

GRAYSON COLLEGE
Master Syllabus

Please Note: Due to extenuating circumstances, including public health issues, course and testing delivery methods, instructional schedules, housing contracts, campus procedures and/or operating hours may be altered, interrupted and/or ceased for a limited or extended period of time. Such changes will be posted on the College website.

Course Information

TECA 1354

Child Growth & Development

8-weeks

Type of Course/Delivery Mode/Testing Requirements

This course is 100% online.

Professor Contact Information

Instructor: posted in online syllabus in Canvas

Course Pre-requisites, Co-requisites, and/or Other Restrictions

None

Course Description

A study of the principles of child growth and development from conception through adolescence. Focus on physical, cognitive, social, and emotional domains of development.

Student Learning Outcomes

1. Summarize principles of growth and development.
2. Identify typical stages of cognitive, social, physical, language, and emotional development.
3. Compare, contrast and apply theories of development in practice.
4. Discuss the impact of developmental processes on educational practices.
5. Identify the stages of play development (i.e. from solitary to cooperative) and describe the important role of play in young children's learning and development.
6. Demonstrate skills in practical application of developmental principles and theories, observation techniques, assessment, and recognition of growth and development patterns

NAEYC Standards:

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.

1b: Knowing and understanding the multiple influences on early development and learning

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

2c: Involving families and communities in young children’s development and learning

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES

4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches

STANDARD 6. BECOMING A PROFESSIONAL

6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

6e: Engaging in informed advocacy for young children and the early childhood profession

Required Textbooks and Materials

Manis, F. My Virtual Child stand-alone access code. The ISBN is 9780205690336.

OER (Open Educational Resources) in the class are used for the textbook. This means it is free to students and it embedded in each module of the course shell

Suggested Course Materials

None

Required Assignments & Academic Calendar

In case of inclement weather, emergency closings, or other unforeseen disruptions to scheduled classes, student must log onto their Canvas accounts for directions on where or how to continue their coursework.

All module assignments are due by 11:59 p.m. on their designated due date. This is a **tentative** schedule, and I reserve the right to change dates and to e-mail those changes without changing it in other locations except the calendar.

Module	Chapters/Topics	Assignments/Quizzes/Test
Week 1	Getting to know the course and each other	Orientation Quiz
	The study of child and adolescent development and theories	NAEYC Quiz Bronfenbrenner and You

Week 2	Research	Create your virtual child Research and Jobs in Child Development Discussion Research Article Analysis
Week 3	Genetics, Prenatal Development, Birth, Newborns	Epigenetics Discussion Development and Birth Timeline
Week 4	Infancy	Raise Virtual Child through Toddlerhood Culture and Infants Assignment
Week 5	Early Childhood	Raise Virtual Child through EC Weekly Activity: Play
Week 6 Sep 24-30	Middle Childhood	Raise Virtual Child through MC Weekly Activity: Children's TV discussion
Week 7	Adolescence	Raise Virtual Child through Adolescence Weekly Activity: Marcia's Identity States in song
Week 8		My Virtual Child

Methods of Evaluation

Evaluation of each student's progress is the joint responsibility of the student and the professor. Grades will be determined in the following manner:

Assignment	Points
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Quizzes & Assessments	
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5 quizzes X 20 pts each (100 pts)	
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	145
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NAEYC quiz (20 pts)	
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Orientation quiz (25 pts)	
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Assignments	
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Weekly activities (could include discussions) (7 X 25 pts)	
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Culture and Infants (50 pts)	
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	375
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Research Article (50 pts)	
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Key Assessment-My Virtual Child (100 pts)	
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Participation:	
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Class participation/professionalism (40 pts)	
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	40
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TOTAL POINTS	
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	560
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Grade Scale:

A =90-100%

B =89-80%

C = 79-70%

D = 69-60%

F = 59% and below

Grades notifications will be in the Canvas course shell. An overall view of grades will be available in the My Grades button in course. Quiz grades will be released after taking the quiz. Specific feedback on assignments like module will be located in the graded assignment.

Late Work Policy

All work for the week is due by the listed due dates in Canvas at 11:59 pm. Student must request extensions on work prior to the deadline. ***No late work will be accepted.*** Students are urged to discuss extenuating circumstances with their instructor. Acceptance of late assignments will be at the instructor's discretion and a reduction in grade of 20%. Computers crash and power goes out and is not an excuse for late work and will not be considered an acceptable circumstance. **Please note: Quizzes, tests, presentations, exams, and other assessments may not be made up, and cannot be rescheduled.**

No discussions can be made up after the current week has ended. Computers crash and power goes out and is not an excuse for late work and will not be considered an acceptable circumstance.

Modules:

There are weekly modules, and the instructions are in Canvas under modules. The modules will include the readings, videos, ppts, assignments and will remind you of the things due during the module. Read them carefully and complete each task. ***There is something due every week.***

Discussion: All modules will have discussions. You will be required to:

1. Reply to the initial posting (200 words) in the discussion postings and then
2. Reply to **2** other people's postings, 100 words each.
3. There is an initial post date for your first thoughts to be published and the rest of the time, review peers' posts and make comments about till the end of the module.
4. Each initial post has cited a resource and cited in the post and a reference in APA.

Grading Criteria for Discussions

The initial post is worth 10 points

Each comment is 5 points each

Full Credit

- post one comment and two responses - demonstrate excellent knowledge and understanding of

Half Credit

- post one comment and one responses - demonstrate average knowledge and

No Credit

- did not post comment or response - did not complete postings by

question - comment or response must be a minimum of five complete sentences - comment and response must be respectful – citation with reference- complete postings by the deadline

understanding of question - comment or response must be a minimum of two complete sentences - comment or response must be respectful – did not cite or reference source- complete postings by the deadline

deadline (late postings will receive no credit) - did not demonstrate knowledge of question - did not comment or respond respectfully – no source cited or referenced

Weekly Activities: Weekly activities assigned in class related to the SLOs and weekly topics to be completed away from class. These may be discussion, activities, or written assignments.

Culture and Infants-Child rearing practices around the world. Each student will choose a country (One student per country) and will investigate child rearing practices and child care in that country and then do a comparison with Texas Minimum Standards and US child rearing practices. Create a presentation.

Research Article Abstract-A research article related to child development will be given and complete an article review. See worksheet in weekly module and answer the questions.

My Virtual Child Key Assessment

NAEYC Standard 1: Promoting Child Development and Learning

8. Knowing and understanding young children's characteristics and needs, from birth through age 8.

NAEYC Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families

1. Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children

NAEYC Standard 6. Becoming a Professional

1. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

e: Engaging in informed advocacy for young children and the early childhood profession

Directions:

1. Raise their virtual child from conception to age 18 making decision about their care.
2. Participate in discussion boards in Canvas at each developmental age (infant/toddler, early childhood, middle childhood, and adolescence). In your discussions, quickly summarize your child's development and a couple decisions made. You can ask questions about what to do, offer advice to others, find professional resources and collaborate together. Answer the topical question about the age group. Make an initial post and at 2 comments on others.
3. Complete at least 1 (ONE) Ages and Stages Questionnaire (infant/toddler or early childhood). Use it to help make decisions about your child
4. Final summary paper. In APA formatting (including a cover page)
5. Describe your parenting journey.
6. Describe 2 "bumps" in your child's development. What were the bumps? What did you do to support your child? Did you use assessments? What assessments did you use and how did it help your child's development? (For example, if your child had a learning disability, what domain is it?, how did you get him/her help? What professional resources did you use.)
7. Include one of the ASQ assessments you completed here and answer the following questions: What are the goals, benefits, and uses of assessment? How did you use it to help your child develop?
8. Provide 3 examples of what you have learned about child development and developmental theory from raising your Virtual Child. At least one theory example. How will this be useful to you in the career you're interested in? How will this be useful in your personal life outside of a career?
9. How did you advocate for your child? What are some ways you could have done more advocacy? Is there a professional resource? An organization?
10. In a couple of paragraphs, reflect on the process of raising your virtual child from birth through adolescence. As you think about your 18 year old son or daughter today, what do you think were the key events or experiences that shaped his or her developmental outcomes?

TECA1354 My Virtual Child Key Assessment Rubric

NAEYC Standards	Meets All Expectation	Meets Most Expectation	Meets Few Expectation	Did not attempt	Instructor Points
1: a. Knowing and understanding young children's characteristics and needs, from	Completed 100% of the virtual child (15 points)	Completes 80-99% of the virtual child (12 pts)	Completes less than 80% of virtual child (9 points)	Did not attempt	15 (0 pts)

birth through
age 8. (Parts 1,
4 d & f)

Gave 3 detailed examples of learning, explains theories correctly and personal application (10 points)	Gave 3 examples of learning, explains loose theories correctly and personal application (8 points)	Gives 1-2 examples of learning, some explanation of theory or and/or personal application (6 points)	Did not attempt (0 pts) 10
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Complete detailed reflection about the raising process and identifies at least 2 experiences that shaped development (10 points)	Complete reflection about the raising process and identifies at least 1 experience that shaped development (8 points)	Partially complete reflection but doesn't identify an experience or makes the connection to development (6 points)	Did not attempt (0 pts) 10
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3a.
Understanding
the goals,
benefits, and
uses of
assessment –
including its use
in development
of appropriate
goals,
curriculum, and
teaching
strategies for
young children

Completes and attaches ASQ (5pts)	Completes and attaches ASQ completed 50 to 99% of the ASQ (4 pts)	Completed ASQ but did not attach or completed half or less (3 pts)	Did not attempt (0 pts) 5
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Part 4b, c and d	Describes 2 bumps in detail, how they helped and if/how they used the assessment to help guide decisions (10 pts)	Briefly describes 2 bumps or 1 bump in detail how they helped and how they used the assessment to help guide decisions OR did not tell how they used assessment (8 pts)	Describes one bump briefly, does not tell how it helped or how they used assessment (6 pts)	Did not attempt (0 pts)	10
	Explains in detail what the goals, benefits, and uses of assessment and how it was used to help child develop (10 pts)	Briefly explains what the goals, benefits, and uses of assessment and how it was used to help child develop (8 pts)	Does not explain or explains incorrectly what the goals, benefits, and uses of assessment and how it was used to help child develop (6 pts)	Did not attempt (0 pts)	10
6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.	Participates in ALL discussion board answering all questions in details and responds to at least 2 students about their child and strategies to help (20 pts)	Participates in 75% of discussion boards OR participates in all discussion but information incomplete or minimally engages other students (16 pts)	Participate 25-75% of the discussion board. Information is brief, and/or incorrect and does not engage other students (12 pts)	Did not attempt (0 pts)	20

6e: Engaging in informed advocacy for young children and the early childhood profession	Explains in detail how advocated for child and lists a professional resource or organization to future help child or explains how they could have advocated and an organization (15 pts)	Explains how they did or did not advocate for their child and lists a professional resource or organization (12pts)	Does not explain how they did or did not advocate OR did not include a professional resource or organization. (9pts)	Did not attempt (0 pts)	15
Grammar/APA	Paper has no APA or grammar errors (5 pts)	Paper has a cover page and 1-5 APA and/or grammar errors (4 pts)	Paper does not have a cover page and/or more than 5 APA and grammar errors (2 pts)	Did not attempt (0 pts)	5

Methods of Instruction

This is an **online** course. All work is completed online.

Course & Instructor Policies

Make-up policy

Makeup is **ONLY** available for those with a doctor's note or if I approve the absence before the class AND you e-mailed me about it **before**. An excused absence is defined as illness, family death, Grayson College school-sponsored activity, or approved religious holiday-however, appropriate documentation (A physician's return to school/work form, mortuary statement, field trip roster) **must** be provided within a week of your return date to class! Note: an email is appreciated but will not suffice as documentation. Furthermore, a note from your parent, spouse, partner, significant other, or roommate does not constitute proper documentation.

Class Attendance

Academic success is closely associated with regular classroom attendance and course participation. All successful students, whether on campus or online, are expected to be

highly self-motivated. All students are required to participate in courses regularly and are obliged to participate in class activities and complete and submit assignments following their professors' instructions. Students taking courses during compressed semester time frames such as mini-mester, summer sessions, and mid-semester should plan to spend significantly more time per week on the course. Responsibility for work missed because of illness or school business is placed upon the student. More than two (2) absences are considered to be excessive. In addition, students' eligibility to receive financial aid or live in a College dormitory can be affected by withdrawal from courses. When withdrawal occurs, any tuition refund would be made in accordance with state regulations.

Attendance is an essential requirement of this course and is the responsibility of the student. You are expected to log into the online course at least three a week.

Professionalism is very important in this course. It is difficult to read the tone of emails and discussions. There is an expectation of respect to the instructor and fellow students when asking questions on the discussion board or when via email and in class discussions online. Students are not going to agree with everything seen online from peers, but students are expected to agree to disagree in a professional manner.

Student Conduct & Discipline

Expectations for participation

Students are expected to log in a minimum of three times a week and complete the activities/discussions. Students are expected to be fully present, asking questions, critically thinking, discussing topics and involved in class activities.

Written Work

All assignments and papers must be in APA style double spaced, in 12 point Times New Roman font for regular text, and with one-inch margins with a cover page (unless they are brochures or PowerPoints). All papers must be submitted in one of the following word processing or publishing formats: PowerPoint, Publisher or Microsoft Word, Excel, or Access. If you do not have these programs you must use an .rtf file which is a rich text file or a pdf. ***If a file comes that is NOT in one of these formats, you will receive a 0 for that assignment so be sure you are using one of the above. You will NOT be able to resubmit the assignment if submitted in the wrong assignment. Double check the attachment is NOT .lnk. All work must be typed in this course unless stated in directions otherwise.***

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Plagiarism is a form of scholastic dishonesty involving the theft of or fraudulent representation of someone else's ideas or words as the student's original work.

Plagiarism can be intentional/deliberate or unintentional/accidental.

Unintentional/Accidental plagiarism may include *minor* instances where an attempt to acknowledge the source exists but is incorrect or insufficient. Deliberate/Intentional plagiarism violates a student's academic integrity and exists in the following forms:

- Turning in someone else's work as the student's own (such as buying a paper and submitting it, exchanging papers or collaborating on a paper with someone else without permission, or paying someone else to write or translate a paper),
- Recycling in whole or in part previously submitted or published work or concurrently submitting the same written work where the expectation for current original work exists, including agreeing to write or sell one's own work to someone else,
- Quoting or copy/pasting phrases of three words or more from someone else without citation,
- Paraphrasing ideas without citation or paraphrasing incompletely, with or without correct citation, where the material too closely matches the wording or structure of the original,
- Submitting an assignment with a majority of quoted or paraphrased material from other sources, even if correctly cited, when original work from the student is expected,
- Copying images or media and inserting them into a presentation or video without citation,
- Using copyrighted soundtracks or video and inserting them into a presentation or video without citation,
- Giving incorrect or nonexistent source information or inventing source information,
- Performing a copyrighted piece of music in a public setting without permission,
- Composing music based heavily on someone else's musical composition.

Please refer to your course syllabus. Infractions may result in disciplinary options on behalf of the faculty member and/or dean. Grayson College subscribes to [turnitin.com \(Links to an external site.\)](https://turnitin.com), which allows faculty to search the web and identify plagiarized material.

For everyone's convenience, I have a link to an online tutorial of "What Is Plagiarism?" This should not be considered to be an all-inclusive guide, but it does highlight some of the most common mistakes students make. Though I am providing this website, it is still the student's responsibility to make sure they understand what constitutes plagiarism. Any student who is found to have plagiarized on ANY assignment will be subject to the consequences listed in this section. Excuses of "I didn't know" or "I didn't understand" will not be accepted. Once again, if you do not understand what plagiarism is, please ask.

Students who are caught submitting plagiarized material or who have engaged in collusion on any course assignment or exam will receive a zero on the first assignment

and an “F” in the course for any additional acts of academic dishonesty. Students who are caught cheating on any course assignment or exam will receive an “F” in the course.

Copyright Notice

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials, including music and software. Copying, displaying, reproducing, or distributing copyrighted works may infringe the copyright owner’s rights and such infringement is subject to appropriate disciplinary action as well as criminal penalties provided by federal law. Usage of such material is only appropriate when that usage constitutes “fair use” under the Copyright Act.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal from any college-level courses. These dates and times are published in that semester's schedule of classes. Administrative procedures must be followed. It is the student's responsibility to handle student initiated withdrawal requirements from any class. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled (see GC College Catalog for details).

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room SC 115 in the Student Success Center.

The contact information for the Office of Disability Services is:

Jeffri Hodge

(903) 463-8751 (voice or TTY)

hodgej@grayson.edu

If you anticipate issues related to the format or requirements of this course, please meet with the Coordinator of Disability Services. The Coordinator is available to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Services to notify them of your eligibility for reasonable accommodations. Disability Services can then plan how best to coordinate your accommodations.

It is the student’s responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs

accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Financial Aid

Effective July 1, 2000 students receiving Title IV funds (Pell, Federal Grants, and Student Loans), who subsequently withdraw from classes, will be required to return a portion of the federal financial aid received. Only the percentage of aid earned (determined by the percentage of time attended) will be eligible for retention on the student's behalf. Any aid that is not earned must be returned to its source. If there is a student account balance resulting from these adjustments, the student is responsible for payment. Further details can be obtained from the Office of Financial Aid.

Drop Rule

Under section 51.907 of the Texas Education Code, "an institution of higher education may not permit a student to drop more than six courses, including any course a transfer student has dropped at another institution of higher education." This statute was enacted by the State of Texas in spring 2007 and applies to students who enroll in a public institution of higher education as first-time freshmen in fall 2007 or later. Any course that a student drops is counted toward the six-course limit if (1) the student drops a course after census date or (2) the student is not dropping the course in order to withdraw from the institution. Some exemptions for good cause could allow a student to drop a course without having it counted toward this limit, but it is the responsibility of the student to establish that good cause before the drop. Students with questions should contact the Counseling Office or the Office of Admissions & Records for more information before dropping a course!

TITLE IX

GC policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on Title IX, please contact:

- Dr. Molly M. Harris, Title IX Coordinator (903)463-8714
- Ms. Logan Maxwell, Title IX Deputy Coordinator - South Campus (903) 415-2646
- Mr. Mike McBrayer, Title IX Deputy Coordinator - Main Campus (903) 463-8753
- Website: <http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html>
- GC Police Department: (903) 463-8777- Main Campus) (903-415-2501 - South Campus)
- GC Counseling Center: (903) 463-8730
- For Any On-campus Emergencies: 911

Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.

Grayson College campus-wide student policies may be found on our Current Student Page on our website: <http://grayson.edu/current-students/index.html> (Links to an external site.)

These descriptions and timelines are subject to change at the discretion of the Professor.