Child Growth and Development (TECA 1354)

Credit: 3 semester credit hours (3 hours lecture)

Co-requisite: CDEC 2386

Course Description:
Physical, emotional social and cognitive factors impacting growth and development of children through adolescence.

Required Textbook and Materials:
   a. ISBN number: 978-495-81322-4
2. A package of #882 Scantrons and #2 pencils.

Course Objectives:
Upon completion of this course, the student will be able to:

1. Summarize principles of growth and development and developmental stages in various domains.

2. Discuss theories of development, the impact of developmental processes on early childhood practices, and types and techniques of observation.

3. Explain the importance of play.

4. Demonstrate skills in practical application of developmental principles and theories; observation techniques and recognition of growth and development patterns.
Course Outline:

A. Introduction to Student Teaching
   1. Training Guidelines
   2. Initial Feelings
   3. Orientation
   4. Professionalism
   5. Preparing for Your First Day

B. Values and Developing Teaching Style
   1. Knowing Your Values
   2. Acquisition of Values
   3. Professional Ethics
   4. Teaching Style

C. Being Observed
   1. Goals of Observation, Evaluation & Discussion
   2. The Whole Teacher
   3. Reflective Behaviors in Student Teaching
   4. Self-Perception
   5. Adding to Your Professional Portfolio

D. Review of Child Development and Learning Theory
   1. Theories of Child Development
   2. How Do Children Learn?
   3. Intelligent Behavior
   4. Selected Research

E. Instructional Planning
   1. Identifying Child Interests & Needs
   2. Curriculum Models
   3. Activity Resources
   4. How Language Instruction Fits Into All Activity Planning
   5. Lesson Plan Goals & Objectives
   6. Working With Groups

F. Classroom Management
   1. Guidance or Disciplinary Function in Classroom Management
   2. Child Empowerment
   3. Guidance Techniques

G. Using Case Studies to Understand Behavior
   1. Erikson’s Theory
   2. Burton White and Self-Control
   3. Maslow’s Hierarchy of Needs
   4. Cultural Differences
   5. Observation
   6. Role of Student Teacher

H. Working With Children With Special Needs
   1. Laws Relating to Education of Young Children w/Sp Needs
   2. Working w/Children w/Sp Needs
   3. Helpful Web Site Information
   4. Suggested Activities

I. Common Problems of Student Teachers
   1. Kinds of Problems
   2. Role of Communication & Conflict Resolution
   3. Listening: The Ability to Receive
   4. Problem Solving Process

J. Student Teaching and Families
   1. Discovering a Center’s Family Relations Philosophy
   2. Interacting with Families
   3. Importance of Home-Teacher Partnerships
   4. Communication
   5. School-Home Interactions
   6. Precautions

K. Quality Programs in Early Childhood Settings
   1. Meeting Children’s Needs
   2. Standards of Quality Programs
   3. Types of Quality Programs
   4. Who Decides the Quality of a Program?
   5. Accreditation & Its Relationship to Quality

L. Professional Commitment & Growth
   1. Professional Concerns
   2. Professional Growth & Development
   3. Leadership & Keeping Current
Grade Scale:

900 – 1000 points  A
899 – 800 points  B
799 – 700 points  C
699 – 600 points  D
599 – 0 points  F

Course Evaluation:

Final grades will be calculated according to the following criteria:

1. Three Tests  30%
2. Attendance & Participation  10%
3. Introductory Paper  10%
4. Observation Assignments  20%
5. Activities @ assigned Child Care Center  30%

Course Requirements:

1. Course Introductory Paper.
2. Direct Guidance & Indirect Guidance Assignments.
3. Four assigned activities with children at assigned child care center.

Disabilities Statement:

The Americans with Disabilities Act of 1992 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. Among other things, these statutes require that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodations for their disabilities. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409) 880-1737 or visit the office in Student Services, Cecil Beeson Building.
Contact Information:

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