



WACO, TEXAS

**COURSE SYLLABUS
AND
INSTRUCTOR PLAN**

**The School Age Child
CDEC 2341.50**

Emily Stottlemire

Course Description:

CDEC 2341 – The School Age Child:

Studies of appropriate age (5 to 13 years) program, including an over view of development, appropriate environments, materials and activities and teaching/guidance techniques.

Semester Hours 3 (3 lec/1lab)

Prerequisites and/or Corequisites:

No prerequisite.

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 assignment will not be accepted. Exceptions will be made at the discretion of the professor.

Instructor Information:

Professor Name:	Emily Stottlemyre
MCC E-mail:	estottlemyre@mclennan.edu
Phone Number:	(254) 299-8523
Office Location:	CSC Child Development Center
Office Hours:	See notebook in Student Commons Area
Messages:	Leave message in box in the Child Development front office, or with the Child Development Secretary (299-8720)

Required Text & Materials:

Title: *Caring for School Age Children,*
Author: P. Click
Edition: Sixth Edition
Publisher: Pearson 2011
ISBN: 9781111298135

Title: *Activities for School-Age Child Care*
Author: Blakley
Publisher: Pearson 2011
ISBN: 9780935989267

OPTIONAL:

Developmentally Appropriate Practices
The Developing Child, Berger

[MCC Bookstore Website](#)

Methods of Teaching and Learning:

The content and information for this course will be presented through fact to face lecture, PowerPoint, 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.

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 behavior including the relationship between gender and play.
 - d. Discuss social and cultural influences which impact school age program.
 - e. Explain the importance of establishing and maintaining strong, positive communication and collaborative relationships with families and resources 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. Development appropriate schedules.
3. Analyze elements of appropriate indoor and outdoor environments.
 - a. Describe developmentally appropriate indoor environments.
 - b. Identify characteristics of effective room arrangement.
 - 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 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 problems solving techniques.
 - d. Demonstrate teamwork skills while working with colleagues in school age programs.
 - 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 Competences and Foundational Skills.
(To view this report, see Attachment A.)

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Course Outline or Schedule:

This is a Tentative schedule, proposed topics and due dates, subject to change.
Changes announced in class or by email.

1/13/16	Introductions. Review Syllabus. Ethical/Professional Considerations. The Caregiver's role in Child Development	
1/20/16	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
1/27/16	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. Chapter 15 in <i>Activities</i> NAEYC DUE: Web site assignment
2/3/16	Physical Development of the School age Child. Keeping Children Healthy	Read chapter 4 and 15 Click and Parker. Chapter 4 in <i>Activities</i> .
2/10/16	Cognitive/language Development. 2 nd Language Learning, Learning Theories. Brain development of the school age child	Read chapter 5 Lab assignment 1 due
2/17/16	Development of Social Competence. Strategies for Changing Behaviors. Communication. Friendship Styles. Inclusion	Read chapter 6 and 7. (Also refer back to chapter 2) Library article 1 due
2/24/16	Meet at Library (tentative) Finish chapter 7 Test 1	Read chapter 7
3/2/16	Program Planning: Environments What is appropriate inside and out? Begin DAP planning: Curriculum/Schedules	Read chapters 8 and 9 Lab 2 Due
3/9/16	NO CLASS SPRING BREAK	
3/16/16	Program Planning Continued. Curriculum: Games/computers/ Novels. Multi-age groups	Read chapters 8,10,and 12
3/23/16	Curriculum: Science and Math Activities/literacy The arts: Music/Movement, drama, visual arts	Read chapters 11 and 12, 13 Click. Library article 2 due.
3/30/16	Evaluating After School Program Test 2	Read chapter 17, Click. Lab 3 due
4/6/16	Community Resources, Volunteers. Children with Special Needs. Individual Presentations	Read chapter 16, Click.
4/13/16	Preparing children for the future	Read chapter 14, Click

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	Group Presentations /Individual Presentations	
4/20/16	Group Presentations catch up	Lab 4 due
4/27/16	Final Exam Review	
5/4/16	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 Assignment/Lab Experiences – 25% 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-ages. It can be as simple or as complicated as you choose. (10-15 minute time limit). See rubric for details.

School Age Resources & Library Articles – 10% of Grade

Read two articles related to development and curriculum with school age children (ages 5-13). All articles must be from accredited journals. Write a synopsis of the article, including title, author, source, and page numbers. See rubric for specific requirements and acceptable journals.

- Review websites from professional organizations. 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 – 25% of Grade

There will be 2 tests during the semester.

Final Exam – 10% of Grade

A comprehensive Final Exam.

Class Participation – 10% of Grade

Students have the responsibility of keeping up with the due dates.

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.

W WITHDREW – This grade is given for an instructor-or student-initiated course withdrawal through the 12th week of a semester (fourth week, Summer day term, sixth week, Summer nine-week term). After the 12th week or until the end of the semester (fourth week, Summer day term; sixth week, Summer nine-week term), 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 – This grade is given when a course is incomplete because of student's absence caused by illness or other reasons acceptable to the instructor. To be eligible for this grade, the student must have essentially completed the course. The work remaining should be of such a nature as to not require class attendance. 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-age 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 chose will require a criminal background check.

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

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.

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 grade. 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 not 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 make-up test. 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 must be scheduled with the instructor. A different form of each test may be given. Only one test of the three may be taken late. You will need a Scantron, Form #882F, 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

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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 Highland 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 is necessary.

Cheating will not be tolerated. Any student found to be cheating will be subject to grade reduction, re-doing of assignments, and/or dismissal from the course. Examples of cheating include but are not limited to:

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

Distractions:

Cell phones and other electronic devices must be turned off during class.

I welcome and encourage appropriated and pertinent questions, comments and discussion.

I also encourage professional, mature behavior. Use time outside 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 your grade.

Two late arrivals or early departures equal 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>

Courtesy & Respect

Students should demonstrate courtesy and respect to all instructors, guests, and fellow learners. While honest discussion and debate of topics is expected and encouraged, such interactions should not involve aggressive, derogatory, or 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.

MCC Academic Integrity Statement:

The Center for Academic Integrity defines academic integrity as “a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.” Individual faculty members determine their class policies and behavioral expectations for students. Students who commit violations of academic integrity should expect serious consequences. For further information about student responsibilities and rights, please consult the McLennan website and your Highlander Student Guide.

MCC Attendance Policy:

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.

Please refer to the [Highlander Guide](#) for the complete policy.

ADA Statement:

In accordance with the requirements of the Americans with Disabilities Act (ADA), and the regulations published by the United States Department of Justice 28 C.F.R. 35.107(a), MCC's designated ADA coordinators, Dr. Drew Canham – Vice President, Student Success and Mr. Gene Gooch - Vice President, Finance and Administration shall be responsible for coordinating the College's efforts to comply with and carry out its responsibilities under ADA. Students with disabilities requiring physical, classroom, or testing accommodations should contact the Accommodations Specialist at the Completion Center in the Student Services Center, Room 211 or at 299-8122 or disabilities@mclennan.edu

TITLE IX

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

Legal Citation: Title IX of the Education Amendments of 1972, and its implementing regulation at 34 C. F. R. Part 106 (Title IX)

In accordance with the requirements of the Title IX Education Amendments of 1972 MCC's designated Title IX Coordinator, Drew Canham – Vice President, Student Success and Deputy Coordinator, Melissa (Missy) Kittner – Director, Human Resources shall be responsible for coordinating the College's effort to comply with and carry out its responsibilities under Title IX.

Contact information

Drew Canham, Title IX Coordinator
Vice President, Student Success
McLennan Community College
Administration Building, Room 408
1400 College Drive
254-299-8645
FAX: 254-299-8654
dcanham@mclennan.edu

Melissa (Missy) Kittner, Title IX Deputy Coordinator
Director, Human Resources
McLennan Community College
Administration Building, Room 104
1400 College Drive
254-299-8514
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mkittner@mclennan.edu

ATTACHMENT A.

Statement of Workplace and Foundation Competencies

McLennan Community College is determined to prepare you with the knowledge and skills you need to succeed in today's dynamic work environment. Towards this end, the following workplace competencies and foundation skills have been designed into the curriculum for:

CHILD DEVELOPMENT PROGRAM:

COMMON WORKPLACE COMPETENCIES

Manage Resources:	Time / Money / Materials / Space / Staff
Exhibit Interpersonal Skills:	Work on teams/ Teach others / Serve customers / Lead work teams/Negotiate with others
Work with Information:	Acquire & evaluate data / Interpret & communicate data
Apply Systems Knowledge	Work within social systems / Work within technological systems / Work within organizational systems / Monitor & correct system performance /Design & improve systems
Use Technology:	Select equipment and tools

FOUNDATION SKILLS

Demonstrate Basic Skills:	Arithmetic & Mathematics / Speaking / Listening
Demonstrate Thinking Skills:	Creative thinking / Decision making / Problem solving / Thinking logically
Exhibit Personal Qualities:	Self-esteem / Self-management / Integrity

PSLO	STUDENT LEARNING OUTCOMES	SCANS	TECA 1303	TECA 1311	TECA 1318	TECA 1354	CDEC 1317	CDEC 1323	CDEC 1356	CDEC 1358	CDEC 1359	CDEC 1413	CDEC 1419	CDEC 1421	CDEC 2307	CDEC 2322	CDEC 2324	CDEC 2326	CDEC 2328	CDEC 2364	CDEC 2441	Tests	Projects	Labs
1	Explain the professional characteristics of an early childhood educator.	1a, 2a, 2b, 2c, 2d, 2e, 3d, 4c, 8a, 8b, 8c, 8d, 8e	X	X							X						X	X			X			
2	Define child development and developmental domains.	3c, 4b, 4c, 6a, 6b, 6c, 6d, 7a, 8b, 8c		X		X																		
3	Awareness of professional organizations for educators.	4c, 4e, 5, 6a, 6b, 6d, 7, 8	X	X													X				X			
4	Analyze the major child development theories.	3a-d, 6a-e, 7a-b, 8a-e				X															X			
5	Implement age appropriate learning environments for children.	1a, 1c, 1d, 2a-f, 3a-d, 4c, 5a, 5b										X		X						X				
6	Identify characteristics of children with special needs.	2f, 4a, 7c, 7d								X	X													
7	Describe personal philosophy of child development.	2a, 3a, 4a, 4b, 4c, 5a, 6a, 6b, 7b, 8b																X						
8	Identify components of a lesson plan.	2b, 2f, 6a-e, 7							X			X		X	X									
9	Recognize tools of observation and assessment.	1a, 3a, 3b, 3c, 3d						X																
10	Utilize effective communication skills when working with children.	3a, 4a, 4c, 4e, 8a-e, 1a					X				X		X								X			
11	Understand and explain appropriate guidance techniques when working with children.	1, d, 1e, 2a, 2b, 2c, 2d, 2f, 4a, 4c									X		X			X								
12	Identify current trends and issues in the early childhood profession.	2a, 2f, 3a, 3b, 3c	X	X							X						X			X				