McLENNAN
COMMUNITY COLLEGE

WACO, TEXAS

COURSE SYLLABUS

AND

INSTRUCTOR PLAN

CHILD GROWTH & DEVELOPMENT

TECA_1354_O080

Dr. Jennifer K. Chapman

NOTE: This is a 16-week, online course.

Course Description:

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:
No Prerequisites

Course Notes and Instructor Recommendations:
TECA 1354 is currently offered in the spring and fall semesters.

This is a **fully online** course. Course content, including all assignments, will be posted to our course Brightspace page. Please check email and Brightspace regularly. I will use these methods to communicate with you often. Please sign up for MyAlert (information on MCC main page). The college uses this system to communicate important information to students.

Instructor Information:
Instructor Name:	Dr. Jennifer K. Chapman
MCC Email:	jchapman@mclennan.edu
Office Phone Number:	(254) 299-8523
Office Location:	CSC D41 (located in the Child Development Center lobby)
Office/Conference Hours:	Monday, Tuesday, Wednesday 9-10:40 AM **or other times by appointment (email jchapman@mclennan.edu)**

Office hours will be conducted on Zoom. Please click this URL to start or join: https://mclennan.zoom.us/j/88553769506 . Or, go to https://mclennan.zoom.us/join and enter meeting ID: 885 5376 9506

Required Text & Materials:

Title: ***The Developing Person Through Childhood and Adolescence, 11th Edition***

Author: Kathleen S. Berger

Publisher: Worth Publishers

ISBN: 978-1-319-05813-5

Supplementary Readings: Additional readings may be assigned throughout the semester and will be posted on Brightspace.

MCC Bookstore Website: http://www.mclennan.edu/bookstore/
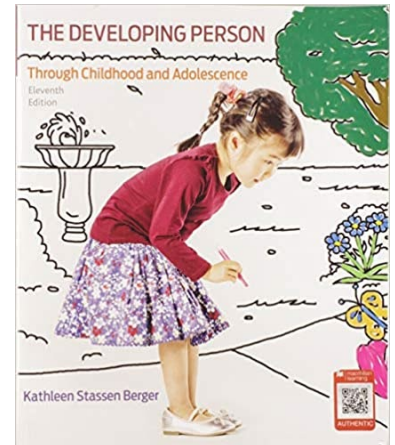
Methods of Teaching and Learning:

The content and information for this class will be presented through readings, lecture videos, power points, online videos, class discussions, and online assignments. It is the student's responsibility to read the required chapters and articles for each unit.

Additional information will be available on Brightspace in terms of assignments, written papers, etc. Evaluation of the student is discussed later in this syllabus

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. Investigate child development as an integrated process in which development in any one area may affect development in other areas.
    b. Describe how brain research impacts current knowledge of growth and development.
    c. 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.
    d. Analyze how culture and society influence growth and development.
2. Explain the process of development in various domains (physical, motor, perceptual, cognitive, social, emotional, and language) from birth through adolescence.
3. Discuss theories of development.
    a. Explain the purpose of child development study and research.
    b. Analyze theoretical approaches, research and theorists.

      c. Describe the interaction of biological and environmental influences on growth and development.

      d. Describe practical applications 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 for those different from themselves.

      c. Discuss how brain research impacts classroom practice.

5. Explain the importance of play as an integral part of a child's development.

Course Attendance/Participation Guidelines:

As this is an online course, attendance will be assessed via active and regular participation in discussion boards and submission of weekly assignments. A student whose weekly discussion board or module assignments are not submitted by the weekly due date will be counted "absent" for that week. Students who are absent from more than 25% of course modules will be withdrawn from the course by the instructor. Reinstatement into the course is only possible if the professor is satisfied that the student will resume regular participation and complete the course.

If a student is not in attendance in accordance with the policies/guidelines of the class as outlined in the course syllabus as of the course census date, faculty are required to drop students from their class roster prior to certifying the respective class roster. A student's financial aid will be re-evaluated accordingly and the student will only receive funding for those courses attended as of the course census date.

Course Outline/Schedule:

The following is a **TENTATIVE** schedule of these chapters and the primary topic for each week. Circumstances may cause the schedule to be changed. If changes are necessary, they will be announced in Brightspace.

Modules are open from Monday until Sunday each week. All assignments are due by **Sunday evening at 11:59 PM**, **except for** initial discussion posts which are due by **Thursday evening at 11:59 PM** so that you have time to respond to your classmates.

Week	Chapters/Topic	Weekly Activities
8/21 Module 1	Course Orientation Ch 1: The Science of Human Development	Chapter 1 Quiz Discussion Post 1
8/28 Module 2	Ch 2: Theories of Development	Chapter 2 Quiz Critical Thinking #1: Theories Discussion Post 2
9/4 Module 3	Ch 3 Genetics	Chapter 3 Quiz Discussion Post 3
9/11 Module 4	Ch 4: Prenatal Development and Birth	Chapter 4 Quiz Critical Thinking #2: Letter to Mother-to-Be Discussion Post 4
9/18 Module 5	Ch 5: Infant-Toddler Biosocial Development	Chapter 5 Quiz Discussion Post 5
9/25 Module 6	Ch 6: Infant-Toddler Cognitive Development	Chapter 6 Quiz Discussion Post 6
10/2 Module 7	Ch 7: Infant-Toddler Psychosocial Development	Chapter 7 Quiz Critical Thinking #3: Infancy Application Discussion Post 7
10/9 Module 8	Ch 8: Early Childhood Biosocial Development	Chapter 8 Quiz Family Life Education Topic Selection Discussion Post 8
10/16 Module 9	Ch 9: Early Childhood Cognitive Development	Chapter 9 Quiz Discussion Post 9
10/23 Module 10	Ch 10: Early Childhood Psychosocial Development	Chapter 10 Quiz Critical Thinking #4: EC Application Discussion Post 10
10/30 Module 11	Ch 11: Middle Childhood Biosocial Development	Chapter 11 Quiz Critical Thinking #5: ADHD Discussion Post 11
11/6 Module 12	Ch 12: Middle Childhood Cognitive Development Ch 13: Middle Childhood Psychosocial Development	Chapter 12-13 Quiz Critical Thinking #6: MC Application Discussion Post 12
11/13 Module 13	Ch 14: Adolescence Biosocial Development	Chapter 14 Quiz Critical Thinking #7: Brain Development Discussion Post 13
11/20 Module 14	THANKSGIVING Ch 15: Adolescence Cognitive Development	Chapter 15 Quiz Discussion Post 14
11/27 Module 15	Ch 16: Adolescence Psychosocial Development Course Wrap-Up	Chapter 16 Quiz Critical Thinking #8: Adolescence Application Discussion Post 15
12/4 Module 16	Family Life Education Project Presentation **Due 12/5, 11:59 PM (NO EXTENSIONS)**	Family Life Education Presentation

Course Grading Information:

Your grades are weighted per the assignment category. A **weighted** score is the average of a set of **grades**, where each set carries a different amount of importance.

Assignment Category	%
Discussion Posts	20
Quizzes	30
Critical Thinking Activities (8)	30
Parent Education Project	20
Total	100

Grading Scale:

Letter Grade	A	B	C	D	F
Total Points	100 – 90	89 – 80	79 – 70	69 – 60	59 or Below

Assignments are due by the assigned due date. Assignments must be submitted through Brightspace. Do not email assignments except in cases of technical difficulties.

Graded Assignments:

Weekly Reading Quizzes: each week, you will complete a quiz related to the reading and Brightspace content. Quizzes are open-book and open-note. Quizzes may not be submitted after the due date (no late quizzes accepted).

Discussion Board Posts: You will complete weekly discussion board posts in this class, You will be asked to respond to a prompt provided by the instructor. To receive full credit, you must submit an initial response that is well thought out, relevant to the prompt, and substantial (at least 3-6 sentences). You must then respond to two classmates with substantial posts. Responses like "I agree" or "Good point" will not receive full credit. Your responses should be at least 3 sentences long. Please do not use text-speak, such as "LOL" or "BFF" as these will not count either. Avoid posting in ALL CAPS as this looks like YOU ARE YELLING at the other student.

Critical Thinking Assignments: There will be eight Critical Thinking Assignments throughout the semester. These assignments will assess your

understanding and assimilation of the course material. Often, these assignments will be based on supplemental readings assigned on Brightspace. Independent research will be indicated in some assignments.

Family Life Education Project: This project will require you to present information relevant to families of young children on a topic of your choice. Your topic must be selected and approved by the professor. Your presentation can take the form of a PowerPoint, a booklet/brochure, a video, a podcast, or any other creative medium (pending instructor approval). More information on FLE principles and guidelines will be presented in class and on Brightspace.

Late Work and Make Up Work Policies:
Late assignments will be subject to a deduction of 5% per day it is late, beginning at 12:01 AM. For example, if it is 2 days late and you would have earned a 100%, you will now get a 90%. However, late work will **not be accepted for quizzes or discussion board posts** as these are a real-time, interactive assignment.

Under certain, documented circumstances (example: documented serious illness/ injury of self or immediate relative), the professor may excuse late work. **Communication is very important** – if you are experiencing extenuating circumstances, please reach out to me so we can develop a plan for you to be successful despite your circumstances.

Student Behavioral Expectations or Conduct Policy:
In both the face-to-face and online environments, 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.

While honest discussion and debate of topics is expected and encouraged, such interactions should not involve aggressive, derogatory, or involve hostile behaviors (verbal or otherwise). The instructor reserves the right to act to protect the decorum of the learning environment and the image of MCC.

Click Here for the MCC Attendance/Absences Policy
(https://www.mclennan.edu/highlander-guide/policies.html)
Click on the link above for the college policies on attendance and absences. Your instructor may have additional guidelines specific to this course.

MᶜLENNAN COMMUNITY COLLEGE

ACADEMIC RESOURCES/POLICIES

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. For additional information, please visit www.mclennan.edu/disability.

Students with questions or who require assistance with disabilities involving physical, classroom, or testing accommodations should contact:
disabilities@mclennan.edu 2542998122   Room 319, Student Services Center

Title IX:

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 acting Title IX Coordinator at titleix@mclennan.edu or by calling, Dr. Claudette Jackson, (Accommodations/Title IX) at (254) 299-8465. MCC employees are mandatory reporters and must report incidents immediately to the Title IX Coordinator. Individuals may also contact the MCC Police Department at (254) 299-8911 or the MCC Student Counseling Center at (254) 299-8210. The MCC Student Counseling Center is a

confidential resource for students. Any student or employee may report sexual harassment anonymously by visiting http://www.lighthouse-services.com/mclennan/. Go to McLennan's Title IX webpage at www.mclennan.edu/titleix/. It 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.

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/

Academic Support and Tutoring is here to help students with all their course-related needs. Specializing in one-on-one tutoring, developing study skills, and effectively writing essays. Academic Support and Tutoring can be found in the Library and main floor of the Learning Commons. This service is available to students in person or through Zoom. You can contact the Academic Support and Tutoring team via Zoom or email (ast@mclennan.edu) by going to our website (https://www.mclennan.edu/academic-support-and-tutoring/).

College personnel recognize that food, housing, and transportation are essential for student success. If you are having trouble securing these resources or want to explore strategies for balancing life and school, we encourage you to contact either MCC CREW – Campus Resources Education Web by calling (254) 299-8561 or by emailing crew@mclennan.edu or a Success Coach by calling (254) 299-8226 or emailing SuccessCoach@mclennan.edu. Both are located in the Completion Center located on the second floor of the Student Services Center (SSC) which is open Monday-Friday from 8 a.m.-5 p.m.

Paulanne's Pantry (MCC's food pantry) provides free food by appointment to students, faculty and staff. To schedule an appointment, go to https://mclennan.co1.qualtrics.com/jfe/form/SV_07byXd7eB8iTqJg. Both the Completion Center and Paulanne's Pantry are located on the second floor of the Student Services Center (SSC).

MCC Foundation Emergency Grant Fund:

Unanticipated expenses, such as car repairs, medical bills, housing, or job loss can affect us all. Should an unexpected expense arise, the MCC Foundation has an emergency grant fund that may be able to assist you. Please go to https://www.mclennan.edu/foundation/scholarships-and-resources/emergencygrant.html to find out more about the emergency grant. The application can be found at https://www.mclennan.edu/foundation/docs/Emergency_Grant_Application.pdf.

MCC Academic Integrity Statement:

Go to www.mclennan.edu/academic-integrity for information about academic integrity, dishonesty, and cheating. The unauthorized use of artificial intelligence (AI) for classwork can be a violation of the College's General Conduct Policy. Whether AI is authorized in a course and the parameters in which AI can be used in a course will be outlined by each instructor.

Minimum System Requirements to Utilize MCC's D2L|Brightspace:

Go to https://www.mclennan.edu/center-for-teachingandlearning/FacultyandStaffCommons/requirements.html for information on the minimum system requirements needed to reliably access your courses in MCC's D2L|Brightspace learning management system.

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 notified via 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.

Email Policy:

McLennan Community College would like to remind you of the policy (http://www.mclennan.edu/employees/policy-manual/docs/E-XXXI-B.pdf) regarding college email. All students, faculty, and staff are encouraged to use their McLennan email addresses when conducting college business.

A student's McLennan email address is the preferred email address that college employees should use for official college information or business. Students are

expected to read and, if needed, respond in a timely manner to college emails. For more information about your student email account, go to www.mclennan.edu/studentemail.

Instructional Uses of Email:

Faculty members can determine classroom use of email or electronic communications. Faculty should expect and encourage students to check the college email on a regular basis. Faculty should inform students in the course syllabus if another communication method is to be used and of any special or unusual expectations for electronic communications.

If a faculty member prefers not to communicate by email with their students, it should be reflected in the course syllabus and information should be provided for the preferred form of communication.

Email on Mobile Devices:

The College recommends that you set up your mobile device to receive McLennan emails. If you need assistance with set-up, you may email Helpdesk@mclennan.edu for help.

You can find help on the McLennan website about connecting your McLennan email account to your mobile device:

- [Email Setup for iPhones and](#) [iPads](#)
- [Email Setup for Androids](#)

Forwarding Emails:

You may forward emails that come to your McLennan address to alternate email addresses; however, the College will not be held responsible for emails forwarded to an alternate address that may be lost or placed in junk or spam filters.

For more helpful information about technology at MCC, go to [MCC's Tech Support Cheat Sheet](#) or email helpdesk@mclennan.edu.

Disclaimer:

The resources and policies listed above are merely for informational purposes and are subject to change without notice or obligation. The College reserves the right to change policies and other requirements in compliance with State and Federal laws. The provisions of this document do not constitute a contract.