



On-Campus Course Syllabus

EDU 303 L1

Child Growth and Development

Fall 2020

Class Information

Day and Time: Wednesday 8:00 a.m. to 10:45 a.m.

Room Number: E 202

Contact Information

Instructor Name: Dr. Vickie S. Brown

Instructor Email: vbrown@hotmail.com

Instructor Phone: 214.818.1341

Instructor Office Hours: Monday, 9:00 to 2:00; Tuesday, 9:00 to 2:00; Thursday, 9:00 to 2:00

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

1. Knows the typical stages of cognitive, social, physical, and emotional development.
2. Recognizes the wide range of individual developmental differences that characterize students and the implications of this developmental variation for instructional planning.
3. Analyzes ways in which developmental characteristics of students impact learning and performance and
4. Applies knowledge of students' developmental characteristics and needs to plan effective learning experiences and assessments.
5. Demonstrates 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. Recognizes factors affecting the social and emotional development and knows that students' social and emotional development impacts their development in other domains.
7. Uses knowledge of cognitive changes in students to plan developmentally appropriate instruction and assessment.
8. Knows the stages of play development and the important role of play in children's learning and development.

9. Knows the rationale for appropriate middle-level education and how middle-level schools are structured to address the characteristics and needs of young adolescents.
10. Recognizes typical challenges for students during later childhood and effective ways to help students address these challenges.
11. Understands ways in which student involvement in risky behaviors impacts development and learning.

Required Textbooks

McDevitt & Ormrod. 2016. *Child Development and Education*, 6/E, Pearson. ISBN-13: 978-0134013534

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: 11/04/20

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.

DUE: 9/02/20

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:

Smithsonian: Lemelson Center for Invention: *Play for Play’s Sake:*

<https://invention.si.edu/video-play-plays-sake-how-do-you-describe-play>

Learner.org: The Learning Classroom: *Learning as We Grow*

<https://www.learner.org/series/the-learning-classroom-theory-into-practice/learning-as-we-growdevelopment-and-learning/>

Learner.org: The Learning Classroom: *Different Kinds of Smart*

<https://www.learner.org/series/the-learning-classroom-theory-into-practice/different-kinds-of-smart-multipleintelligences/>

Learner.org: The Learning Classroom: *Feelings Count*

<https://www.learner.org/series/the-learning-classroom-theory-into-practice/feelings-count-emotions-andlearning/>

DUE: 9/16; 9/23; 9/30; 10/28/20

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: 10/07/20

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: 12/02/20

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 for each of the six(6) developmental areas from the perspective of an educator concerned with “whole child” development. You will present your lesson ideas on the date of your final exam.

DUE: 12/09/20

POINTS: 20 Points

7. Tests:

DUE: 10/14/20 & 11/18/20

POINTS: 10 points/20 points total

Course Information

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.

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. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	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 instructors 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 close of the term or semester in which the grade was awarded, 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 Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

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 instructor, 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 Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS 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 SONIS should contact the Campus Software Manager at studenttechsupport@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. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at deanofstudents@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing tutoringcenter@criswell.edu or by calling 214.818.1373.

Course Outline/Calendar

Date	Topic	Reading Assignment	Assignments Due
8/19/20	Syllabus Explanation		
	Making a Difference in the Lives of Children and Adolescents	Chapter 1	
8/26/20	Research and Assessment	Chapter 2	Field Experience Application
9/02/20	Family, Culture, and Community	Chapter 3	Research Families Presentations

9/09/20	Biological Beginnings	Chapter 4	
9/16/20	Physical Development	Chapter 5	<i>Play for Play's Sake</i>
9/23/20	Cognitive Development: Piaget and Vygotsky	Chapter 6	<i>Learning as We Grow</i>
9/30/20	Cognitive Development: Cognitive Processes	Chapter 7	<i>Different Kinds of Smart</i>
10/07/20	Intelligence	Chapter 8	Toy Analysis Due
10/14/20	Language Development	Chapter 9	Test I
10/21/20	Development in the Academic Domains	Chapter 10	
10/28/20	Emotional Development	Chapter 11	<i>Feelings Count</i>
11/04/20	Development of Self and Social Understandings	Chapter 12	Child Observations Due
11/11/20	Development of Motivation and Self-Regulation	Chapter 13	
11/18/20	Moral Development	Chapter 14	Test II
11/25/20	Thanksgiving Break		
12/02/20	Peers, Schools, and Society	Chapter 15	Notes Due

12/09/20	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



On-Campus Course Syllabus

ADDENDUM FOR FA-20

EDU 303

Child Growth and Development

In the event that Criswell College has to close the campus to on-campus classes during the FA-20 semester, this addendum specifies how your instructor intends to adjust the course in order to allow students to meet the course objectives.

The course requirements, assignments, calendar, and attendance requirements from the syllabus for this course are replicated below. Notes and changes to the information in syllabus are highlighted. Information that is no longer relevant is indicated with a ~~strike through the font~~ and *replacement or new information is placed in italics*.

Course Requirements and Assignments

Highlighted portions indicate a change if either Criswell College or your assigned K-6th campus must temporarily close during the Fall 2020 semester, thus hindering your ability to complete your assignments that are specific to your Field Experience. In the event of either closure, the professor will modify the assignments. **However, all due dates will remain unchanged.*

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DUE: 11/04/20

POINTS: 20 points

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DUE: 9/02/20

POINTS: 10 points

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<https://www.learner.org/series/the-learning-classroom-theory-into-practice/different-kinds-of-smart-multipleintelligences/>

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

DUE: 12/09/20

POINTS: 20 Points

7. Tests:

DUE: 10/14/20 & 11/18/20

POINTS: 10 points/20 points total

Failure to complete the entire 9 hours of Field Experience/Teaching Assignments will result in an "F" in this course.

Remote Class Sessions: Identity and Participation Verification

If Criswell College must temporarily close during the Fall 2020 semester, classes will move to a ZOOM platform. Students are expected to attend class on the day and time already scheduled for the on-campus class. The instructor will require students to attend class with both audio and video in order to best support learning and successful accomplishment of course objectives.