



COURSE
SYLLABUS AND
INSTRUCTOR PLAN

CHILD GROWTH & DEVELOPMENT
TECA 1354_01

Dr. Jennifer K. Chapman

Monday, Wednesday, 11:10 AM - 12:30 PM

CSC D102

COVID 19 Notice:

McLennan Community College is committed to providing you with every resource you need to reach your academic goals including your safety. We will continue to monitor the evolving situation with COVID 19 and adjust our safety guidelines to make sure we offer a safe environment for you and our faculty. Please make sure to consult your faculty and the MCC website at <https://www.mclennan.edu/crisis-management/coronavirus-updates/index.html> on any changes to these guidelines.

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

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.

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

Go to <https://www.mclennan.edu/center-for-teaching-and-learning/Faculty-and-Staff-Commons/requirements.html> for information on the minimum system requirements needed to reliably access your courses in MCC's D2L|Brightspace learning management system.

Course Notes and Instructor Recommendations:

TECA 1354 is currently offered in the spring and fall semesters

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:

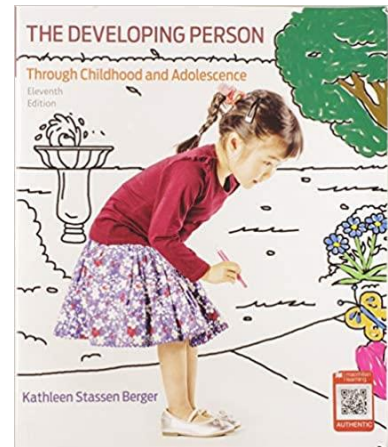
Instructor Name:	Dr. Jennifer K. Chapman
MCC Email:	ichapman@mclennan.edu
Office Phone Number:	(254) 299-8523
Office Location:	CSC D41 (located in the Child Development Center lobby area)
Office/Conference Hours:	Monday 1:30-3:30 PM, Tuesday 5:00-6:00 PM, Wednesday 1:30-3:30 PM, or by appointment. We can meet in-person or via Zoom.

Required Text & Materials:

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

Lectures
Reading assignments
Individual and group assignments
Small and large group collaboration
Review of relevant research
Literature analysis
Use of digital media and/or recording of student performance

Additional information will be available in class and from the instructor 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. 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 adolescence.

- 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.
- 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.
 - a. Discuss play as an integral part of a child's development.
 - b. Describe the stages of play.

Child Growth & Development

TECA 1354-01

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.

Week	Chapters/Topic	Weekly Activities
1/9 1/11	Course Introduction Ch 1: The Science of Human Development	Read Chapter 1
1/16 1/18	No Class 1/16: MLK Day Ch 2: Theories of Development	Read Chapter 2 Critical Thinking #1
1/23 1/25	Ch 3 Genetics Ch 4: Prenatal Development and Birth	Read Chapters 3-4
1/30 2/1	Exam Review NO CLASS: ICE	
2/6 2/8	Exam 1 (Chapters 1-4) Ch 5: Infant-Toddler Biosocial Development	Read Chapters 5-6 Critical Thinking #2
2/13 2/15	Ch 6: Infant-Toddler Cognitive Development Ch 7: Infant-Toddler Psychosocial Development	Read Chapter 7 Critical Thinking #3
2/20 2/22	Ch 7 continued Ch 8: Early Childhood Biosocial Development	Read Chapter 8 Critical Thinking #4
2/27 3/1	Ch 9: Early Childhood Cognitive Development	Read Chapter 9 Family Life Education Topic Selection
3/6 3/8	SPRING BREAK	
3/13 3/15	Ch 10: Early Childhood Psychosocial Development Exam Review	Read Chapter 10 Critical Thinking #5
3/20 3/22	Exam 2 (Chapters 5-10) Ch 11: Middle Childhood Biosocial Development	Read Chapter 11 Critical Thinking #6
3/27 3/29	Ch 12: Middle Childhood Cognitive Development Ch 13: Middle Childhood Psychosocial Development	Read Chapters 12-13
4/3 4/5	Ch 14: Adolescence Biosocial Development Ch 15: Adolescence Cognitive Development	Read Chapters 14-15 Critical Thinking #7
4/10 4/12	Ch 16: Adolescence Psychosocial Development	Read Chapter 16 Critical Thinking #8
4/17 4/19	Family Life Education Project Presentations Course Wrap-Up	
4/24 4/26	Exam Review Exam 3 (Ch. 11-16)	

Graded Assignments

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

Exams: There will be three, non-cumulative exams in this course. Exams may consist of multiple choice, matching, fill-in-the-blank, and/or short answer questions. Exams must be taken in class on the date noted in the course calendar. Students with accommodations related to exams should communicate with the instructor early in the semester and at least one week prior to each exam date to arrange accommodations.

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 films/clips viewed in class, which may or may not be available outside of class. 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.

Class Participation/Attendance: Attendance will be taken at each class meeting. Informed participation indicates that you have read the assigned material and are prepared to discuss in-class. You will be evaluated on your informed contribution during class discussions, activities, and/or through in-class quizzes/assignments.

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	%
Exams (3)	35
Critical Thinking Activities (8)	35
Parent Education Project	20
Class Participation/Attendance	10
Total	100

Grading Scale:

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

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

Late work will be subject to a deduction of 5% per day it is late. For example, if it is 2 days late and you would have earned a 100, you will now get a 90. This policy applies to all written assignments. Make-up exams will be handled on an individual basis.

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.

Attendance:

As this is a face-to-face course, attendance is expected. There will be in-class assignments that go towards weekly activities. Students who miss more than two (2) class meetings without communicating with the instructor will lose points on their overall participation/attendance grade.

[Click Here for the MCC Attendance/Absences Policy](https://www.mclennan.edu/highlander-guide/policies.html)

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Click on the link above for the college policies on attendance and absence

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.

Academic Integrity/Cheating/Plagiarism:

In this course, cheating will not be tolerated. Any student found cheating will be subject to grade reduction, receiving a zero on assignments that involve cheating/plagiarism, and/or dismissal from the course.

Examples of cheating include but are not limited to:

- Copying the work of another student
- Seeking excused absences/tardiness under false pretenses
- Plagiarism (claiming as your own work the work of another)

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

This course will teach you to think critically. Critical thinking is essential for success in college and life. Please maintain your integrity and do your own work – there is no reason to cheat in this, or any other course.

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.

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 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

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 Title IX Coordinator at titleix@mclennan.edu or by calling Dr. Drew Canham (Chief of Staff for Diversity, Equity & Inclusion/Title IX) at (254) 299-8645. Individuals also may contact the MCC Police Department at 299-8911 or the MCC Student Counseling Center at MCC 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/>

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 a Success Coach by calling (254) 299-8226 or emailing SuccessCoach@mclennan.edu. Students may visit the Completion Center Monday-Friday from 8 a.m.-5 p.m. to schedule a meeting with a Success Coach and receive additional resources and support to help reach academic and personal goals. Paulanne's Pantry (MCC's food pantry) provides free food by appointment to students, faculty and staff based on household size. Text (254) 870-7573 to schedule a pantry appointment. The Completion Center and 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.

Backup Plan for Technology:

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Email Policy:

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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.

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.

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.

Disclaimer:

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Updated 11/04/2022



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