



## **Course Syllabus**

### **CDEC 1354 – Child Growth and Development**

**Catalog Description:** Physical, emotional, social, and cognitive factors impacting growth and development of children through adolescence.

**Lecture hours = 3, Lab hours = 0**

**Prerequisites:** None

**Semester Credit Hours:** 3

**Lecture Hours per Week:** 3

**Lab Hours per Week:** 0

**Contact Hours per Semester:** 48

**State Approval Code:** 19.0706 (Child Development)

**Class section meeting time:** Online—at least 3-4 hours per week of reading, reviewing, and completing assignments is required.

**Instructional Goals and Purposes:** The purpose of this course is to provide students with information about **a)** child and adolescent cognitive, social, physical, language, and emotional development and **b)** creating classroom environments that optimize student development.

#### **Learning Outcomes:**

After studying all materials and resources presented in the course, the student will be able to:

1. Summarize principles of growth and development.
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.
5. 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.
6. Demonstrate skills in practical application of developmental principles and theories, observation techniques, assessment, and recognition of growth and development patterns.

#### **Specific Course Objectives (includes SCANS):**

After studying all materials and resources presented in the course, the student will be able to:

1. **Summarize principles of growth and development.** (SCANS: 1a-i, 1a-ii, 1b-I, 1b-v, 1b-vi, 1c-I, 2c-i, 2c-ii, 2c-iii, 2c-iv, 2e-I)
  - a. Explain what science says about the influence of genes and the environment, as well as risk and protective factors, and how those factors may be applied in compensatory preschool.
  - b. Describe how the brain develops in infants, children, and adolescents; typical patterns of growth; and some of the health challenges children face.
  - c. Identify major theories of learning and cognition, what research suggests about the theories, and how to apply the theories in the classroom.

- d. Describe how students process information, remember, and solve problems, and how teachers can promote those abilities.
- e. Define intelligence and explain what it can predict.
- f. Describe how talent and expertise develop in children.
- g. Identify different types of attachment and the role attachment plays in a child's well-being.
- h. Define temperament and personality and describe their influence on student success.
- i. Describe how to promote secure attachment and school bonding and how to provide an appropriate environment for different personalities in the classroom.
- j. Discuss the issues of nature/nurture and ethology.
- k. Describe how students learn to regulate their emotions, to understand the emotions of others, and how emotions influence thought.
- l. Define components of the self-system, such as self-esteem, self-concept, and self-efficacy.
- m. Explain how students learn to read the behavior of others.
- n. Explain how parenting and teaching styles influence student self-control.

**2. Identify typical stages of cognitive, social, physical, language, and emotional development.** (SCANS: 1a-i, 1a-ii, 1b-l, 1b-v, 1b-vi, 1c-l, 2c-i, 2c-ii, 2c-iii, 2c-iv, 2e-l)

- a. Describe how the brain develops in infants, children, and adolescents; typical patterns of growth; and some of the health challenges children face.
- b. Identify different types of attachment and the role attachment plays in a child's well-being.
- c. Define temperament and personality and describe their influence on student success.
- d. Describe how to promote secure attachment and school bonding and how to provide an appropriate environment for different personalities in the classroom.
- e. Describe how students develop self-control and why it matters.
- f. Describe how language and literacy skills develop with age.
- g. Describe how morality develops and what teachers can do to promote social cognition in the classroom.
- h. Describe typical social behavior for different ages and groups of students.
- i. Describe how individual difference in kindness and aggression develop and how teachers can foster optimal social behavior among students.

**3. Compare, contrast and apply theories of development in practice.** (SCANS: 1a-i, 1a-ii, 1b-l, 1b-v, 1b-vi, 1c-l, 2c-i, 2c-ii, 2c-iii, 2c-iv, 2e-i)

- a. Describe how development is studied using scientific methods.
- b. Identify major theories of learning and cognition, what research suggests about the theories, and how to apply the theories in the classroom.
- c. Identify different types of attachment and the role attachment plays in a child's well-being.
- d. Discuss the issues of nature/nurture and ethology.
- e. Explain how the major theories of learning and cognition apply to teaching mathematics, language, and literacy.

**4. Discuss the impact of developmental processes on educational practices.** (SCANS: 1a-i, 1a-ii, 1b-l, 1b-v, 1b-vi, 1c-l, 2c-i, 2c-ii, 2c-iii, 2c-iv, 2e-i)

- a. Explain how social behavior contributes to classroom success.
- b. Describe differences in popularity among students and what the differences mean for student success.
- c. Describe how self-concepts affect motivation, and what you can do to increase student motivation.

**5. 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.** (SCANS: 1a-i, 1a-ii, 1b-l, 1b-v, 1b-vi, 1c-l, 2c-i, 2c-ii, 2c-iii, 2c-iv, 2e-l)

a. Describe the role of play in the classroom.

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

(SCANS: 1a-i, 1a-iv, 1b-i, 1b-iv, 1b-v, 1b-vi, 1c-i, 1c-ii, 1c-iv, 1c-v, 2a-i, 2c-i, 2c-ii, 2c-iv, 2d-i, 2e-i)

- a. Explain how teachers can foster optimal student physical well-being.
- b. Describe teaching strategies that can improve student achievement.
- c. Describe how to promote secure attachment and school bonding and how to provide an appropriate environment for different personalities in the classroom.
- d. Explain how understanding emotions can influence student success and how teachers can help students develop emotional competence.
- e. Discuss the value of humor in the classroom.
- f. Describe how morality develops and what teachers can do to promote social cognition in the classroom.
- g. Describe how individual difference in kindness and aggression develop and how teachers can foster optimal social behavior among students.
- h. Describe differences in popularity among students and what the differences mean for student success.
- i. Discuss how teachers can help friendless, disliked, or unpopular students in the classroom.
- j. Describe factors that might lead to individual differences in language and literacy development, and how teachers can foster strong language/literacy skills.
- k. Describe how gender and ethnic identity affect school success.
- l. Describe how self-concepts affect motivation, and what you can do to increase student motivation.
- m. Explain how the major theories of learning and cognition apply to teaching mathematics, language, and literacy.
- n. Identify signs of child abuse and neglect, and describe the process for reporting child abuse.

**Methods of Instruction/Course Format/Delivery:**

Students in all sections of the class will have access to this course via the Canvas Learning Management System. Students in the face-to-face course will meet regularly to discuss the material. Online students will be **required** to meet with the instructor or testing proctor for testing only. Instruction and class participation will include:

- Instructor lecture or online facilitation
- Online submission of assignments
- Email
- Videos
- Discussion Board
- Practice Exams
- Quizzes

**Assignments/Assessments:** The grade for this course will be based on the following items assigned during the semester:

- Assignments: = 50%
  - Projects
  - Discussions
  - Quizzes
- Exams, including a comprehensive Final Exam = 50%

**Course Grade:** The grade for this course will be based on the Grading Scale listed below.

90-100 %	A	Exams = 50%
80-89%	B	Assignments = 50%
70-79%	C	
60-69%	D	
Below 60%	F	

**Assignments:** Assignments include responses to online discussion threads, chapter and other content quizzes, and a variety of projects related to the topics under study. A service-learning component is included in projects.

**Exams:** Students will complete three unit exams and a comprehensive final exam.

**Texts, Materials, and Supplies:**

- **TEXTBOOK(S):** *Child and Adolescent Development in Your Classroom*, 2<sup>nd</sup> edition, by Christi Crosby Bergin and David Allen Bergin. (2015). Belmont, CA: Wadsworth. **ISBN: 9781285427348**
- **SOFTWARE:** Web browser such as Google Chrome, Mozilla Firefox—updated as necessary; access to MS WORD.

**Required Readings:** Textbook

**Other:**

- For current texts and materials, use the following link to access bookstore listings: <http://www.panolacollegestore.com>
- For testing services, use the following link: <http://www.panola.edu/elearning/testing.html>
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Administration Building or go to <http://www.panola.edu/student-success/disability-support-services/> for more information.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook, *The Pathfinder*: <http://www.panola.edu/student-success/documents/pathfinder.pdf>

## SCANS CRITERIA

### 1) Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.

- a) **Basic Skills:** A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
  - i) Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
  - ii) Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flowcharts.
  - iii) Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
  - iv) Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
  - v) Speaking: Organize ideas and communicate orally.
- b) **Thinking Skills:** A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
  - i) Creative Thinking: generate new ideas.
  - ii) Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
  - iii) Problem Solving: recognize problems and devise and implement plan of action.
  - iv) Visualize ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information.
  - v) Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
  - vi) Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.
- c) **Personal Qualities:** A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
  - i) Responsibility: exert a high level of effort and persevere toward goal attainment.
  - ii) Self-Esteem: believe in one's own self-worth and maintain a positive view of oneself.
  - iii) Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
  - iv) Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
  - v) Integrity and Honesty: choose ethical courses of action.

### 2) Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.

- a) **Resources:** A worker must identify, organize, plan, and allocate resources effectively.
  - i) Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
  - ii) Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
  - iii) Material and Facilities: Acquire, store, allocate, and use materials or space efficiently. Examples: construct a decision time line chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.
- b) **Interpersonal Skills:** A worker must work with others effectively.
  - i) Participate as a Member of a Team: contribute to group effort.
  - ii) Teach Others New Skills.
  - iii) Serve Clients/Customers: work to satisfy customer's expectations.

- iv) **Exercise Leadership:** communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
- v) **Negotiate:** work toward agreements involving exchange of resources, resolve divergent interests.
- vi) **Work with Diversity:** work well with men and women from diverse backgrounds.

Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

- c) **Information:** A worker must be able to acquire and use information.

- i) **Acquire and Evaluate Information.**
- ii) **Organize and Maintain Information.**
- iii) **Interpret and Communicate Information.**
- iv) **Use Computers to Process Information.**

Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.

- d) **Systems:** A worker must understand complex interrelationships.

- i) **Understand Systems:** know how social, organizational, and technological systems work and operate effectively with them.
- ii) **Monitor and Correct Performance:** distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
- iii) **Improve or Design Systems:** suggest modifications to existing systems and develop new or alternative systems to improve performance.

Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

- e) **Technology:** A worker must be able to work with a variety of technologies.

- i) **Select Technology:** choose procedures, tools or equipment including computers and related technologies.
- ii) **Apply Technologies to Task:** understand overall intent and proper procedures for setup and operation of equipment.
- iii) **Maintain and Troubleshoot Equipment:** Prevent, identify, or solve problems with equipment, including computers and other technologies.

Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.