

Course Syllabus

Child Growth and Development

Credit Hours: 3

Lecture Hours: 3 Laboratory Hours: 0

Course Description:

This course provides an overview of the theory and principles of human growth and development from conception through adolescence. Content includes an in-depth study of the inter-relatedness of physical, cognitive, social and emotional aspects of development. Development is studied in the context of family, gender, culture, language, ability, socioeconomics, diversity, and society. Special emphasis will be on the theories of Piaget, Vygotsky, Erikson, and Gardner. Four field observations are required outside of class time in addition to at least two during class sessions.

Course/Lab Outline:

1. Theory and Research in Child Development
2. Foundations of development
3. Infancy and Toddlerhood: The First Two Years
4. Early Childhood: Two to Six Years
5. Middle Childhood: Six to Eleven Years
6. Adolescence

Required Textbook(s):

Berk, L. (2012). *Infants, children and adolescents* (7th ed.). Boston, MA: Allyn & Bacon

Additional Resources:

Centers for Disease Control and Prevention. (2012). *Developmental Milestones*. Available from <http://www.cdc.gov/ncbddd/actearly/milestones/index.html>

Centers for Disease Control and Prevention. (2012). *Fetal Alcohol Spectrum Disorders*. Available from: <http://www.cdc.gov/ncbddd/fasd/index.html>

Espinoza, L.M. (2008). *Challenging Common Myths about Young English Language Learners*. Foundation for Child Development Policy Brief 8. Available from: <http://fcd-us.org/sites/default/files/MythsOfTeachingELLEspinoza.pdf>

- IRIS Center. (n.d.). Star Legacy Modules. *Teaching English Language Learners: Effective Instructional Practices*. Available from <http://iris.peabody.vanderbilt.edu/ell/chalcycle.htm>
- Maschinot, B. (2008). *The changing face of the United States: The influence of culture on early childhood development*. Washington, DC: ZERO TO THREE. Available from http://main.zerotothree.org/site/DocServer/Culture_book.pdf?docID=6921
- Rous, B., Hallam, R., Turnbull, A., Buysse, V., & Winton, P., (2010). *CONNECT Module 2: Transition*. Chapel Hill: University of North Carolina, FPG Child Development Institute, CONNECT: The Center to Mobilize Early Childhood Knowledge. Available at <http://community.fpg.unc.edu/connect-modules/learners/module-2>
- Sexuality Information and Education Council of the United States (SIECUS) Public Policy Office. (2007). *On Our Side: Public Support for Comprehensive Sexuality Education*. Available from http://www.siecus.org/_data/global/images/public_support.pdf
- Sexuality Information and Education Council of the United States (SIECUS), National Guidelines Task Force. (2004). *Guidelines for Comprehensive Sexuality Education*, 3rd ed. Available from http://www.siecus.org/_data/global/images/guidelines.pdf
- York Region Red Flags Task Group. (2011). *Red flags: A quick reference guide for early years professionals in york region, early identification of red flags in child development prenatally to age six*. Ontario, Canada: York Region. Available from http://www.york.ca/NR/rdonlyres/xbyvzu2yzocude3xlajvqenrq4ah554cuf5tltyg6pzebfqgets4sbk4w3prg2ftjlp05dty2tprok3r4g5rqubomf/Red+Flags+Guide_WEB.pdf

Expected Learning Outcomes:

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

1. Articulate theories of growth, development and learning in all children ages 0-8 years, and demonstrate awareness of these theories as they impact children through adolescence.
2. Explain the inter-relatedness of developmental areas and milestones: physical/motor, social/emotional, language/cognitive, adaptive/living skills, and how development influences learning and well-being.
3. Explain the relationship between biology, maturation, environment, and culture in terms of their impact on typical and atypical growth, development, and learning.
4. Explain the impact of early experiences--including the spectrum of child and family diversity--on healthy development and learning.
5. Identify the risk-factors for and the characteristics of potential developmental delays and disabilities and the procedures for appropriate screening and referral.

6. Identify the characteristics and processes of first and second language acquisition of young children including those from linguistically and culturally diverse populations.
7. Identify strategies supportive of typical and atypical development and the learning patterns of each child and their family within the early childhood field.
8. Explain the connection between self and family culture, language, and environment in the understanding of growth and development and the implications of these connections for effective evidence-based practices within the early childhood environment.

During the Application Activities for this class the students will be focusing on the following DEC Recommended Practices:

Field Experience and Site	Focus	DEC Recommended Practices
#1	Observing Infants and Toddlers	A20 Professionals assess the child's strengths and needs across all developmental and behavioral dimensions.
#2	Observing Early Childhood	A20 Professionals assess the child's strengths and needs across all developmental and behavioral dimensions.
#3 After School Program	Observing Middle Childhood	A20 Professionals assess the child's strengths and needs across all developmental and behavioral dimensions.

Method of Evaluation (Tests/Exams, Grading System):

Assessment Method		Approximate % of final grade
8 Discussion Board Posts	110	11%
Application Activities		
Personal Story Journal (6 parts)	100	11%
Developmental Case Study	100	11%
AA2, AA4, AA6	135	14%
AA3, AA5 (CONNECT and IRIS Modules)	100	11%
8 Questions and Answers	400	42%
TOTAL	945	100 %

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