ECCE 1103 Child Growth and Development
COURSE SYLLABUS
Mini-Mester Hybrid Term B
Fall Semester 2016

Semester: 201612
Course Title: Child Growth and Development
Course Number: ECCE 1103
Credit Hours/ Minutes: 3 / 2250
Class Location: 1109
Class Meets: Hybrid 40%/Face-to-Face 60% Monday M&W 5:00-6:30
CRN: 20189

Instructor: Kay Wilson—M.Ed.
Office Hours: Monday – Thursday 1:00 – 4:00
Office Location: Building 1, Room 1109
Email Address: kwilson@southeasterntech.edu
Phone: 478-289-2213
Fax Number: 478-248-6353
Tutoring Hours: N/A

REQUIRED TEXT: Child Development: Early Stages through age 12. ISBN #: 9781605252933.

REQUIRED SUPPLIES & SOFTWARE: MS Word or Notepad, Notebook, Paper, Pen/Pencil, and Supplies for Activities Note: Although students can use their smart phones and tablets to access the online portion of their course(s), exams, discussions, assignments, and other graded activities should be performed on a personal computer. Neither ANGEL nor GVTC provide technical support for issues relating to the use of a smart phone or tablet so students are advised to not rely on these devices to complete the online portion of the course.

COURSE DESCRIPTION: This course introduces the student to the physical, social, emotional, and cognitive development of the young child (prenatal through 12 years of age). The course provides for competency development in observing, recording, and interpreting growth and development stages in the young child; advancing physical and intellectual competence, supporting social and emotional development, and examining relationships between child development and positive guidance. Topics include developmental characteristics, prenatal through age 12, developmental guidance applications, observing and recording techniques, ages and stages of development, and introduction to children with special needs.

MAJOR COURSE COMPETENCIES: Topics include Developmental Characteristics, Prenatal Through Age 12, Developmental Guidance Applications, Observing and Recording Techniques, Theories of Development, and Introduction to Children With Special Needs.

PREREQUISITE(S): Provisional Admission

COURSE OUTLINE:

Developmental Characteristics, Prenatal Through Age 12

Order	Description	Learning Domain	Level of Learning
1	Identify typical and atypical physical growth and developmental characteristics.	Cognitive	Knowledge
2	Identify typical and atypical social growth and developmental characteristics.	Cognitive	Knowledge
3	Identify typical and atypical emotional growth and developmental characteristics.	Cognitive	Knowledge
4	Identify typical and atypical cognitive growth and developmental characteristics.	Cognitive	Knowledge
5	Examine current research in brain development.	Cognitive	Analysis

Developmental Guidance Applications

Order	Description	Learning Domain	Level of Learning

| 1 | Demonstrate developmentally appropriate verbal and non-verbal guidance techniques. | Cognitive | Application |
| 2 | Describe direct and indirect techniques for guiding children's behaviors. | Cognitive | Comprehension |

Observing and Recording Techniques

Order	Description	Learning Domain	Level of Learning
1	Identify different methods of observation.	Cognitive	Knowledge
2	Demonstrate properly recorded observations.	Cognitive	Application

Theories of Development

Order	Description	Learning Domain	Level of Learning
1	Discuss and explore how theories explain child development.	Cognitive	Comprehension
2	Describe the areas of developmentally appropriate practices including individual development, chronological development, and family/cultural influences.	Cognitive	Comprehension
3	Identify the stages and the importance of play.	Cognitive	Knowledge

Introduction to Children With Special Needs

Order	Description	Learning Domain	Level of Learning
1	Identify characteristics of children 0 through age 12 with special needs in all areas of development.	Cognitive	Knowledge
2	Discuss how genes and prenatal care affect the development of children with special needs.	Cognitive	Comprehension

GENERAL EDUCATION CORE COMPETENCIES: STC has identified the following general education core competencies that graduates will attain:
1. The ability to utilize standard written English.
2. The ability to solve practical mathematical problems.
3. The ability to read, analyze, and interpret information.

All students pursuing a degree, a diploma, or a Technical Certificate of Credit with a General Education component will be required to pass the General Education Competency Exams prior to graduation.

HYBRID PROCEDURE
Hybrid classes require students to complete a portion of the required contact hours traditionally by attending classes on campus while completing the remaining portion online at the student's convenience with respect to the instructor's requirements.

ATTENDANCE GUIDELINES: Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and also interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Instructors have the right to give unannounced quizzes/assignments. Students who miss an unannounced quiz or assignment will receive a grade of 0. Students who stop attending class, but do not formally withdraw, may receive a grade of F and face financial aid repercussions in upcoming semesters.

Instructors are responsible for determining whether missed work may be made up and the content and dates for makeup work is at the discretion of the instructor.

Students will not be withdrawn by an instructor for attendance; however, all instructors will keep records of graded assignments and student participation in course activities. The completion dates of these activities will be used to determine a student's last date of attendance in the event a student withdraws, stops attending, or receives an F in a course.

SPECIAL NEEDS: Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact Jan Brantley, Room 1208 Swainsboro Campus, 478-289-2274, or Helen Thomas, Room 108 Vidalia Campus, 912-538-3126, to coordinate reasonable accommodations.

SPECIFIC ABSENCES: Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

PREGNANCY: Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please advise me and make appropriate arrangements with the Special Needs Office. Swainsboro Campus: Jan Brantley, Room 1208, (478) 289-2274 -- Vidalia Campus: Helen Thomas, Room 108, (912) 538-3126.

WITHDRAWAL PROCEDURE: Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% portion of the semester (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of "W" is assigned when the student completes the withdrawal form from the course.

Students who are dropped from courses due to attendance (see your course syllabus for attendance policy) after drop/add until the 65% point of the semester will receive a "W" for the course. Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of 'F' being assigned.

After the 65% portion of the semester, the student will receive a grade for the course. (Please note: A zero will be given for all missed assignments.)

There is no refund for partial reduction of hours. Withdrawals may affect students' eligibility for financial aid for the current semester and in the future, so a student must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be accessed due to the withdrawal. All grades, including grades of 'W', will count in attempted hour calculations for the purpose of Financial Aid.

Remember - Informing your instructor that you will not return to his/her course does not satisfy the approved withdrawal procedure outlined above.

MAKEUP GUIDELINES (Tests, quizzes, homework, projects, etc…): If a student misses a test, unannounced quiz, or assignment, a grade of zero will be assigned. There will be no make-up work. Unannounced quizzes are subject to be given on any day. A grade of zero will be assigned for any quizzes missed. There will be no makeup of quizzes. Any zeros recorded will be included in the final score calculation.

ACADEMIC DISHONESTY POLICY: The STC Academic Dishonesty Policy states *All forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline.*   The policy can also be found in the *STC Catalog and Student Handbook.*

Procedure for Academic Misconduct
The procedure for dealing with academic misconduct and dishonesty is as follows:

--First Offense--
Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

--Second Offense--
Student is given a grade of "WF" for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

--Third Offense--
Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Vice President for Student Affairs, or designee, will notify the student of suspension from college for a specified period of time. The Registrar will input the incident into Banner for tracking purposes.

STATEMENT OF NON-DISCRIMINATION: Southeastern Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, disabled veteran, veteran of Vietnam Era or citizenship status, (except in those special circumstances permitted or mandated by law). This school is in compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; with the provisions of Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender; with the provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap; and with the American with Disabilities Act (ADA).

GRIEVANCE PROCEDURES: Grievance procedures can be found in the Catalog and Handbook located on STC's website.

ACCESS TO TECHNOLOGY: Students can now access Angel, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the STC website at www.southeasterntech.edu..

GRADING POLICY
15% Tests
30% Weekly Book Assignments
30% Observations/Assessment
25% Proctored Event

GRADING SCALE
A: 90-100
B: 80-89
C: 70-79
D: 60-69
F: 0-59

TCSG GUARANTEE/WARRANTY STATEMENT: *The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.*

ECCE 1103 Child Growth and Development Fall Mini-Mester SEMESTER LESSON PLAN				
Date	**Chap / Less**	**Content**	**Assignments & Tests Due**	**Comp Area**
All Assignments are Due on Mondays Remember to send a weekly Angel email with a summary of what you have accomplished in the class during the week				
Week 1 Oct 13-19 Due 10/19	Ch 1& 21	Orientation, Learning about Children, Teaching through Play, Observation and Assessments	Define Chapter Words (Hybrid) Complete Review and Reflect Questions (Hybrid) Answer the discussion question (respond to at least one person) Complete 1 Observation	*1, 5 **a,c,d
Week 2 Oct 19-26 Due 10/26	Ch 2-3	Families and Parenting	Define Chapter Words (Hybrid) Complete Review and Reflect Questions (Hybrid) Answer the discussion question (respond to at least one person) Complete 2 Observations Discuss LAPS Work on Class Project of Creating a Classroom	*1, 2, 3, 4 **a,c,d
Week 3 Oct 26-Nov 2 Due 11/2	Ch 4,5,6, & 7	Prenatal Development and the Newborn	Define Chapter Words (Hybrid) Complete Review and Reflect Questions (Hybrid) Answer the discussion question (respond to at least one person) Complete 2 Observations Work on Class Project Watch Video on Newborn and Discuss	*1, 2, 3, 4, 5 **a,c,d
Week 4 Nov 2-9	Ch 8, 9, 10, & 11	Physical, Intellectual, Social-Emotional, and Developmental Need of a Infant	Define Chapter Words (Hybrid) Complete Review and Reflect Questions (Hybrid) Research Paper and PowerPoint : Early Childhood Theorist of your choice. (Hybrid) Mid Term (Hybrid) Answer the discussion question (respond to at least one person) 1 Observations Complete LAP Fine and Gross	*1, 2, 3, 4 **a,c,d
Week 5 Nov 9-16 Due 11/16	Ch 12-15	Physical, Intellectual, Social-Emotional, and Developmental Need of a Toddler	Define Chapter Words (Hybrid) Complete Review and Reflect Questions (Hybrid) Complete 1 Observation Answer the discussion question (respond to at least one person) Video on Developmental Needs LAP Language and Cognitive	*1, 2, 3, 4 **a,c,d
Week 6 Nov 16-23 Due 11/23	Ch 16-19	Physical, Intellectual, Social-Emotional, and Developmental Need of a Preschooler	Define Chapter Words (Hybrid) Complete Review and Reflect Questions (Hybrid) Answer the discussion question (respond to at least one person) 1 Observation LAP Personal and Pre-Write	*1, 2, 3, 4 **a,c,d
Week 7 11/23-30 Due 11/30	Ch 23 and 24	Children with Special Needs and Learning in a Group Setting and Your Personal Philosophy on Teaching Children	Define Chapter Words (Hybrid) Complete Review and Reflect Questions (Hybrid) Write your Philosophy of Education (Hybrid) Answer the discussion question (respond to at least one person) 1 Observation LAP Self Help Write a one page paper on Children with Special Needs Cite your sources	*4. 5 **a,c,d
Week 8 11/30-Dec 9 Due 12/9	Ch 20	Orientation, Observations, ASSESSMENTS, Physical Development of School Age Children, Providing for School-Age Children Physical Needs	Define Chapter Words (Hybrid) Complete Review and Reflect Questions (Hybrid) List examples of activities that are DAP and activities that are DIP. (Hybrid) List Changes that occur in School Age Children 1 pg paper on Obesity and School Age Children Answer the discussion question (respond to at least one person) List three ways parents can promote self esteem	*1, 5 **a,c,d

* Competency Areas:

1. Developmental Characteristics, Prenatal Through Age 12
2. Developmental Guidance Applications
3. Observing and Recording Techniques
4. Theories of Development
5. Introduction to Children with Special Needs

**General Core Educational Competencies

a)   The ability to utilize standard written English.
b)   The ability to solve practical mathematical problems.
c)   The ability to read, analyze, and interpret information.

Rubrics

You will have weekly Discussion Questions.

Students will be required to answer discussion board questions that will be posted within Angel. The topics will be posted at least a week prior to the due date. The answers to the discussion questions should be detailed and thoroughly answers the topic. Also, students will be required to respond to at least one answer posted by their classmates. The responses should include why you do or do not agree with the student's response. It is ok to disagree with your classmate on his/her answer but the responding student should be professional in his/her response to his/her classmate. Be constructive in discussion these topics with your classmates.

Rubric for the Discussion Board

Discussion Board Rubric			
# of discussion posts	# of discussion replies	Grade	Due Date, Grammar and Spelling Requirements
1	1	100	Students who post their initial discussion board response to the discussion board topic and respond to at least one answer posted by their classmate will be given a 100 on the assignment if the post is turned in by the due date and free of grammatical and spelling errors. The student will receive a 10 point deduction for each day that the student's discussion post is turned in past the due date. The student will receive a one point deduction for each grammatical and spelling error in the student's discussion post. A 10 point deduction will be given to any student who only responds to their classmate with an answer of "yes/no" or "I agree/disagree."
1	0	70	Any student that does not respond to at least one answer posted by their classmates will not receive a grade above 70 on the discussion post. The grade of 70 will be the highest grade that the student will be able to receive on the discussion post if the post is turned in by the due date and free of grammatical errors and spelling errors. The student will receive a 10 point deduction for each day that the student's discussion post is turned in past the due date. The student will receive a one point deduction for each grammatical and spelling error in the student's discussion post.
0	1	50	Students who only respond to a classmate's discussion post will not receive a grade above 50 on the discussion topic. The grade of 50 will be the highest grade that the student will be able to receive on the discussion response if the response is turned in by the due date and free of grammatical errors and spelling errors. The student will receive a 10 point deduction for each day that the student's discussion response is turned in past the due date. The student will receive a one point deduction for each grammatical and spelling error in the student's discussion response.
0	0	0	Students will receive a 0 on the discussion topic that the student does not post an answer or response to or answer or respond to a classmate's discussion post.

Rubric for Power Point Presentation

PowerPoint Presentation RUBRIC:

NAME _____ DATE _____

TOPIC: _____

	4	3	2	1
Length	Presentation was at least 10 minutes in length	Presentation was between 8-9 minutes	Presentation was between 6-7 minutes	Presentation was less than 6 minutes
Original	The PowerPoint was totally original	The power point was original	The power point was somewhat original	The power point was lacking in originality
Informative	The power point was very informative on subject	The power point was informative on subject	The power point was somewhat informative on the subject	The power point was lacking in this area
Helpful to ECCE	The information contained in the power point was very useful/helpful to ECE	The information was informative to ECE	The information was somewhat useful/helpful to ECE	The power point was lacking in this area
Creativity	The power point was very creative and unusual	The power point was creative	The power point was somewhat creative	The power point was lacking in creativity
Voice –Eye Contact	The speaker's voice could be heard and eye contact was maintained throughout the entire presentation	The speaker's voice could be heard and eye contact was maintained throughout most of the presentation	The speaker's voice could be heard and eye contact was maintained throughout at least half of the presentation	The speaker's voice could be heard and eye contact was maintained throughout at least some of the presentation
Handout	A handout was given at time of presentation	-------------	----------------	A handout was not given out at time of presentation
Slides	Presentation included at least 15 slides	Presentation included at least 13 slides	Presentation included at least 11 slides	Presentation included less than 10 slides

Points _____ X   3.1   = _____ (final grade on POWER POINT)

Comments:

WRITING RUBRIC:

NAME _____ DATE_____

ASSIGNMENT _____ _____

	4	3	2	1
Neatly written/typed according to directions	The paper was very neatly written or typed—according to directions	The typing or handwriting was neat	The typing or handwriting was somewhat neat	The paper was lacking in the area of neatness
Length	The length was completely appropriate or was longer than required	The paper was within a few lines of being appropriate length	The paper was approximately ¾ as long as it should be	The paper was less than ½ the length it should be
On topic	The entire paper was on topic	Most of the paper was on topic	The paper remained somewhat on topic	Half or more of the paper was not on topic
Spelling/Grammar	There were no more than 2 spelling errors/1 grammar error	There were no more than 3 spelling errors and/or 2 grammar errors	There were no more than 3 spelling errors and/or 3 grammar errors	There were more than 3 spelling errors and/or 3 grammar errors
Main Idea(s) /Supporting Details/Cohesion	The paper contained proper main idea(s), properly developed supporting ideas and was cohesive	The paper contained proper main idea(s), developed supporting ideas but was lacking in cohesion	The paper had main idea(s), poorly developed supporting ideas and cohesion was lacking	The paper did not have a proper main idea, and/or supporting details and/or cohesion

Grammar Errors: fragments, run-on sentences, subject-verb agreement…

Total points _____   X 5 = _____

Comments

ECCE 1103 Research Paper Rubric

NAME _____ DATE _____

TOPIC: ___Research Paper and Presentation on Child Development Theorist_____

	4	3	2	1
Neatly written/typed according to directions	The paper was very neatly written or typed—according to directions	The typing or handwriting was neat	The typing or handwriting was somewhat neat	The paper was lacking in the area of neatness
Length	The paper and power point length was completely appropriate or was longer than required	The paper and power point was within a few lines of being appropriate length	The paper and power point was approximately ¾ as long as it should be	The paper and power point was less than ½ the length it should be
On topic	The entire paper was on topic	Most of the paper was on topic	The paper remained somewhat on topic	Half or more of the paper was not on topic
Spelling/Grammar	There were no more than 2 spelling errors/1 grammar error	There were no more than 3 spelling errors and/or 2 grammar errors	There were no more than 3 spelling errors and/or 3 grammar errors	There were more than 3 spelling errors and/or 3 grammar errors
Helpful to ECCE	The information contained was very useful/helpful to ECCE	The information was informative to ECCE	The information was somewhat useful/helpful to ECCE	The classrooms were lacking in this area
Informative	The information was very informative on subject	The information was informative on subject	The information was somewhat informative on the subject	The information was lacking in this area
Voice –Eye Contact	The speaker's voice could be heard and eye contact was maintained throughout the entire presentation	The speaker's voice could be heard and eye contact was maintained throughout most of the presentation	The speaker's voice could be heard and eye contact was maintained throughout at least half of the presentation	The speaker's voice could be heard and eye contact was maintained throughout at least some of the presentation

Points _____ X 3.6 = _____

Comments:

Disclaimer Statements
****Instructor reserves the right to change the syllabus and/or lesson plan as necessary.****
***The official copy of the syllabus is located inside the student's online course shell or will be given to them
during face to face class time the first day of the semester. The syllabus displayed in advance of the semester in a
location other than the course you are enrolled in is for planning purposes only.***