# ECCE 1103 Child Growth and Development
# Online
# COURSE SYLLABUS
# Spring Semester 2016

**Semester:  201614**
**Course Title:  Child Growth and Development**
**Course Number:  ECCE 1103**
**Credit Hours/ Minutes:  3 / 2250**
**Class Location:  GVTC/Blackboard**
**Class Meets:  Via Internet/15 Weeks**
**CRN:  40169**
**Preferred Method of Contact:   kwilson@southeasterntech.edu**

**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:  478-289-2214**

**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 their online course(s), exams, discussions, assignments, and other graded activities should be performed on a personal computer. Neither BLACKBOARD 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 take an online 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.

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

**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.

**STUDENT REQUIREMENTS FOR ONLINE ATTENDANCE:** It is the student's responsibility to be academically engaged each week doing course related 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.

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. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Students will have at least one week to complete tests and assignments. All tests and assignments are due at midnight on Monday of each week. Assignments and test not received on the due date will be assigned a 0 until received. Ten points per week will be deduct points for work that is submitted late. Exceptions to the due dates of assignments due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

You Will Be Listed As A No Show And Dropped From This Course IF: You do not complete the Pledge Acknowledgment and Send an email within the first five days.

**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.

**PROCTORED EVENT REQUIREMENT:** In order to validate student identity for all online courses,

students enrolled in online courses are **required** to complete one proctored event per online course. The proctored event will be administered on two separate days during the semester—once on the Vidalia campus and once on the Swainsboro campus and will be monitored by the instructor or another STC employee.  The proctored event may be a major exam, assignment, or presentation, etc. that will count a minimum of 20% of the course grade. Students must attend one of the scheduled proctored sessions and will need to make arrangements with work, childcare, etc. The specific dates of the proctored event are scheduled on the Lesson Plan/Calendar for the online course. Students living further than 75 miles from either campus who cannot come to Southeastern Tech for the event must secure an approved proctoring site. The site and the proctor must meet Southeastern Technical College's requirements (instructor will provide more information and necessary forms if this is the case). Note: Students taking proctored events off campus will utilize the Proctor Scheduling and Approval Form found in Blackboard within the Getting Started/Start Here and Proctoring Event area.  The completed form should be submitted to the course instructor a minimum of two weeks prior to the proctored event.

Students arranging off-campus proctoring must take the event on one of the originally scheduled days. Students who do not complete the proctored event as scheduled must submit a valid documented excuse within three business days after the scheduled event. If the excuse is approved, students must make arrangements with the instructor to makeup/reschedule the missed event. The penalty and makeup instructions will be at the instructor's discretion.  Proctored events will be given after the 65% point of the semester.  **Students who do not complete the proctored event will receive an F in the course.**

As published on STC's website, any expenses incurred to obtain a proctor will be the responsibility of the student; however, students are not charged a proctoring fee when taking the proctored exam on the campus of Southeastern Tech. Most of Georgia's technical colleges do not charge to proctor exams for students enrolled in other TCSG colleges. Students who are enrolled at Southeastern Technical College and live out of the state of Georgia or out of the country could incur a proctoring charge. However, in that instance, the instructor would assist the student in locating the least expensive proctor.

**The required proctored event (Infant, Toddler, and Preschool Classroom Design) for this class is March 22 on the Swainsboro Campus, Room 2204,5:00 p.m. In the event this date is missed, the student must make arrangements to come to the Vidalia Campus on the alternate date of March 23 at 3:00 p.m.. (You must let the instructor know which date you will be attending by March 3).**

**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 BBL, 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 | GRADING SCALE | TCSG GUARANTEE/WARRANTY STATEMENT |
|---|---|---|
| 15% Tests & Quizzes | | *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.* |
| 30% Weekly Assignments | A: 90-100 | |
| 30% Observations/Assessment | B: 80-89 | |
| 20% Proctored Event | C: 70-79 | |
| 5% Participation/Discussion | D: 60-69 | |
| | F: 0-59 | |

| ECCE 1103 Child Growth and Development SPRING SEMESTER 2016 LESSON PLAN | | | | |
|---|---|---|---|---|
| Date | Chap / Less | Content | Assignments & Tests Due | Comp Area |
| **All Assignments are Due on Monday** | | | | |
| Week 1 1/11-18 Due 1/18 | Ch 1 & 21 | Orientation, Learning about Children, Teaching through Play, Observation and Assessments | Define Chapter Words Complete Review and Reflect Questions Read Chapters Discussion questions Complete one observation | *1, 5 **a,c,d |
| Week 2 & 3 1/18-2/1 Due 2/1 | Ch 2-3 | Families and Parenting | Define Chapter Words Complete Review and Reflect Questions Read Chapters Discussion questions Complete one observation Work on Proctor | *1, 2, 3, 4 **a,c,d |
| Week 4 & 5 2/1-15 Due 2/15 | Ch 4-7 | Prenatal Development and the Newborn | Define Chapter Words Complete Review and Reflect Questions Read Chapters Discussion questions Complete one observation Work on Proctor | *1, 2, 3, 4, 5 **a,c,d |
| Week6 2/15-22 Due 2/22 | Ch 8-11 | Physical, Intellectual, Social-Emotional, and Developmental Need of a Infant | Define Chapter Words Complete Review and Reflect Questions Read Chapters Discussion questions Complete one observation Complete LAP Fine and Gross assessment | *1, 2, 3, 4 **a,c,d |
| Week 7 2/22-29 Due 2/29 | Ch 12-15 | Physical, Intellectual, Social-Emotional, and Developmental Need of a Toddler | Define Chapter Words Complete Review and Reflect Questions Read Chapters Complete one observation LAP Language and Cognitive assessment Work on In Proctor Project Due 3/22 | *1, 2, 3, 4 **a,c,d |
| Week 8 & 9 2/29-3/14 Due 3/14 | Ch 16-19 | Physical, Intellectual, Social-Emotional, and Developmental Need of a Preschooler | Define Chapter Words Complete Review and Reflect Questions Mid Term Read Chapters Complete one observation LAP Personal and Pre-Write assessment | *1, 2, 3, 4 **a,c,d |
| Week 10 3/14-21 Due 3/21 | Ch 24 | Children with Special Needs and Learning in a Group Setting | Define Chapter Words Complete Review and Reflect Questions Philosophy Paper Due Week 15 Read Chapters Complete one observation LAP Self Help assessment | *4. 5 **a,c,d |
| Week 11 3/21-4/4 | Ch 20 | Orientation, Observations, ASSESSMENTS, Physical Development of | Define Chapter Words Complete Review and Reflect Questions | *1, 5 **a,c,d |

| | | School Age Children, Providing for School-Age Children Physical Needs | Read Chapters<br>List Changes that occur in School Age Children<br>1 pg paper on Obesity and School Age Children<br>List three ways parents can promote self esteem<br>Present Proctor 3/22 | |
|---|---|---|---|---|
| Due 4/4 | | | | |
| 3/28-4/1 | | SPRING BREAK | | |
| Week 12 & 13<br><br>4/4-18<br><br>Due 4/18 | Ch 23 | Developmentally Appropriate Practices<br>Your Personal Philosophy on Teaching Children | Define Chapter Words<br>Complete Review and Reflect Questions<br>Read Chapters<br>Read a book on Discipline and Young Children<br>List examples of activities that are DAP and activities that are DIP. | *2, 3,5<br>**a, c, d |
| Week 14<br><br>4/18-25<br><br>Due 4/25 | Ch 25 | Families and Career Decisions | Read Chapters<br>Write a review of a book on Discipline and Young Children<br>LAP Summary Due | *2<br>**a,c,d |
| Week 15<br>4/25-5/2<br><br>Due 5/2 | Ch 26 | Career Moves in ECCE | Define Chapter Words<br>Complete Review and Reflect Questions<br>Philosophy Paper Due<br>Final | *2<br>**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 Blackboard. 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 is inside Blackboard**

**Rubric for PowerPoint 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 Proctor Rubric

NAME _____ DATE _____

TOPIC: ____Research Paper and PowerPoint 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 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 |
| **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: