Three Rivers Community College
ECE K182 Child Development
Course Materials

SPRING 2018

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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 (10th 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 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. Frequent absences will count against your attendance grade.

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.).

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.

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 <u>not follow</u> 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.

<u>This syllabus is subject to change.</u> 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	50		
First Test (Chapters 1 – 7)	50		
Second Test (Chapters 8 – 17)	75		
Third Test (Chapters 18 – 31)	75		
Attendance and Participation *(article reviews included)*	50		
Total	**400**		

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

A	371 – 400 points
A-	351 – 370 points
B+	331 – 350 points
B	296 – 330 points
B-	271 – 295 points
C+	246 – 270 points
C	221 – 245 points
C-	200 – 220 points
D	150 – 199 points
F	anything below 150 points

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ACEI Exchange. News and Communications from the ACEI Community

Alliance for Childhood *www.allianceforchildhood.org*

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

Connecticut Charts A Course – Resources, articles and trainer materials

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

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        Publications.

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*Promoting Social Behavior of Young Children in Group Settings: A Summary of
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