NORTHEASTERN TECHNICAL COLLEGE
COURSE OUTLINE

COURSE: ECD | PREFIX NO: 102 | EFFECTIVE DATE: Fall 2013 | NEXT REVIEW DATE: Fall 2014

TITLE: Growth and Development I | CREDITS: 3 | CONTACTS: CLASS - LAB - TOTAL

PREREQUISITES: None

DESCRIPTION: This course is an extensive study of philosophies and theories of growth and development of infants/toddlers. Focus is on "total" development of the child, with emphasis on physical, social, emotional, cognitive, and nutritional areas. Developmental tasks and appropriate activities are explored in the course.


RATIONALE: In this course, we focus on providing a basic knowledge of child development, which will contribute to your understanding of children and your ability to support their growth and learning. You will learn about basic characteristics and developmental tasks of each stage of development from conception up through age three in order to properly care for and teach the child.

Research on child development in the last twenty-five to thirty years has changed our understanding of young children. The early childhood years are now seen as a critical period for laying the foundation for later development. Understanding the foundations of development -- physical, cognitive, social, emotional, and nutritional -- will help you to see the continuity between infancy and the period a few years later when the child enters preschool. It is important to understand what children need to have experienced and achieved in the first years of life in order to help them function productively.

The course emphasizes the "total" development of the child and explains how the different areas of each child's development are interrelated. This understanding is important in order to plan and teach young children.

MATERIALS (specifying those to be purchased by student): Instructor will let students know.

COLLATERAL READING: Handout will be provided by instructor.

CLASS MANAGEMENT ACTIVITIES (Attendance, tardies, testing, etc.): Academic Dishonesty:
Academic dishonesty includes using another's work or words without giving proper credit to the source, cheating on tests or other assignments, violating the confidentiality of instructor's or other student's work (folders, grade books), falsifying timesheets, sharing information from tests/quizzes, or any other forms of unethical or unprofessional behavior.
Attendance Policy:

Students are expected to attend all scheduled classes. Students must attend 80% of the hours assigned for the class for a semester to receive credit for the course. Students are responsible for all material covered and for all assignments made in all classes. Students will sign in on their attendance sheet with their signature and the time of their arrival. When any student is absent from a class more than 20%, he/she will be withdrawn from the course. The grade given will be a “W” before mid-term and an “F” after mid-term. Day classes students may miss 6 days, dropped on 7th.

A student entering class late will be counted as tardy and three tardies equal one absence. Students are to contact their instructor as soon as they know they will not be able to attend class. Email is preferred.

Tests and Assignments:

If a student misses an announced test, 10 points will be deducted from their grade for each day that it is missed until it is made up. After 5 days, a student will receive a 0. If a student missed the day of a presentation or assignment is due, then 10 points will be deducted for each day the student is late. If an assignment or presentation is not turned in within one week of the due date, a grade of 0 will be earned.

Student ID:

It is mandatory that every student wear his or her student ID at all times. During the first week of classes, the instructor will issue a reminder to wear the ID. This reminder is a warning.

Then instructors are required to dismiss students without ID from class. The student may get his/her ID (or a new one from Student Services for $3.00) and return to class before the midpoint of the class. If the student cannot get an ID and return to class by the midpoint, the instructor will record the absence.

DISABILITIES STATEMENT:

Students with disabilities are encouraged to contact the Dean of Student Services to discuss needs or concerns as they pursue an academic program and participate in campus life. The Dean of Student Services will provide guidance regarding official documentation of disabilities and/or accommodation of needs. (See College Catalog)

RESOURCES (A-V, persons, tools/equipment):

Library
Success Center

COURSE TOPICAL OUTLINE (List topics and sub-topics of course) and Calendar or approximate length of time devoted to topic.

TENTATIVE SCHEDULE FOR CLASS LECTURES

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>TOPIC</th>
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<tr>
<td>1</td>
<td>Brief Look at the Young Child</td>
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### Learning Outcomes/Objectives of Course:

Upon completion of this course, the student should be able to:

1) Summarize normal development of a child from conception to age three.

2) Explain the influence of heredity and environment on the development of a child:

3) Identify procedures for caring for children — prenatally as well as during infancy and toddlerhood — at each development level and with accepted appropriate practices.

4) Observe and record information in specified areas of development.
5) Recognize and discuss the relationship between the different areas of development.

6) Plan and implement age-appropriate activities based on an understanding of the developmental tasks of each stage.

**INSTRUCTIONAL METHODS TO COMPLETE LEARNING OUTCOMES/OBJECTIVES:**

Lectures and classroom discussion will include materials from the textbook and outside resources. Films and guest speakers will be used to present and clarify information or field trips may be planned. Other support audiovisuals will be available to help clarify information that is not clear.

**EVALUATIVE METHODS TO APPRAISE LEARNING OUTCOMES/OBJECTIVES:**

A. **Tests** - A total of five (5) tests, each worth 100 points will be given. Each test will cover information from the textbook, course lectures, discussions, and films. The tests will check the student’s understanding of the information covered. The instructor will inform students of test dates, and will notify them well in advance if these dates change for any reason.

B. **Resource Notebook** - Each student will be required to compose a resource notebook. It will be divided into five sections. The student will write about two articles of the ten articles included in the notebook. The articles must be longer than 2 pages to receive credit for them. The number of required articles will be:

   (2) Language Development
   (2) Cognitive Development
   (2) Personality and Emotional Development
   (2) Social Development
   (2) Physical and Motor Development

Therefore, the whole notebook will consist of at least 10 articles, two typed written responses, and a table of contents page when completed. The notebook should have some type of organization system. There MUST be a contents page at the very front of the notebook (typed) which states the title and page of every article. A rubric will be given on the first day of class. The resource notebook is worth 100 points.

C. **Presentations** - Students will work individually to research and present a lesson/activity to the class on an assigned date. Their presentation must be at least 15 minutes, use a variety of teaching materials, (ie. overhead, computer, posters, etc.). Students should dress appropriately and present the instructor a typed copy of their lesson/activity. Students will be graded according to a rubric. The presentation is worth 100 points.

D. **Observations** - Each student will complete two (2) on-site observations in at least 2 different early childhood settings. NO EXCEPTIONS

   Observation #1 will be in an infant classroom for 1 hour;
   Observation #2 will in a toddler classroom for 1 hour. Student
should observe the development of one child in each of the five domains (physical, cognitive, social, emotional, and affective). Each Student will provide a 1 page double spaced, TYPED paper to hand in attached to their cover sheet with the teacher’s signature on it - (1 paper for each visit – totaling 2 papers that are one page each). The observations are worth 100 points each for a total of 200 points.

E. Interview- Each student will interview one teacher of a young child age birth to three. The list of questions to be asked will be given out on the first day of class. The student can hand write the answers on their paper. The student must ask the questions and write them in their own handwriting. A student cannot give the interview sheet to the person being interviewed to fill out for themselves. Interview is worth 50 points.

GRADING:
ECD 102 is designed for completion in one semester. A final grade of "C" must be obtained for successful completion of this course. All assignments carry a specified point value. Your final grade is computed by totaling your points for the different assignments. For each assignment you will be given a point grade. Failure to accumulate enough points for a letter grade of “C” would mean that competencies for the course have not been adequately met. Therefore, if your final grade is lower than a “C”, the course must be repeated.

BASIS FOR FINAL GRADE:
Tests (5 @ 100pts) = 500 points
Resource Notebook = 100 points
Observations (2 @ 100 each) = 200 points
Presentation = 100 points
Interview = 50 points

TOTAL = 950 points

SCALE:

855 - 950 = A
760 - 854 = B
665 - 759 = C
570 - 664 = D
569 - BELOW = F
NORTHEASTERN TECHNICAL COLLEGE
ECD 102 - GROWTH AND DEVELOPMENT 1
COMPETENCIES

Upon successful completion of this course, the student should be able to perform the following. Instructors may use a variety of methods to assess student knowledge, such as written assignments, posters, test questions, etc.

1. Summarize, in chart or table, normal development phases or stages of a child from conception to age three.

2. Explain the influence of the following on the development of a child:
   a. Heredity
   b. Environment

3. List procedures for caring for children in each of the following stages:
   a. Prenatal
   b. Infancy
   c. Toddlerhood

4. By observing at least two children for a minimum of one hour each, record information regarding areas of development.

5. Discuss the relationship between different areas of development.

6. List age-appropriate activities based on an understanding of the developmental tasks of each stage. Demonstrate (by presentation, poster, etc.) activities for a minimum of two stages.