



WACO, TEXAS

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**COURSE SYLLABUS  
AND  
INSTRUCTOR PLAN**

**Child Growth and Development**

**TECA 1354 88**

**Emily Stottlemire**

## Child Growth and Development TECA 1354.88

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### **Course Description:**

#### **TECA 1354 – Child Growth and Development:**

Studies the principles of normal child growth and development from conception to adolescence. Focus on physical, cognitive, social, and emotional domains of development. All Child Development (CDEC or TECA) courses must be passed with a grade of C or better for graduation. 25% of the requirements must be completed at McLennan. 2.000 Minimum GPA required for graduation. Semester Hours 3 (3 lec.)

### **Prerequisites and/or Corequisites:**

Prerequisite: READ 0302

### **Course Notes and Instructor Recommendations:**

TECA 1354 is currently taught in Fall, Spring and Summer semesters.

A “hard copy” of all assignments is due at the beginning of each class on the due date. Emailing assignments will not be accepted. Exceptions will be made at the discretion of the professor.

### **Instructor Information:**

Instructor Name:	Emily Stottlemire
MCC Email:	<a href="mailto:estottlemire@mclennan.edu">estottlemire@mclennan.edu</a>
Office Phone:	(254) 299-8523
Office Location	CSC Child Development Center
Office/Conference:	Posted in notebook in Student Commons.

### **Required Text & Materials:**

Title:	<u><i>The Developing Person Through Childhood and Adolescence</i></u>
Author:	Berger, Kathleen S.
Edition:	11th Edition
Publisher:	Worth Publishers, Inc., New York, NY 2006
ISBN:	978-1-319-05837-1

[MCC Bookstore Website](#)

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### **Student Support/Resources:**

MCC provides a variety of services to support student success in the classroom and in your academic pursuits to include counseling, tutors, technology help desk, advising, financial aid, etc. A listing of these and the many other services available to our students is available at <http://www.mclennan.edu/campus-resource-guide/>

College personnel recognize that food, housing, and transportation are essential for student success. If you are having trouble securing these resources, we encourage you to contact a success coach by calling (254) 299-8226. Students can visit the Completion Center Monday-Friday from 8:00 a.m.-5:00 p.m. to meet with a success coach and receive additional resources and support to help reach academic and personal goals. Paulanne's Pantry (MCC's food pantry) is open 12:00 p.m.-1:00 p.m., Monday-Friday, without an appointment. The Completion Center and pantry are located on the Second Floor of the Student Services Center (SSC).

### **Minimum Technical Skills:**

Students should have basic computer skills, knowledge of word processing software, and a basic understanding of how to use search engines and common web browsers.

### **Backup Plan for Technology:**

In the event MCC's technology systems are down, you will be contacted/notified through your MCC student email address. Please note that all assignments and activities will be due on the date specified in the Instructor Plan, unless otherwise noted by the instructor.

\* [Click Here for the Minimum System Requirements to Utilize MCC's D2L|Brightspace](http://www.mclennan.edu/center-for-teaching-and-learning/teaching-commons/requirements)  
([www.mclennan.edu/center-for-teaching-and-learning/teaching-commons/requirements](http://www.mclennan.edu/center-for-teaching-and-learning/teaching-commons/requirements))

Click on the link above for information on the minimum system requirements needed to reliably access your courses in MCC's D2L|Brightspace learning management system.

### **Methods of Teaching and Learning:**

The content and information for this class will be presented through face to face lecture, power points, videos, class discussion and handouts.

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**Course Objectives and/or Competencies:**

By the end of the course, the student will be able to:

1. Summarize principles of growth and development.
  - a. Explain the principles of growth and development.
  - b. Investigate child development as an integrated process in which development in any one area may affect development in other areas.
  - c. Describe how brain research impacts current knowledge of growth and development.
  - d. Analyze how specific factors (e.g. those related to prior experiences, classroom grouping practices, stress, family life, nutritional and physical status, etc.) may affect individuals in one or more developmental domains.
  - e. Analyze how culture and society influence growth and development.
2. Summarize developmental stages in various domains.
  - a. Explain the process of development from conception through birth.
  - b. Describe physical, fine and gross motor and perceptual development from conception through adolescence
  - c. Explain cognitive development from conception through birth
  - d. Describe social development from birth through adolescence.
  - e. Describe emotional development, including self-concept and self-esteem, from birth through adolescence.
  - f. Describe receptive and expressive language development from birth through adolescence.
  - g. Outline literacy development from birth through adolescence.
  - h. Describe creative development from birth through adolescence.
  - i. Explain how formal assessment can be used to determine a special need.
3. Discuss theories of development.
  - a. Explain the purpose of child development study and research.
  - b. Analyze theoretical approaches, research and theories.
  - c. Describe the interaction of biological and environmental influence on growth and development.
  - d. Describe practical application of theories.
4. Discuss the impact of developmental processes on early childhood practices.
  - a. Use knowledge of how children develop to describe a classroom environment and experiences that will encourage growth in all developmental areas.
  - b. Explain how to provide children opportunities to recognize differences in individuals, appreciate diversity and show respect from those different from themselves.
  - c. Discuss how brain research impacts classroom practice.

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5. Discuss types and techniques of observation.
  - a. Analyze types of observation techniques,
  - b. Describe ethical issues in observation and assessment of children.
  - c. Describe how personal bias can influence observations and practices.
  - d. Observation and record children's development.
  
6. Explain the importance of play.
  - a. Discuss play as an integral part of a child's development.
  - b. Describe the stages of play.
  
7. Demonstrate skills in practical application of developmental principles and theories, observation techniques and recognition of growth and developmental patterns.

**Course Outline or Schedule:**

**Proposed Assignments and Due Dates Fall 2018\*** subject to change. Changes will be announced in class or in Brightspace

Date	Topic	Assignments/Readings/Due Dates
<b>Week 1</b>	Review of Course Syllabus Overview of the Scientific Method Nature vs Nurture	
<b>Week 2</b>	<b>NO CLASS – Labor Day</b>	
<b>Week 3</b>	Theories of Development	Read Chapters 1 and 2 in the textbook: <i>(The Developing Person Through Childhood and Adolescence by Berger)</i> <b>Due: Theorists Quiz (Critical Thinking One)</b>
<b>Week 4</b>	The New Genetics	Read chapters 3
<b>Week 5</b>	Prenatal Development and Birth	Read Chapter 4 <b>DUE: Library Article 1</b> <b>(article found on Brightspace)</b>
<b>Week 6</b>	First Two Years: Bio-social Development. <b>Test 1 (chapters 1-4)</b>	Read Chapter 5
<b>Week 7</b>	First Two Years: Cognitive Development.	Read chapter 6
<b>Week 8</b>	First Two Years :Psycho-social	Read Chapter 7 <b>DUE: Critical Thinking 2</b>
<b>Week 9</b>	Early Childhood: Bio-social Development. <b>Test 2(chapters 5-7)</b>	Read chapter 8
<b>Week 10</b>	Early Childhood: Cognitive Development	<b>DUE: Library Article 2</b> (found on Brightspace) Read chapter 9
<b>Week 11</b>	Early Childhood: Psycho-social	<b>DUE: Library Article 3</b>

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	Development	(article found on Brightspace) Read chapter 10
<b>Week 12</b>	<b>Test 3 (chapters 8-10)</b> Begin Middle Childhood- Bio- Social Development	Read Chapter 11
<b>Week 13</b>	The Middle Childhood - Cognitive Development; Psycho- Social Development	Read Chapters 12 and 13 <b>DUE: Critical Thinking 3</b>
<b>Week 14</b>	Adolescence	<b>Critical Thinking 4 (in class).</b> Read chapters 14, 15, 16
<b>Week 15</b>	Wrap Up <b>Final Exam Review</b>	
<b>Week 16</b>	<b>Final Exam(comprehensive)</b>	

**Course Grading Information:**

**Written Tests..... 40%**

- There will be 3 tests during the semester, not including the final exam.
- The tests will cover material in the assigned reading as well as everything discussed in class.
- You have two weeks to make up a missed test. (-20 points may be taken for a test taken late.)
- You may not make up more than one test without prior instructor approval.
- You will need a scantron, form 882E, and a #2 pencil.

**Journal Articles..... 15%**

Three articles will be posted on Brightspace. A written article review will be required. Student should be prepared to discuss articles in class.

- All pages must be stapled.
- Additional criteria will be given in class

**Class Participation ..... 10%**

**Critical Thinking Activities ..... 25%**

Four separate assignments will be assigned – The grades on Critical Thinking 2 and 3 will count twice. (double weight)

- Criteria will be given in class

**Final Exam..... 10%**

Final Exam will be comprehensive

**Evaluation/Grading:** The system of grading will be based on the general standard of:

<b>Letter Grade</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
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Total Points	100 – 90	89 – 80	79 – 70	69 – 60	59 or Below
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A minimum final grade of C is required in all CDEC classes for graduation.

**W Withdrew** - this grade is given for an instructor or student initiated course withdrawal through the 12<sup>th</sup> week of a semester. After the 12<sup>th</sup> week or until the end of the semester, if a student withdraws from a course the instructor will either assign a W if passing work was being accomplished or an F if the student was doing failing work.

**I Incomplete** - is given when a course is incomplete because of a student's absence caused by reasons acceptable to the instructor. To be eligible, the student must have essentially completed the course. If work is not made up within the following long semester, the "I" will be changed to an "F" and the course must be repeated if credit is to be given.

**Late Work, Attendance, and Make Up Work Policies:**

**Late Work:** No late work will be accepted.

**Attendance:** Roll sheets are distributed at the beginning of each class. Students must sign in to be counted for that class period. It is the student's responsibility to make sure they sign in.

**Assignments:** Assignments are due at the beginning of class. Assignments turned in during class or at the end of class are considered LATE. The student's signature verifies the assignment was turned in on time. **Keep all returned assignments.**

**Tardiness:** Students are expected to arrive at class on time and to remain for the entire class period. Arriving after class begins or leaving prior to the end of the class period will affect his/her grade. Two late arrivals or early departures equals one absence.

**Tests:** If a student misses a test, s/he must make up the test within a two-week period. The test will be at the Child Development Center front desk and you may take the missed test from the hours of 8:00 am to 3:30 pm. Anytime other than those hours must be scheduled with the instructor.

**Test taken after the original test date will be subject to -20 points. You may not make up more than one test without prior instructor approval.**

**Student Behavioral Expectations or Conduct Policy**

In general, students are expected to maintain classroom decorum that includes respect for other students and the instructor, prompt and regular attendance, and an attitude that seeks to take full advantage of the education opportunity. The Highlander Guide describes the rights, privileges,

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and obligations of students affiliated with MCC. The complete guide may be accessed by clicking here: [Highlander Guide](#)

**Ethics:** It is the student's responsibility to read the General Conduct Responsibility Policy in the Highlander Guide (MCC Student Handbook) and the Child Development Code of Conduct

Guidelines. Any breeches of conduct will result in disciplinary action. Acts of dishonesty and disruptive behavior will not be tolerated. Students may be asked to leave class if necessary.

**Distractions:** Cell phones and other electronic devices must be turned off during class. I welcome and encourage appropriate and pertinent questions, comments and discussion. I also encourage professional, mature behavior. Use time outside of class to catch up on personal conversations.

**Tardiness:** Students are expected to arrive at class on time and to remain for the entire class period. Arriving after class begins or leaving prior to the end of the class period will affect his/her grade. Two late arrivals or early departures equals one absence.

**Points will be deducted if students repeatedly leave class while class is in progress and/or does not return after a break.**

\* [Click Here for the MCC Academic Integrity Statement](#)

([www.mclennan.edu/academic-integrity](http://www.mclennan.edu/academic-integrity))

The link above will provide you with information about academic integrity, dishonesty, and cheating.

\* [Click Here for the MCC Attendance/Absences Policy](#)

([www.mclennan.edu/highlander-guide/policies](http://www.mclennan.edu/highlander-guide/policies))

Click on the link above for the college policies on attendance and absences. Your instructor may have guidelines specific to this course.

### **Accommodations/ADA Statement**

Any student who is a qualified individual with a disability may request reasonable accommodations to assist with providing equal access to educational opportunities. Students should contact the Accommodations Coordinator as soon as possible to provide documentation and make necessary arrangements. Once that process is completed, appropriate verification will be provided to the student and instructor. Please note that instructors are not required to provide classroom accommodations to students until appropriate verification has been provided by the Accommodations Coordinator. Instructors should not provide accommodations unless approved



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by the Accommodations Coordinator. For additional information, please visit [mclennan.edu/disability](http://mclennan.edu/disability).

Students with questions or who require assistance with disabilities involving physical, classroom, or testing accommodations should contact:

[disabilities@mclennan.edu](mailto:disabilities@mclennan.edu)

254-299-8122

Room 319, Student Services Center

\* **[Click Here for more information about Title IX](#)**

([www.mclennan.edu/titleix](http://www.mclennan.edu/titleix))

We care about your safety, and value an environment where students and instructors can successfully teach and learn together. If you or someone you know experiences unwelcomed behavior, we are here to help. Individuals who would like to report an incident of sexual misconduct are encouraged to immediately contact the Title IX Coordinator at [titleix@mclennan.edu](mailto:titleix@mclennan.edu) or by calling Dr. Drew Canham (Vice President for Student Success) at 299-8645. Individuals also may contact the MCC Police Department at 299-8911 or the MCC Student Counseling Center at MCC by calling 299-8210. The MCC Student Counseling Center is a confidential resource for students.

McLennan's Title IX webpage (<http://www.mclennan.edu/titleix/>) contains more information about definitions, reporting, confidentiality, resources, and what to do if you or someone you know is a victim of sexual misconduct, gender-based violence or the crimes of rape, acquaintance rape, sexual assault, sexual harassment, stalking, dating violence or domestic violence.

\* *You will need to access each link separately through your Web browser (for example: Internet Explorer, Mozilla, Chrome, or Safari) to print each link's information.*