



**COURSE SYLLABUS
AND
INSTRUCTOR PLAN**

The School Age Child

CDEC 2341 50

Emily Stottlemire

Note: This is a 16-week course

The School Age Child CDEC 2341.50

Course Description:

Studies of appropriate age (5 to 13 years) programs, including an overview of development, appropriate environments, materials and activities and teaching/guidance techniques. 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 led/1 lab)

Prerequisites and/or Requisites:

No Prerequisites.

Course Notes and Instructor Recommendations:

CDEC 2341 is currently offered in the spring semester. The lab component is an important aspect of the course and will involve the student doing lab at an after school program. More information will be available from the instructor. Most after school programs will require a background check.

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:	estottlemire@mclennan.edu
Office Telephone:	254/299-8523
Office Location:	CSC Child Development Center
Office Hours:	Posted on Office Door.

Required Text & Materials:

Title:	<u><i>Caring for School Age Children,</i></u>
Author:	B. Click
Edition:	Sixth Edition

Title:	<i>Activities for School-Age Child Care,</i>
Publisher:	NAEYC

OPTIONAL-

Title;	<u><i>Developmentally Appropriate Practice</i></u>
Title:	<u><i>The Developing Child, Berger</i></u>

MCC Bookstore Website: <http://www.mclennan.edu/bookstore/>

The School Age Child CDEC 2341.50

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)

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 course will be presented through face to face lecture, power points, videos, class discussion, in class group work and group presentations. It is the student's responsibility to read the assigned material in preparation for class. The lab component is an important aspect of this course and will involve students completing lab hours at an after school program. More information will be available in class and from the instructor. Evaluation of the student is discussed later in this syllabus.

**The School Age Child
CDEC 2341.50**

Course Objectives and/or Competencies:

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

1. Outline growth and development of the school age child.
 - a. Describe physical and motor development.
 - b. Describe cognitive development.
 - c. Describe social development.
 - d. Describe emotional development, including self-concept and self-esteem.
 - e. Describe language and literacy development.
 - f. Describe principles of growth and development related to a multi-age setting.
2. Analyze components of quality school age programs.
 - a. Discuss characteristics of quality programs.
 - b. Examine the role of play.
 - c. Describe the characteristics of play behaviors including the relationship between gender and play.
 - d. Discuss social and cultural influences which impact school age programs.
 - e. Explain the importance of establishing and maintaining strong, positive communication and collaborative relationships with families and resource professionals, as needed.
 - f. Explain appropriate teacher roles and responsibilities for caregivers of school age children.
 - g. Describe routines used in school age programs and their importance in meeting children's needs.
 - h. Discuss health and safety issues affecting school age children.
 - I. Develop appropriate schedules.
3. Analyze elements of appropriate indoor and outdoor environments.
 - a. Describe developmentally appropriate indoor environments.
 - b. Identify characteristics of effective room arrangements.
 - c. Describe developmentally appropriate outdoor environments.
 - d. Identify strategies for adapting programs to a variety of settings.
 - e. Discuss strategies for adapting environments for children with special needs.
4. Provide developmentally appropriate materials and activities.
 - a. Choose and/or make developmentally appropriate materials for use in school age programs.
 - b. Use assessment to plan and implement developmentally appropriate activities.
 - c. Utilize strategies for adapting materials and activities to multi-age groups and to children with special needs.
 - d. Develop activities to address issues related to bias and diverse cultures.
5. Use developmentally appropriate teaching and guidance techniques.
 - a. Use appropriate schedules and transitions.
 - b. Use appropriate direct and indirect guidance techniques.
 - c. Use negotiation and problem solving techniques.
 - d. Demonstrate teamwork skills while working with colleagues in school age programs.

**The School Age Child
CDEC 2341.50**

- e. Utilize strategies for working with children in multi-age settings.

The Secretary's Commission on Achieving Necessary Skills (SCANS) was appointed by the Secretary of Labor to determine the skills our young people need to succeed in the world of work. The Commission's fundamental purpose is to encourage a high-performance economy characterized by high-skill, high-wage employment. The learning objectives of this course have been linked to the scans Competencies and Foundational Skills.

(To view this report, see Attachment A.)

Course Outline or Schedule:

**TECA 2341.50 Proposed Topics and Due Dates Dates Spring 2020 - Subject to change.
Changes announced in class or Brightspace.**

1/15/20	Introductions. Review Syllabus. Ethical/Professional Considerations. The Caregiver's role in Child Development	
1/22/20	Overview of the school age child and Professional Organization resources and web site investigation. Observations/assessing children.	Read chapters 1 and 2 in <i>Caring for School age Children</i> by Click
1/29/20	The Family and its influences on children. Cultural considerations. Poverty. Family Involvement. Bring a family story or tradition etc. to class.	Read chapter 3 in Click and Parker.
2/5/20	Physical Development of the School age Child. Keeping Children Healthy	Read chapter 4 and 15 Click and Parker.
2/12/20	Cognitive/language Development. 2 nd Language Learning, Learning Theories. Brain development of the school age child	Read chapter 5 Lab assignment 1 due
2/19/20	Development of Social Competence. Strategies for Changing Behaviors. Communication. Friendship Styles. Inclusion	Read chapter 6 and 7. (Also refer back to chapter 2)
2/26/20	Meet at Library (tentative) Finish chapter 7 Test 1	Read chapter 7
3/4/20	Program Planning: Environments What is appropriate inside and out? Begin DAP planning: Curriculum/Schedules	Read chapters 8 and 9 Lab 2 Due
3/11/20	No Class Spring Break	
3/18/20	Program Planning Continued. Curriculum: Games/computers/ Novels. Multi-age groups	Read chapters 8,10,and 12

**The School Age Child
CDEC 2341.50**

3/25/20	Curriculum: Science and Math Activities/literacy The arts: Music/Movement, drama, visual arts	Read chapters 11 and 12, 13 Click.
4/1/20	Evaluating After School Program Test 2	Read chapter 17, Click. Lab 3 due
4/8/20	Community Resources, Volunteers. Children with Special Needs. Individual Presentations	Read chapter 16, Click.
4/15/20	Preparing children for the future Group Presentations /Individual Presentations	Read chapter 14, Click
4/22/20	Group Presentations catch up	Lab 4 due
5/29/20	Final Exam Review	
5/6/20	FINAL EXAM	Study for Final Exam

Course Grading Information:

Assignments

Assignments are due at the beginning of class. Turn them in by placing them in the envelope. Your signature and the assignment in the envelope verify your assignment was turned in. Be sure to keep all returned assignments.

Written Lab Assignments/Lab Experience – 30% of grade

There will be four written lab assignments. Follow the format described on the rubric provided.

Individual Activity – 10% of grade

Choose a developmental learning activity to present/implement to the class. This should be something that is appropriate for school-agers. It can be as simple or as complicated as you choose. (10-15 minute time limit). See rubric for details.

Group Presentation – 10% of grade

Work in a group of 2 or 3. Plan a 15-20 minute presentation. See rubric for requirements.

Tests – 30% of Grade

There will be 2 tests during the semester.

Final Exam – 10% of grade

A comprehensive Final exam.

Class Participation – 10%

Students have the responsibility of keeping up with due dates.

**The School Age Child
CDEC 2341.50**

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

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

- A minimum grade of C is required in all CDEC classes for graduation.
- A grade of "W" (withdrew) is given for an instructor or student initiated course withdrawal through the 12th week of a semester. After the 12th 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.
- A grade of "I" (incomplete) is given when a course is incomplete because of reasons acceptable to the instructor (unfinished assignments or lab hours). To be eligible, the student must have essentially completed the course. If the 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.

Laboratory Experiences

This course has a laboratory component, and you will be required to do one hour of lab each Week (for a total of 16 hours) at a center/facility with school-aged children (K-6th grade). This is non-negotiable. A grade cannot be given until this lab requirement is satisfied. There are no school-age children at the MCC CDC, so you will have to find your own site. You will need to inform the instructor of your placement the second class period. Don't delay making arrangements! It is very likely that the site you choose will require a criminal background check.

In order to receive credit for this class, all lab hours and lab assignments must be completed.

Keep a Record of Lab Hours (form provided by instructor). You will need to turn it in at the end of the semester and it will be checked during the class following the last Friday of each month to ensure that you are keeping up with your hours.

When doing lab hours at off campus site

The student in Child Studies and Education is expected to exhibit mature and responsible actions in all activities. This includes activities/lab hours at off campus sites. The following is expected:

- Arrive and depart at times arranged. Sign in and out as instructed.
- Follow appropriate dress code.
- Turn your **cell phone off and put it away.**
- Use appropriate and respectful language and behavior with adults and children.
- Remain attentive and interact with children as instructed by supervisors at the offsite location (teachers, staff, and/or administrators).
- Follow **all** instructions from supervisors at the offsite location (teachers, staff, and/or administrators)
- Use courteous manners at all times including greeting people and thanking them when you complete your lab hours.

The School Age Child CDEC 2341.50

- Let classroom teacher or appropriate staff know when you are leaving the classroom.

Consequences for not meeting these expectations can include loss of points for the assignment and/or the ability to complete the lab hours. If lab hours cannot be completed because the above expectations are not met, or other reasons, you could be counseled out of the Child Development Program.

More specific information will be provided/discussed in class, including the code of ethical conduct.

Late Work, Attendance, and Make Up Work Policies:

Attendance: Regular and punctual attendance is expected of all students, and each instructor will maintain a complete record of attendance for the entire length of each course, including online and hybrid courses. Students will be counted absent from class meetings missed, beginning with the first official day of classes. Students, whether present or absent, are responsible for all material presented or assigned for a course and will be held accountable for such materials in the determination of course grades. In the case of online and hybrid courses, attendance will be determined in terms of participation, as described in the course syllabus.

Absence from 25 percent of scheduled lecture and/or laboratory meetings will be taken as evidence that a student does not intend to complete the course, and the student will be withdrawn from the course with a grade of W. The instructor may reinstate the student if satisfied that the student will resume regular attendance and will complete the course.

If the student's 25 percent absences are reached after the official drop date, the instructor may assign a W, if the student is passing and requests to be withdrawn. However, if a student who is not passing reaches the 25 percent point after the official drop date, the student will receive an F. In extenuating circumstances, the instructor may assign a W to a student who is not passing. Each absence will count toward attendance requirements in each course.

Late Work: No late work will be accepted. All assignments are due at the beginning of class. The student's signature verifies that the assignment was turned in on time.

If you miss a test you have 2 weeks to make it up. It is your responsibility to schedule the makeup. 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. Any time other than those hours must be scheduled with the instructor. A different form of the test may be given. Only one test of the three may be taken late. You will need a scantron, form #882E, and a number 2 pencil.

Reminders:

- A total of 16 hours of lab must be completed for CDEC 2341.
- Late assignments will not be accepted.
- To receive an incomplete, you must have a passing grade.
- Keep all returned assignments.
- All lab hours must be completed to receive a grade.

The School Age Child CDEC 2341.50

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A test taken after the original test date will be subject to -20 points.  
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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, 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.

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

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

(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)

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

The School Age Child CDEC 2341.50

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 by the Accommodations Coordinator. For additional information, please visit mclennan.edu/disability.

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

disabilities@mclennan.edu

254-299-8122

Room 319, Student Services Center

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

(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 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.*