



Course Syllabus

TECA 1354 – Child Growth and Development

Catalog Description: A study of the principles of normal child growth and development from conception to adolescence. Focus on physical, cognitive, social, and emotional domains of development. Lecture Hrs = 3, Lab Hrs = 0

Prerequisite(s): TSIP Requirement

Semester Credit Hours: 3

Lecture Hours per Week: 3

Lab Hours per Week: 0

Contact Hours per Semester: 48

State Approval Code: 1312025209

Course Subject/Catalog Number: TECA 1354

Course Title: Child Growth and Development

Course Curriculum: State Criteria (those marked with an X reflect the state-mandated competencies taught in this course)

Basic Intellectual Competencies in the Core Curriculum

- Reading
- Writing
- Listening
- Critical thinking
- Computer literacy

Perspectives in the Core Curriculum

- Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he/she lives, and to understand the responsibilities of living in a culturally and ethnically diversified world.
- Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society.
- Develop a capacity to use knowledge of how technology and science affect their lives.
- Develop personal values for ethical behavior.
- Use logical reasoning in problem solving.
- Integrate knowledge and understand the interrelationships of the scholarly disciplines.

Core Components and Related Exemplary Educational Objectives

Communication (composition, speech, modern language)

The objective of a communication component of a core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

- To understand the importance of specifying audience and purpose and to select appropriate communications choices.

Social and Behavioral Sciences

The objective of a social and behavioral science component of a core curriculum is to increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

- To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.
- To examine social institutions and processes across a range of historical periods, social structures, and cultures.
- To develop and communicate alternative explanations or solutions for contemporary social issues.
- To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.
- To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.
- To identify and understand differences and commonalities within diverse cultures.

Instructional Goals and Purposes:

The goals of this course are to provide learners with the following:

1. Information regarding child growth and development
2. Opportunities to observe and compare children at various levels of development

General Course Objectives:

1. Identify terms and principles regarding child growth and development.
2. Discuss theories of child development.
3. Discuss the impact of developmental processes on early childhood practices.
4. Observe and compare children at various levels of development.

Specific Course Objectives:

1. Discuss the study of child development.
2. Discuss why psychologists study child development.
3. Describe physical, cognitive, social, and emotional developmental stages and characteristics of those stages in children from conception through middle childhood.
4. Identify researchers associated with major developmental theories.
5. Identify factors that influence child development, including heredity, environment, parental and peer influences, and good health habits.
6. Observe child behaviors.
7. Use common developmental measurement tools and charts to record observations.
8. Interpret recorded data.
9. Identify organizations devoted to child development issues.
10. Identify child developmental stages.
11. Discuss how the understanding of child development stages can facilitate interaction with children.

12. Discuss how the understanding of child development stages can serve as a basis for providing quality care and instruction for children.

Course Content:

Learners in all sections of Child Growth and Development will be required to do the following:

1. Observe and compare children at various levels of development.
2. Complete all reading assigned by the instructor.
3. Complete online quizzes and exams.
4. Review required videos.
5. Participate in discussions.
6. Use the Internet to visit websites applicable to the course.
7. Complete all assignments.

Methods of Instruction/Course Format/Delivery:

Faculty may choose from but are not limited to the following methods of instruction: lecture, discussion, Internet, video, demonstrations, field trips, collaboration, readings

Both traditional classroom and online sections of this course are available. Learners in the traditional section and in the Internet section will have access to this course via WebCT. Learners in the traditional class will meet regularly as determined by the course schedule. Resources provided through WebCT include

- A schedule listing weekly activities
- Study aids
- Online quizzes and exams
- Discussion Forum
- Email

WebCT is used to complete all quizzes and exams. Assignments are submitted via the WebCT assignment drop box or fax. Learners can review grades via the MY GRADES button in WebCT. Learners communicate with the instructor and classmates via WebCT email. If you are not able to contact your instructor using email in WebCT, you may use his or her Panola College email address. Panola College instructors attempt to respond to all email within 24 hours.

Assessment:

- **QUIZZES**
Quizzes are available and completed in WebCT. A proctor is not required to complete quizzes. Quizzes must be completed by the due date. Quizzes not completed will earn a zero. Quizzes may include from ten to twenty-five true/false and multiple-choice questions.
- **EXAMS**
A minimum of two exams will require a proctor. The instructor will determine allowable testing sites. A Virtual College of Texas learner will be able to take proctored exams at the college he or she currently attends. Exams may be completed ON or PRIOR TO the due date. If you do not complete an exam ON or PRIOR TO the due date, you may request a make-up exam. You must contact the instructor within 24 hours of the due date. Make-up exams are granted at the discretion of the instructor. The maximum grade allowed on a make-up exam is 75. One make-up exam is allowed per semester. Other missed exams will earn a grade of zero.
- **PROJECTS, LAB ASSIGNMENTS, VIDEO and DISCUSSIONS**
A variety of activities will be assigned by the instructor to reinforce terms and concepts introduced in the text. Each activity will include instructions, guidelines, grading rubrics, due dates, and/or samples. These activities must be completed by the due date. The activities will be posted a minimum of three weeks prior to the due date.

Course Grade:

Grade Calculation

Exams	50%
Assignments	30%
Quizzes	20%

Grade Distribution

100-90	A
89-80	B
79-70	C
69-60	D
59 or below	F

Texts, Materials, and Supplies:

- CHILDHOOD AND ADOLESCENCE, VOYAGES IN DEVELOPMENT, 3rd Edition, Rathus, Thompson/Wadsworth, 2008
- WebCT Tutor Advantage Access Code
- Publisher's Website: http://psychology.wadsworth.com/rathus_voyages2e
- Access to a computer, MS OFFICE WORD, and the Internet

Other:

- For current texts and materials, use the following link to access bookstore listings: <http://www.panola.edu/collegestore.htm>
- For testing services, use the following link: <http://www.panola.edu/instruction/dl/testing.htm>