



Course Syllabus

Course #: ECE 1100

Course Name: Child Development

Division: Arts and Sciences

Class Days: MW

Class Time: 5-6:50 pm

Location: Classroom: A 103

Laboratory: 25 hours of field experience

Credit Hours: 3 Contact Hours: 4

Lab Hours: 2 Lecture Hours: 2

Instructor: Mary Fatica

Office Location: A 201K

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Office Hours: Posted on office door

Division Office/Location: Bldg. A 202

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Full-time Contact Person: Mary Fatica

Phone(s): 419-559-2216

Course Description:

A study of the physical, social, emotional, and cognitive development of the young child. Individual differences are examined with relation to the child's feelings, attitudes, and value formation.

Prerequisite(s):

None

Corequisite(s):

None

Entry Level Skills and Knowledge:

College-level reading and placement into ENG 1050 or instructor permission.

Required Texts, Supplies and Equipment:

CHILDREN AND THEIR DEVELOPMENT, THIRD EDITION by Robert V. Kail

Grading:

Four (4) Tests	400 points	700-630 points = A
Final Exam	100 points	629-560 points = B
Observations	130 points	559-490 points = C
Five Typed Reports	50 points	489-420 points = D
Class Participation	<u>20 points</u>	419 points or below = F
	700 points	

Learning Outcomes:

General Education

1. Develop effective and written communication skills.
2. Demonstrate an understanding of the importance of social responsibility.
3. Work effectively in a team setting using problem solving, communication, and leadership skills.

Technical

Pathwise:

- A-1 Become familiar with relevant aspects of students' backgrounds and experiences.

NAEYC Associate Degree Standard

- 1a. Knowing and understanding young children's characteristics and needs.
 - 3a. Understanding the goals, benefits, and uses of assessment.
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1. Understand the infant's struggle to adjust to life after birth and show various factors that interfere with and enhance that adjustment.
 2. Understand normal and atypical physical development with emphasis on developmental norms and assessment.
 3. To understand neurobiology of the brain and milestones of development prenatal through age 3.
 4. Know importance of motor development for self-entertainment, socialization, mental and physical health, and independence.
 5. Know the norms of development for domain skills, physical, perception, and cognitive.
 6. To develop observation skills including note-taking, anecdotal records, running records, time sampling, reflection, and objectivity.
 7. Observe and recognize social development stages of early childhood, such as egocentric and peer-oriented behavior; also emotional development and the importance of parental fit.
 8. Observe how moral standards are learned and the effects of various types of parenting and discipline on the behavior of children.
 9. Observe and record personality and temperament development.
 10. Observe and record gender differences and apply theories to those observations.

Assessment of Student Learning:

This course may include a project that is one of several that will be used by faculty to assess student academic performance in the program. A panel of faculty will review all (projects or whatever assessment activity you are doing), then assess and summarize the academic performance of students at this point in the program. The results of this assessment will be shared among the department faculty, used to identify needed changes or improvements, and submitted to the Student Academic Assessment Committee as part of the College's overall student academic assessment effort.

Assessment Project and Measurement in course (if any):

Plan of Work: For E1 section (MW)

Session	Date	Activities
Session 1	August 21	Introduction
Session 2	August 23	Chapter 1—The Science of Child Development
Session 3	August 28	Chapter 2—Research in Child Development
Session 4	August 30	Chapter 2—Continued
	September 4	COLLEGE CLOSED—LABOR DAY HOLIDAY
Session 5	September 6	Chapter 3—Genetic Bases of Child Development
Session 6	September 11	TEST #1
Session 7	September 13	Chapter 4—Prenatal Development, Observation #1, Birth and the Newborn—Report #1
Session 8	September 18	Chapter 4 Continued
Session 9	September 20	Chapter 5—Growth and Health, Observation #2
Session 10	September 25	TEST #2
Session 11	September 27	Chapter 6—Perceptual and Motor Development, Observation #3
Session 12	October 2	Chapter 7—Piaget's Theory of Cognitive Development
Session 13	October 4	Chapter 7 Continued, Observation #4

Plan of Work: For E1 section (MW) Continued

Session	Date	Activities
	October 9 & 10	FALL BREAK—NO CLASSES
Session 14	October 11	TEST #3
Session 15	October 16	Chapter 8—Information-Processing Approaches to Cognitive Development, Report #2, Observation #5
Session 16	October 18	Chapter 9—Intelligence and Individual Differences in Cognition, Observation #6
Session 17	October 23	Chapter 10—Language and Communication
Session 18	October 25	Chapter 10—Continued, Report #3, Observation #7
Session 19	October 30	Chapter 11—Emotional Development
Session 20	November 1	Chapter 11 Continued, Observation #8
Session 21	November 6	Chapter 12—Understanding Self and Others
Session 22	November 8	Chapter 12 Continued, Report #4, Observation #9
Session 23	November 13	Chapter 13—Moral Understanding and Behavior
Session 24	November 15	Chapter 13—Continued, Observation #10
Session 25	November 20	TEST #5
	November 22-26	COLLEGE CLOSED FOR THANKSGIVING HOLIDAY
Session 26	November 27	Chapter 14—Gender and Development, Observation #11
Session 27	November 29	Chapter 14—Continued, Report #5, Observation #12
Session 28	December 4	Chapter 15—Family Relationships
Session 29	December 6	Chapter 16—Influences Beyond the Family, Time Sheets and Evaluations Due, Observation #13
Session 30	December 11	Chapter 16 Continued, Review
Session 31	December 13	EXAM WEEK—TEST #6

Course Requirements:

See under Grading.

FIELD EXPERIENCE:

Observations should be turned in weekly. Students need to spend a minimum of eight weeks in a center.

Observations are to be turned in promptly or points will be deducted. Notes should be attached with final copy and teacher's signature.

Students are required to complete three observations in the Early Learning Center. In order to pass this class, the observation time must be completed.

Nineteen (19) hours in an outside center and six (6) hours in the Terra Early Learning Center for a total of 25 hours of field experience.

Policies

Course Withdrawing: If for any reason you need to withdraw from this course, be certain that you do so according to College procedure. It is your responsibility to know and follow this procedure. If you simply stop coming to class, without officially withdrawing from the course, your grade is an automatic "F." Please follow official College procedure for withdrawing from this or any course.

College Academic Policies are located in the College Catalog. A copy of the current catalog may be picked up in any of the division offices or admissions. The list of college policies is also available online at <https://www.terra.edu/register/Collegecat/policies.asp>.

Students are to follow the Early Childhood Education handbook which outlines the guidelines of the program. All course requirements and hours (clinical and field) must be completed to pass the course. Assignments are due on time or a late grade will be given. Failure to take the test on the scheduled date can result in a lowered letter grade.

*Cheating displays character unacceptable for persons in a helping profession, and will be cause for dismissal from the class and the program.

*All course requirements and hours (clinical and field) must be completed to pass the course.

*Observations not turned in on a regular basis throughout the quarter will result in a lower grade.

Policies (Continued):

Support Services: The College offers a number of support services to assist in your success in this course and all courses. Among these services are the Writing & Math Center in B105, the Office of Learning Support Services, which coordinates the campus disability services and tutoring programs, the computer labs, and the computers in the atriums.

Any student who feels he/she may need an accommodation based on the documentation of a disability should contact the Office of Learning Support Services privately to discuss his/her specific issues. Please contact the OLSS at (419) 334-8400 X 2208 or visit 100 Roy Klay Hall (Building A) to coordinate reasonable accommodations.

If you have a documented disability and are receiving academic accommodations through the Office of Learning Support Services, please schedule a meeting with your instructor in a timely manner so that we may discuss how these services will be arranged.