



Class Information

Day and Time: Monday – 4:45pm- 7:15pm

Room Number: E202

Contact Information

Instructor Name: Shelby D. Wilson, M.Ed.

Instructor Email: swilson@criswell.edu

Instructor Phone: 469-583-4588

Instructor Office Hours: [By appointment](#)

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 in impact learning and performance.
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.

Required Textbooks

McCormick, C. & Scherer, D., Child and Adolescent Development for Educators, Second Edition, New York: Gilford Press, 2018. ISBN: 978-1462534685

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: 4/29 **Points: 10 points**

2. Child Development Theory Presentation: You will select two of the theories of child development for explanation and presentation to your peers. Each presentation is to be at least 10 minutes. The presentation should include a handout, and a media presentation (PowerPoint/video/interactive activity) In addition to the presentation, you are to include a three-page presentation.

DUE: 2/12 **Points: 20 points**

3. Written Responses: You will be assigned discussion questions that accompany your textbook. You are to complete the responses and keep them in a section of your weekly notes, participation, demos and test preparation portfolio.

*We will have a special guest speaker on April 8. Your written response will include information from this time.

DUE: 2/5, 2/26, 3/25, *4/8 **Points: 5 points each/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: 4/15 **Points: 10 points**

5. Weekly class notes, Class Participation/Demos, Test Prep Questions and Discussion: You are expected to keep a spiral or electronic notebook of class notes, class discussion, class demonstrations and test prep questions. You are to maintain it throughout the semester.

DUE: 4/29 **Points: 10 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: 5/6 **Points: 20 Points**

7. Tests: Test 1(Mid-Term) and Test 2 (Final)

DUE: 3/4, 4/22 **Points: 5 points each/10 points total**

Course/Classroom Policies and 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 (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. 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. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

NOTE: Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

NOTE: A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not

have the means to accomplish the alternative activities during the period of the campus’s closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

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.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

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. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

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. Login credentials are emailed to students near the beginning of the semester.

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 schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at tutoringcenter@criswell.edu.

Course Outline/Calendar

Date(s)	Discussion Topic	Reading Assignment	Assignment Due Date (Monday)
Jan. 22	Introductions Syllabus Explanation	Chapters 1-2	
Jan. 29	Ch. 1-Introduction to Child Development and Education Ch. 2- Research and Assessment	Chapter 3	Field Experience Application
Feb. 5	Ch. 3 – Family, Culture and Society	Chapter 4	Written Response 1
Feb. 12	Ch. 1 Revisit Ch. 4 – Biological Beginnings	Chapter 5	Theory of Child Development Presentations
Feb. 19	Ch. 5- Physical Beginnings	Chapters 6-7	
Feb. 26	Cognitive Development: Ch. 6 Piaget and Vygotsky Ch. 7 Cognitive Processes	Chapters 8-9	Written Response 2
March 4			Test 1
March 11	Spring Break		

March 18	Ch. 8 – Intelligence Ch. 9 – Language Development	Chapter 10	Written Response due 3/21
March 25	Ch. 10 Development in the Academic Domains	Chapter 11	
April 1	Ch. 10 Development in the Academic Domains cont.		*Test I
April 8	Special Guest Speaker		Special Guest Speaker- <i>Written Response</i>
April 15	Part 4: Social and Emotional Development	Chapter 12	Toy Analysis due
April 22	Ch. 12 Self and Social Understandings	Chapters 13-14	Test 2
	Ch. 13 Self- Regulation and Motivation		*Child Observations Due
	Ch. 14 Moral Development	Chapter 15	*Test II
April 29	Ch. 15 Peers, School, Society		* Notes Due
May 6	Final Project		*Teaching Scenario