanied by the student support site known as MyEducationLab®.**

Or, as an alternative to the eBook, students may purchase the hardcopy/MyEducationLab® “bundle” version. (**ISBN-13:** 9780134013534 ).

**With either version of the textbook, students MUST have their own access “key” to the MyEducationLab® website in order to be successful in this course.**

**\*\*This access key may only be purchased through the publisher: Pearson Higher Education. Students will NOT be able to purchase the textbook and code from the DTS Bookstore or Amazon.com.**

## Course Requirements and Assignments

**1. Child Observations:** You will be assigned to various grade levels during your 9 clock hours of field experience. You are to make observations based on the four areas of child growth and development. You will be given a Child Development form by the professor to guide your observations.

**DUE: 11/8/18**

**POINTS: 20 points**

**2. Child Development Theory Presentation:** You will select one of the theory “families” for explanation and presentation to your peers. Each presentation is to be a 15-minute, informative lecture. This project must include a bulleted handout for each member of the class, a PowerPoint presentation of at least five (5) slides, and a three-page research paper. If more than one person selects the same “family,” the project may become collaborative.

**DUE: 9/6/18**

**POINTS: 10 points**

**3. Video Responses:** You will be assigned videos to view that accompany your textbook. You are to complete the one-page response forms that accompany each video selection:

Lemelson Inventions at Play:

*Play for Play’s Sake*

Learner.org: Looking at Learning I:

*Intellectual Development*

*The Mind’s Intelligences*

*Inquiry*

**DUE: 9/20; 9/27; 10/4; 10/25/18**

**POINTS: 5 points/20 points total**

**4. Toy analysis:** You will select two toys marketed to each of the developmental age groups. Using an analysis form, you will evaluate how well the toy supports the healthy cognitive/social/emotional/physical development of a child.

**DUE: 10/11/18**

**POINTS: 5 points**

**5. Notes:** All chapter outlines are to be completed by you during the semester. Class discussions will cover portions of the notes. However, it is understood, that time constraints do not permit completion of all outlines during class. Therefore, it is your responsibility to complete the remainder of the outlines during your own studies of the text material.

**DUE: 12/6/18**

**POINTS: 5 points**

**6. Teaching Scenario:** You will be given a scenario of a grade level concept to be taught. You are to design one lesson from the perspective of an educator concerned with each of the six developmental areas. You will present your lesson ideas on the date of your final exam.

**DUE: 12/13/18**

**POINTS: 20 Points**

**7. Tests:**

**DUE: 10/18/18 & 11/29/18**

**POINTS: 10 points/20 points total**

Assignment	Point Value
Child Devel. Observ.	20
Theorist Presentation	10
Play video	5
Intellectual Development video	5
Intelligences video	5
Toy Analysis	5
Test I	10
Inquiry video	5
Test II	10
Notes	5
Final Teaching Scenario	20
	100

## Course/Classroom Policies and Information

### Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

#### Attendance and grades

Attendance in Education classes is a vital component to preparing effectively for the demands of a student's future profession. Therefore, more than one (1) absence over the course of a semester will result in a **5-point** deduction from the point total. Four (4) or more absences over the course of a semester will result in an automatic grade of "F."

### Grading Scale

A	97-100	4.0 grade points per semester hour
A-	93-96	3.7 grade points per semester hour
B+	91-92	3.3 grade points per semester hour
B	88-90	3.0 grade points per semester hour
B-	86-87	2.7 grade points per semester hour
C+	83-85	2.3 grade points per semester hour
C	80-82	2.0 grade points per semester hour
C-	78-79	1.7 grade points per semester hour
D+	75-77	1.3 grade points per semester hour
D	72-74	1.0 grade point per semester hour
D-	70-71	0.7 grade points per semester hour
F	0-69	0.0 grade points per semester hour

## **Incomplete Grades**

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the "I" will become an "F."

## **Academic Honesty**

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

## **Institutional Email Policy**

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

## **Disabilities**

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

## Intellectual Property Rights

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

## Resources and Support

Canvas and CAMS: Criswell College uses Canvas as its web-based learning tool and CAMS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number twenty-four hours a day. Students needing help with CAMS should contact the Campus Software Manager at [bstifle@criswell.edu](mailto:bstifle@criswell.edu).

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or [studentservices@criswell.edu](mailto:studentservices@criswell.edu). Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through Dr. Jeff Campbell, Dean of Students, at [jcampbell@criswell.edu](mailto:jcampbell@criswell.edu).

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu).

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing [writingcenter@criswell.edu](mailto:writingcenter@criswell.edu) or calling 214.818.1373.

## Course Outline/Calendar

Date	Topic	Reading Assignment	Assignments Due
8/23/18	Syllabus Explanation		
	Making a Difference in the Lives of Children & Adolescents	Chapter 1	
8/30/18	Research & Assessment	Chapter 2	
9/6/18	Family, Culture, & Community	Chapter 3	Research Families Presentations
9/13/18	Biological Beginnings	Chapter 4	
9/20/18	Physical Development	Chapter 5	“Play for Play’s Sake”

9/27/18	Cognitive Development: Piaget & Vygotsky	Chapter 6	Looking at Learning: Intellectual Development
10/4/18	Cognitive Development: Cognitive Processes	Chapter 7	Looking at Learning: Intelligences
10/11/18	Intelligence	Chapter 8	Toy Analysis Due
10/18/18	Language Development	Chapter 9	Test I
10/25/18	Development in the Academic Domains	Chapter 10	Looking at Learning: Inquiry
11/1/18	Emotional Development	Chapter 11	
11/8/18	Development of Self & Social Understandings	Chapter 12	Child Observations Due
11/15/18	Development of Motivation & Self-Regulation	Chapter 13	
11/19-23/18	Fall Break & Thanksgiving Holiday		
11/29/18	Moral Development	Chapter 14	Test II
12/6/18	Peers, Schools, and Society	Chapter 15	Notes Due
12/13/18	Final Project		Teaching Scenario

## Selected Bibliography

Wittmer, Pertersen, & Puckett., *Young Child, The: Development from Prebirth Through Age Eight*, 6/E, Pearson Publishing, New York, NY, 2012. ISBN-10: 0132944014

Zembar & Blume., *Middle Childhood Development: A Contextual Approach*, 1/E, Pearson Publishing, New York, NY, 2008. ISBN-10: 0131718819