

**Three Rivers Community College  
ECE K182 Child Development  
Course Materials**

**Fall 2017**

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Office Hours: Monday and Wednesday mornings  
or by appointment

**Course Description:**

Prerequisite: ENG\* K101 eligibility or permission of the Program Coordinator / instructor based on ECE work experience.

This course presents the basic principles, current research, and traditional theories of child development, from the prenatal period to the onset of adolescence, with an emphasis on the earlier years of childhood. Candidates will be guided in the development of a scientific and objective attitude toward the interpretation of child behavior and will study various methods of conducting research in child development. They will observe children and analyze their behavior in each of the following areas: physical abilities and motor skills, cognitive abilities, as well as social and emotional development.

**Required Text(s):**

Charlesworth, Rosalind. Understanding Child Development (10<sup>th</sup> Ed.). Thompson Delmar Learning. 2016.  
ISBN: 978-1-305-63648-1

**Course Objectives:**

- Develop an understanding of the diverse theoretical frameworks of child development.
- Increase understanding of child behavior (both typical and atypical) and how children differ in their development and approaches to learning. (CEC Standard 1.0)
- Understand and interpret how children grow and develop through successive stages, including all developmental domains.

**Course Outcomes:**

- Candidates will articulate the major theoretical approaches in child development, develop a personal learning theory and conduct research to promote understanding of how theory relates to best practice.
- Candidates will understand what young children are like and what the multiple influences are on their development and learning including children with special needs. (NAEYC Standard 1.a and 1.b) (CEC Standard 1.2)

- Candidate will analyze the importance of involving all families in their children's development and learning. (NAEYC Standard 2.a and 2.c)
- Candidates will analyze the importance of being a continuous and collaborative learner. (NAEYC Standard 6.c.)

### **General Education Goals:**

- Candidates will be prepared to develop oral messages and written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings. (Goal1)
- Candidates will be able to use traditional and digital technology to access, evaluate, and apply information to the needs or questions confronting them throughout their academic, professional, and personal lives. (Goal 4) (CEC Standard 5.2)
- Candidates will develop an increased understanding of the influences that shape a person's, or group's attitudes, beliefs, emotions, symbols, and actions, and how these systems of influence are created, maintained, and altered by individual, familial, group, situational or cultural means. (Goal 7)

### **Policies:**

If you have problems with the course or material, please see me or call to arrange for an appointment. Candidates who are not able to complete the course need to speak to me immediately as we will try to work together to have you complete the class successfully.

As part of the course, candidates will be required to spend **additional time observing** and/or working with children in actual or simulated child development settings.

Active participation in discussions and activities is required. Candidates are expected to complete assigned readings and review the additional materials and incorporate these learning experiences into their weekly discussions, assignments and other activities.

Candidates are urged to devote their time and energy to fulfilling stated class requirements. Please note that a credit hour 'work expectation' equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out of class candidate work. So for this three credit course you should expect to spend a minimum of three in class and six out of class hours (total of nine hours) per week on this course in order to be successful.

Extra credit points may be considered if a candidate is active in the Early Childhood Education Club, participates in early childhood events, or tutors / supports another classmate in their understanding of course content. Additionally, with prior permission, there may be an opportunity to redo and resubmit an assignment. These opportunities will be decided on an individual basis.

Take home tests will not be accepted beyond the scheduled due date. Make-ups for in class, scheduled tests are only allowed when planned in advance. Make-ups must be done in a timely manner.

It is assumed that all assignments will be completed and turned in on time. Ten percent of the grade (10%) will be deducted from a late assignment. Assignments will not be accepted beyond a one-week extension. Late assignments cannot be rewritten or resubmitted.

Spelling and grammar will be included as part of the grade for all written work. Thus, proper spelling and careful proofreading are important. A candidate's written work is expected to be original and done independently unless otherwise indicated.

Citations and references must be used to **acknowledge the source and avoid plagiarism.** Violations of academic integrity will be referred to and dealt with in accordance with the college policy.

Academic integrity is essential to a useful education. Failure to act with **academic integrity** severely limits a candidate's ability to succeed in the classroom and beyond. In this class and in the course of your academic career, present only your own best work; clearly document the sources of the material you use from others.

TRCC has assigned you a college email address. Please familiarize yourself with this as this is the **primary way the college communicates with you** (course schedules, financial aid, etc.). In the past students have found it useful to set up their college emails to be forwarded to another place (email or iphone, etc.).

Candidates with documented disabilities are provided supportive service and accommodations to assist them with their academic objectives. Services are strictly confidential. Disability services may include individualized accommodations, advising, advocacy, counseling, technical assistant and / or referral information. Students who may need academic accommodations should discuss options with the instructor as early as possible. You will need to provide written documentation of your disability to the Candidate Services Counselors (Disabled Candidate Counselor). Appropriate accommodations will be provided to candidates who have completed this procedure.

Please refer to the Institutional Policies available in the Office of the Dean of Student Development and Services as well as on line, which include regulations regarding candidate conduct and the disciplinary code.

The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education free from acts of sexual misconduct, intimate partner violence and stalking. It is the intent of the BOR and each of its colleges or universities to provide safety, privacy and support to victims of sexual misconduct and intimate partner violence.

TRCC does not follow the local school closing schedule. The TRCC website offers the most updated information about school closings and / or early dismissals. Please be sure the college has your updated contact information.

This syllabus is subject to change. Any changes will be announced.

**Points given for requirements are as follows:**

Please use this as a tool to keep a record of your progress in this course.

<b>Assignment</b>	<b>Points</b>	<b>Due Date</b>	<b>Grade Received</b>
Theory Assignment * Ten points are designated for the submission of this assignment to Digication.	100		
Observation Assignment	50		
First Test (Chapters 1 – 7)	50		
Second Test (Chapters 8 – 17)	75		
Third Test (Chapters 18 – 31)	75		
Weekly Discussions and On-line presence	50		
<b>Total</b>	<b>400</b>		

**Final Grade:**

To determine your final grade take the total number of points awarded and review the following breakdown.

- A 351 – 400 points
- A- 331 – 350 points
- B+ 301 – 330 points
- B 276 – 300 points
- B- 251 – 275 points
- C+ 226 – 250 points
- C 201 – 225 points
- C- 176 – 200 points
- D 175 – 75 points
- F anything below 75 points



## Course Content and Study Guide

Week	Date(s)	Activities / Assignments	Reading
1	8/30	Orientation / Introductions Review Course Materials and the Theory Paper <a href="http://www.naeyc.org">www.naeyc.org</a>	NAEYC and CEC Standards
2	9/3	Article Review: <u>Brain Research and Early Childhood Development</u>	Chapter 1
3	9/10	Article Review: <u>Play: Context for Development</u> <a href="http://www.youtube.com/watch?v=m7y6ZgQCnvw">www.youtube.com/watch?v=m7y6ZgQCnvw</a>	Chapter 2
4	9/17	<b>Library Research Presentation</b> Article Review: <u>Rewards not Working?</u>	Chapter 3
5	9/24	<b>Test One Due 9/28</b>	
6	10/1	Article review: <u>SIDS and Babies</u>	Chapter 4
7	10/8	Review Observation Assignment <a href="http://www.cnn.com/2014/02/12/us/baby-lab-morals-ac360/index.html">http://www.cnn.com/2014/02/12/us/baby-lab-morals-ac360/index.html</a>	Chapter 5
8	10/15	<a href="http://www.youtube.com/watch?v=kwxjfuPIArY">www.youtube.com/watch?v=kwxjfuPIArY</a>	Chapter 6
9	10/22	<b>Theory Assignment Due 10/26</b> <a href="http://www.youtube.com/watch?v=tkpUyB2xgTM">www.youtube.com/watch?v=tkpUyB2xgTM</a>	Chapter 7
10	10/29	<b>Test Two Due 11/2</b>	
11	11/5	Article review: <u>Why Soft is Missing</u>	Chapters 8 and 9
12	11/12	<u>Multiple Intelligence Test</u> <a href="http://www.iqtest.com">www.iqtest.com</a>	Chapters 10 and 11
13	11/19	<b>Happy Thanksgiving</b>	
14	11/26	<b>Observation Assignment Due 11/30</b> <a href="http://www.youtube.com/watch?v=O-4ithG_07Q">www.youtube.com/watch?v=O-4ithG_07Q</a> <a href="http://www.youtube.com/watch?v=aYCBdZLCDBQ">www.youtube.com/watch?v=aYCBdZLCDBQ</a>	Chapters 12 and 13
15	12/3	Article review: <u>Parental School Involvement</u> <a href="http://www.youtube.com/watch?v=nqi1KyJJeKg">www.youtube.com/watch?v=nqi1KyJJeKg</a>	Chapters 14 and 15
16	12/10	<b>Test Three Due 12/14</b>	

This calendar is subject to change. Any changes will be announced.

**Three Rivers Community College**  
**ECE K182 Child Development**  
**Resource List**  
**Dr. Jennifer Nally**

\_\_\_\_\_ (2004). *The Everything Sign Language Book*. Adams Media.

*ACEI Exchange*. News and Communications from the ACEI Community

*Alliance for Childhood* [www.allianceforchildhood.org](http://www.allianceforchildhood.org)

Anderson, K. (2010). *Treating ADHD Holistically*. Parenting

Bryner, J. (2005). *Rewards not working?* Instructor magazine.

Carlisle, A. (2001). *Using the Multiple Intelligences Theory to Assess Early Childhood Curricula*. Young Children.

Catlett, C. (March, 2012). *Evidence-based resources at your fingertips*. FPG Child Development Institute. Chapel Hill, NC.

Charlesworth, R. (2008). *Understanding child development*. (7<sup>th</sup> ed.). Thompson Delmar Learning.

Charlesworth, R. (2010). *Understanding child development*. (8<sup>th</sup> ed.). Thompson Delmar Learning.

*Connecticut Charts A Course* – Resources, articles and trainer materials

Connecticut DOE. (1999). *The Connecticut Framework: Preschool Curricular Goals and Benchmarks*.

Cooper, J.L., Masi, R. and Vick, J. (2009). *Social-emotional Development in Early Childhood: What every policymaker should know*. National Center for Children in Poverty. August.

Crain, W. (2005). *Theories of development: Concepts and applications* (5th ed). Pearson Education, Inc.

DelCampo, D. & DelCampo, R. (2006). *Taking sides: Clashing views in childhood and society*. (6<sup>th</sup> ed.). McGraw-Hill.

Derman-Sparks, L. & Edwards, J. O. (2010). *Anti-Bias education for young children and ourselves*. Washington, DC: NAEYC.

Diamond A. and Amso D. *Contributions of Neuroscience to our understanding of cognitive development: A New Look*. Article 7. Annual Editions (2013).

DuBois, L.A. *No Child Left Behind: Who's Accountable?* Article 6. Annual Editions (2011).

*Early Childhood Learning and Knowledge Center (ECLKC)*

Education Services, Inc. (2000). *A creative adventure: Supporting development and learning through art, music, movement, and dialogue*. Alexandria, VA.

Englebright Fox, J. *Back to Basics, Play in early childhood*. Article 21. Annual Editions (2013).

Epstein, A. S. (2009). *Me, you, us*. High Scope Press.

Gallagher, K. C. (2005). Brain research and early childhood development: A primer for developmentally appropriate practice. *Spotlight on Young Children*. Washington DC: NAEYC.

Gartrell, D. (2004). *The power of guidance: Teaching social-emotional skill in early childhood classrooms*. Delmar Learning.

Gonzalez-Mena, J. (1996). *Diversity and communication*. Crystal Lake, IL. Magna Systems.

Gonzalez-Mena, J. (2006). *Young children in the family and the community*. Pearson Education, Inc.

Gonzalez-Mena, J. (2008). *Diversity in early care and education: Honoring differences* (5th ed). McGraw Hill Companies, Inc.

Griffin, Abbey. (2003). *Why soft is missing in many early care and education settings and why we should bring soft stuff back*. Community Playthings.

Gronlund, G. & James, M. (2005). *Focused observations: How to observe children for assessment and curriculum planning*. Redleaf Press.

Halacka - Ball, R.A. (2012). *Supporting and Involving Families in Meaningful Ways*. Spotlight on Young Children and Families.

Hart, B. & Rislet, T. R. (1995). *Meaningful differences in the everyday experiences of young American children*. Paul H. Brooks Publishing.

Hill, N. & Taylor, L. (2008). *Parental School Involvement and Children's Academic Achievement*.

- Jacobs, H. H. (2010). *Curriculum 21: Essential education for a changing world*. ASCD Publications.
- Kaiser, S. and Sachser, N. *Effects of Prenatal Social Stress on Offspring Development*. Article 3. Annual Editions (2012).
- Kamler, J., Senger, S. and Snyder, B. (2012). *Creating Active Children One Workout at a Time*. Focus on Infants and Toddlers. Volume 24, no.3.
- Klein, T., Wirth, D., & Linas, K. (2003). Play: Children's context for development. *Spotlight on Young Children*. Washington DC: NAEYC.
- Mandlawitz, M. (2007). *What every teacher should know about: IDEA 2004 laws and regulations*. Pearson Education, Inc.
- McNeil, M. (2007). *Governors Uniting for NCLB Changes*.
- Mishori, R. (2008). *What do we know about autism?* Parade magazine.
- Mooney, C. G. (2000). *Theories of childhood: An introduction to Dewey, Montessori, Erikson, Piaget and Vygotsky*. Redleaf Press.
- NAEYC Position Statement*. (May 1998). Learning to Read and Write: Developmentally Appropriate Practices for Young Children.
- NAEYC Position Statement*. (Spring 2004). Code of Ethical Conduct: Supplement for early childhood adult educators.
- Nelson, K. *Developmental narratives of the experiencing child*. Article 10. Annual Editions (2013).
- Olson, K.R. and Dweck, C.S. *Social Cognitive Development: A New Look*. Article 11. Annual Editions (2013).
- Orenstein, P. (2010). *Kindergarten Cram: Crisis in Kindergarten*. New York Times.
- Promoting Social Behavior of Young Children in Group Settings: A Summary of Research*.
- Sanders, S. (2005). *Active for life*. Washington, DC: NAEYC.
- Scherer, M. (2006). *Teaching to student strengths*.
- Schickedanz, J.A. (2008). *Increasing the Power of Instruction: Integration of language, literacy, and math across the preschool day*. NAEYC: Washington, DC.



Spiegel, A. (2008). *Old-fashioned Play Builds Serious Skills*. NPR Your Health. September.

Thomas, M.S.C. and Johnson, M. *New Advances in Understanding Sensitive Periods in Brain Development*. Article 6. Annual Editions (2012).

University of Connecticut. *All Children Considered*. Newsletter

US Department of Health. *Safe Sleep for Your Baby*.

Voltz, D., Sims, M. J. & Nelson, B. (2010). *Connecting teachers, candidates and standards: Strategies for success in diverse and inclusive classrooms*. ASCD.

Vygotsky, I. (1978). *The role of play in development*. From the *Mind in Society*. Ambridge, MA: Harvard University Press.