Course Syllabus
TECA 1354—Child Growth and Development
Revision Date: April 18, 2016

Catalog Description: A study of the physical, emotional, social, language, 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: 13.1202 52 09

Core Components and Related College Student Learning Outcomes
This course counts as part of the academic requirements of the Panola College Core Curriculum and an Associate of Arts or Associate of Science degree. ☐ Yes  ☑No: If no, skip to Instructional Goals.

The items below marked with an X reflect the state-mandated outcomes for this course IF this is a CORE course:

☐ Critical Thinking Skills – to include creative thinking, innovation, inquiry and analysis, evaluation and syntheses of information
  ☐ CT1: Generate and communicate ideas by combining, changing, or reapplying existing information
  ☐ CT2: Gather and assess information relevant to a question
  ☐ CT3: Analyze, evaluate, and synthesize information

☐ Communication Skills – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
  ☐ CS1: Develop, interpret, and express ideas through written communication
  ☐ CS2: Develop, interpret, and express ideas through oral communication
  ☐ CS3: Develop, interpret, and express ideas through visual communication

☐ Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
  ☐ EQS1: Manipulate and analyze numerical data and arrive at an informed conclusion
  ☐ EQS2: Manipulate and analyze observable facts and arrive at an informed conclusion

☐ Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
  ☐ TW1: Integrate different viewpoints as a member of a team
TW2: Work with others to support and accomplish a shared goal

☐ Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making
☐ PR1: Evaluate choices and actions and relate consequences to decision-making

☐ Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
☐ SR1: Demonstrate intercultural competence
☐ SR2: Identify civic responsibility
☐ SR3: Engage in regional, national, and global communities

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.

TExES Pedagogy and Professional Responsibilities Standards:
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.

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

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.

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

NAEYC DAP (Developmentally-Appropriate Practice) Statement:
https://www.naeyc.org/positionstatements/dap

Key Messages of the Position Statement:

- All teaching practices should be appropriate to children’s age and developmental status, attuned to them as unique individuals, and responsive to the social and cultural contexts in which they live.
• Narrowing achievement gaps must be a priority for early childhood educators as well as policy makers.
• Effective, developmentally appropriate curriculum is based on what is known about the interrelationships and sequences of ideas, so that children’s later abilities and understandings can be built on those already acquired.
• Effective teachers are intentional in their use of a variety of approaches and strategies to support children’s interest and ability in each learning domain. Besides embedding significant learning in play, routines, and interest areas, strong programs also provide carefully planned curriculum that focuses children’s attention on a particular concept or topic. Further, skilled teachers adapt curriculum to the group they are teaching and to each individual child to promote optimal learning and development.

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

1. **Summarize principles of growth and development.** (PPR I, III)
   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.** (PPR I, III)
   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.** (PPR I, III)

   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.** (PPR I-IV)

   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.** (PPR I, III)

   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.** (PPR I, III, IV)

   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

**Assessment:** 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.

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>Exams = 50%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>Assignments = 50%</td>
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<tr>
<td>C</td>
<td>70-79%</td>
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<tr>
<td>D</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>Below 60%</td>
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**Texts, Materials, and Supplies:**


**SOFTWARE:** Web browser such as Google Chrome, Mozilla Firefox, or Internet Explorer—updated as necessary; access to MS WORD.

**Other:**

- For current texts and materials, use the following link to access bookstore listings: [http://www.panolacollegestore.com](http://www.panolacollegestore.com)
- For testing services, use the following link: [http://www.panola.edu/elearning/testing.html](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/](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.