

**NORTHEASTERN TECHNICAL COLLEGE
COURSE OUTLINE**

COURSE:	PREFIX NO.	EFFECTIVE DATE	NEXT REVIEW DATE		
	ECD 203	AUGUST 2007	SPRING 2009		
TITLE:		CREDITS	CONTACTS		
			CLASS	LAB	TOTAL
Growth and Development II		3	3	0	3

PREREQUISITES: Acceptable Placement Test Score

DESCRIPTION: **LEVEL I:** This course is an in-depth study of preschool children growing and developing in today's world. Focus is on "total" development of the child with emphasis on physical, social, emotional, cognitive and nutritional areas of development. Developmental tasks and appropriate activities are explored in the course.

TEXTBOOK(S) OR ALTERNATIVE: Understanding Child Development, Sixth Edition by Rosalind Charlesworth.

ENTRY LEVEL SKILLS: The ability and willingness to read, comprehend, and communicate effectively.

MATERIALS (specifying those to be purchased by student):

COLLATERAL READING:

CLASS MANAGEMENT ACTIVITIES (Attendance, tardies, testing, etc.):
Academic Dishonesty:

Academic dishonesty as used in Child Development Department is as follows: (1) Includes using another's work or words without giving proper credit to the source. (2) Cheating on tests or other assignments. (3) Forging supervisors' signatures on department forms. (4) Violating the confidentiality of instructor's or other student's work (folders, grade books). (5) Falsifying timesheets, sharing information from tests/quizzes, or any other forms of unethical or unprofessional behavior.

Attendance Policy:

Students are responsible for all material covered and for all assignments made in all classes. Students should realize the direct relationship that exists between good grades and class attendance.

STUDENTS MUST ATTEND 80% OF THE HOURS ASSIGNED THE CLASS FOR A SEMESTER TO RECEIVE CREDIT FOR THE COURSE. (80% is equivalent of 2 night classes.) When any student is absent from a class more than 20%, he/she will be withdrawn from the course.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. A student entering class late 3 times will equal 1 absence. Day students can only miss 6 absences. On your 7th absence you WILL BE dropped from this class.

A student missing an exam because of illness or emergency must:

1. Notify the instructor as soon as possible. A valid excuse must accompany each request for special consideration.
2. Any student missing an exam is personally responsible for setting up a make-up time convenient to the instructor. An exam must be made up within five (5) school days. Appointments for make-up tests may be made at the Success Center. The instructor must be informed of the appointment. To contact the instructor, call 843-921-6917. If a student does not give prior notice for missing a test, 10 points will be deducted for each day, until test is made up.

Assigned Work: Students are responsible for all material covered and for all assignments made in all classes. If a student misses a day of class that a project, presentation, activity, etc. is due, 10 points will be deducted for each day that it is late!

In addition—the instructor WILL NOT be responsible for getting students the test review notes. If a student misses a test review date, it will be their responsibility to get the notes from another student in class. This also applies, if a student calls in advance.

Student ID:

It is mandatory that every student wear his or her student ID at all times while in class and on the campus of NETC. If you come to class without your ID you will be asked to leave to go get it. 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 Vice President for Student Services to discuss needs or concerns as they pursue an academic program and participate in campus life. The Vice President for Student Services will provide guidance regarding official documentation of disabilities and/or accommodation of needs. (See College Catalog)

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

Videos, Articles, Field Experience

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

TENTATIVE COURSE OUTLINE

<u>WEEK</u>	<u>CHAPTER</u>	<u>TOPIC</u>
1		Introduction; How Learning Takes Place Adult Role in Learning: General Characteristics
2		Observation/Research
3	18, 19	Cognitive Development (observation & article 1 DUE)
4	23, 31	Cognitive Development (sharing idea 1 DUE)
5		EXAM 1 (article 2 DUE)
6	20, 21	Language Development (sharing idea 2 DUE)
7	22	Language Development (observation 2 DUE)
8		EXAM 2 (article 3 DUE)
9	24,25,26	Affective Development (sharing idea 3 DUE)
10	27,28,30	Affective Development (article 4 DUE)
11	28	EXAM 3
12	29, 32	Bridging the Gap; Whole Child (observation 3 DUE)
13	33	Action for Children (sharing idea 4 DUE)

14	REVIEW	(report DUE)
15	EXAM 4	

OBJECTIVES OF COURSE:

1. Summarize normal development of child from age three to eight.
2. Observe and record information in specific areas of development.
3. Recognize and discuss the relationship between different areas of development.
4. Identify appropriate procedures for caring for children at each developmental level.
5. Plan and implement age-appropriate activities bases on an understanding of developmental tasks and problems.

INSTRUCTIONAL METHODS TO COMPLETE OBJECTIVES:

Lectures and classroom discussion will include materials from the textbook and outside resources. Films and videos will be used to present and clarify information. Other support audiovisuals will be available to help clarify information that is not clear.

EVALUATIVE METHODS TO APPRAISE OBJECTIVES:

- A. INTERVIEW** - The student will interview 2 sets of parents/families. The parents must have a child or children between the ages of 3-8. You will be given the list of questions to ask with the syllabus. You may hand write this assignment on the same sheet the instructor gives you (if it is neat). All scratched through work will be penalized!!! This assignment is worth 100 points.
- B. PRESENTATION/CHILD DEVELOPMENT PROJECT** - The student will put together a project about a topic in child development. It must focus on children between ages 3-8 (preschool or elementary). The display of the project should be on a tri-fold science project board. These can be purchased from an office supply store. Typed or written information should be displayed on the board, as well as photos, or copied visuals. The board must be white, but the project papers, articles, etc., may be colorful and creative as you like. Students must research their project topic and explain/present their board on their assigned date. You may pick from the topics below in other assignments, but it is not required. This is worth 100 points.

C. ARTICLES - You will be required to read, review, and respond to four journal articles. These articles must relate to an area of child growth and development and must be for ages 3-8 (preschool and elementary). The following information is required on the page: author, title, source (journal name, date and issue), summary of article/Main Idea, 3 Important Facts that you learned, and evaluation of article/Opinion. This must be typed and at least one page. Each article is worth 25 points each, for a total of 100 points. Some examples for articles might be:

"Adult Role in Learning"

"Left Brain vs. Right Brain"

"Theorists or Theories"

"Social, Emotional, Cognitive, Physical, or Language Development"

These should be different from articles completed in ECD 102.

D. OBSERVATIONS/PARTICIPATION LOG - Each student will complete 5 observations on children between BIRTH and eight years of age. They must be from 5 different settings.

1. Religious
2. Handicapped
3. Private/Home
4. Public/School
5. Headstart/Federally Funded

The instructor will pass out the papers to be filled out by the student. The same paper will be used for your observations at all 5 sites. The student must also turn in evidence that they reviewed the "Policy Handbook" from that site, along with the written component, worksheet included. This assignment will be turned in at the end of the semester, and MUST be typed. The Observation Log is worth 200 points.

E. REPORT - Each student will prepare a report on one of the following topics:

1. Developmentally Appropriate Classrooms
2. "No Child Left Behind" Act
3. Bridging the Gap from Preschool to Kindergarten
4. Importance of Play
5. Positive Guidance Approach/Discipline
6. Heredity vs. Environment, or "Nature vs. Nurture"
7. Family/Cultural Effects on Children
8. Views of Intelligence/IQ
9. Written Language Development
10. Bilingual/English as a Second Language

The report must be a minimum of two double-spaced typed pages and three DIFFERENT references. The third page should be a reference page with the sources on it. MLA format should be used. Instructor will give you a copy of this on the first day. This report is worth 100 points.

F. EXAMS - There will be four exams throughout the semester. Exams will include information covered in class discussions, videos, and the textbook. The final exam will NOT be cumulative, only the chapters covered at the end. Please see the section on make-up tests! Each exam is worth 100 points.

BASIS FOR FINAL GRADE:

Parent Interview	2@50	100 points
Project/Presentation		100 points
Articles	4@25	100 points
Observations	5@40	200 points
Report/Research Paper		100 points
Exams	4@100	400 points
		<hr/>
		1,000 points total

GRADES:

1000 - 900 = A
899 - 800 = B
799 - 700 = C
699 - 600 = D
599 - BELOW = F

SCALE:

100 - 90 = A
89 - 80 = B
79 - 70 = C
69 - 60 = D
59 - BELOW = F