

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

**FALL 2016**



**Dr. Jennifer DeFrance**

[jdefrance@trcc.commnet.edu](mailto:jdefrance@trcc.commnet.edu)

Phone Number: 860-215-9421

Office Number: C110

Office Hours: Monday, Wednesday and Friday 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 (9<sup>th</sup> Ed.). Thompson Delmar Learning. 2014.  
ISBN: 978-1-133-58669-2

**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.
- 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. (NAEYC Standard 1.a and 1.b)
- 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)
- 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:**

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 class discussions and activities is required. Candidates are expected to complete assigned readings prior to class and come to class prepared to discuss them. Throughout the course there will be other written assignments to help guide your studies which will be handed in and counted as part of your participation grade.

Class attendance is required. The greatest amount of learning occurs during class time, where group activities and interactive assignments allow for learning not covered by the text and required assignments. Attendance is taken at the beginning of class. Absences, lateness and / or early departures all count against your attendance grade. Lateness is disruptive, discourteous and usually unwarranted. Please be on time.

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.**

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 not allowed, unless arrangements are made with the instructor in advance. Make-ups must be done in a timely manner.

It is assumed that all other 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.).

Lap top computers and tape recorders may be used during class time, with prior permission and for the purpose of note taking only. Computers and other forms of technology are prohibited during tests.

Cell phones, pagers, ipods, and other similar devices must be turned off during class. **Texting or using your cell phones during class is not acceptable and you may be asked to leave the class.**

The candidate is responsible for all materials covered in class as well as the assignments. If a candidate misses a class, it is the candidate's responsibility to get the notes from another candidate. **Do not contact the instructor and ask for a review of the class.** Learn to rely on your syllabus and / or another candidate. You may want to share your contact information with other candidates to help facilitate this process.

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.

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.

TRCC does not follow the local school closing schedule. The TRCC website offers the most updated information about school closings and / or early dismissals. It is recommended that all candidates sign up for the electronic notification system to receive instant alerts and messages. In the event that class is cancelled, separate from the college, the instructor may notify candidates using the Blackboard messaging system and / or the email contact available through TRCC. Please be sure the college has your updated contact information.

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.

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.

Assignment	Points	Due Date	Grade Received
Theory Assignment * Ten points are designated for the submission of this assignment to Digication.	100		
Observation Assignment	100		
First Test (Chapters 1 – 7)	50		
Second Test (Chapters 8 – 17)	75		
Third Test (Chapters 18 – 31)	75		
Attendance	50		
Participation ( <i>article reviews included</i> )	50		
<b>Total</b>	<b>500</b>		

**Final Grade:**

To determine your final grade take the total number of points and divide by five.

B+	87 - 89	A	93 - 100	A-	90 - 92
C+	77 - 79	B	83 - 86	B-	80 - 82
D+	67 - 69	C	73 - 76	C-	70 - 72
F	under 59	D	63 - 66	D-	60 - 62



## Course Content and Study Guide

Week	Date	Activities / Assignments	Reading	Key Concepts	NAEYC
1	8/28	Orientation / Introductions Review Course Syllabus	NAEYC Standards <a href="http://www.naeyc.org">www.naeyc.org</a>	participation	All
2	9/4	<b>No class on Monday</b> Review Theory Assignment	Chapter 1 <a href="#">DAP video</a>	confidentiality	Standard 1.a. Supportive Skills 1 and 4
3	9/11	Article Review: <a href="#">Brain Research and Early Childhood Development</a>	Chapter 2 and 3	theories	Standard 1.b., 3.a., 3.b., 3.c. and 6.d. Supportive Skill 2
4	9/18	<b>Library Research Presentation</b> Theory Group Work	"Cute" video	research	Standards 1.a., 1.b., 1.c., 2.b., 2.c., 4.a., 4.e. and 5.a. Supportive Skill 5
5	9/25	Article Review: <a href="#">Play: Context for Development</a>	Chapters 4 and 5 <a href="#">Play video</a>	how children learn	Standard 1.c. and 4.b.
6	10/2	Article Review: <a href="#">Rewards not Working?</a> Handout Take Home Test One	Chapters 6 and 7	adult role	Standard 1.c., 2.a., 2.b., 2.c., 4.a. and 6.d.
7	10/9	<b>No class Monday</b> <b>Test One Due</b> Review Observation Assignment	Chapters 8, 9 and 10 <a href="#">Prenatal video</a>	conception prenatal development	Supportive Skills 1 – 5 Standard 1.a. and 1.b.
8	10/16	Review Test One <b>Infant /Toddler Observation</b>			
9	10/23	Article review: <a href="#">SIDS and Babies</a> <b>Theory Assignment Due</b>	Chapters 11 - 14	infants attachment	Standard 1.a. and 1.b.
10	10/30	<b>No class Monday – Advising</b>	Chapters 15 - 17	toddlers autonomy	Standard 1.a.
11	11/6	<b>Test Two</b>			Supportive Skills 1 - 5
12	11/13	Article review: <a href="#">Why Soft is Missing</a> <b>Preschool Observation</b>	Chapters 18 - 20	preschoolers	Standard 1.a., and 4.b.
13	11/20	Multiple Intelligence Test <b>No class Wednesday</b>	Chapters 21 - 24 <a href="http://www.iqtest.com">www.iqtest.com</a>	beginning literacy NCLB Act	Standard 1.a., 4.a. and 4.c.
14	11/27		Chapters 25 - 27	Affective development	Standard 1.a., 4.a., and 4.c.
15	12/4	Article review: <a href="#">Parental School Involvement</a> <b>Observation Assignment Due</b>	Chapters 28 - 31 <a href="#">Play pod video</a>	primary school aged child	Standard 1.a., 3.a., 3.b., 3.c. and 3.d.
9	10/23	<b>Test Three</b>			Supportive Skills 1 - 5

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





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

\_\_\_\_\_ (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.

