

ECE 3143 Child Growth And Development (3.00)

Day: Tuesday

Time: 5:30 – 8:15

Semester: Spring 2008

Instructor: Lorrie Schindler M.A. ECE

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Office hours: By appointment only

Course Description

(3-0) 3 hours credit.

Study of growth and development during early childhood. Review and integration of physical, psychological, social, language, and cognitive development affecting growth in children. Emphasis on multicultural perspectives of child development addressing culturally diverse populations and children with atypical patterns of development. *Field experiences required.* (Formerly ECE 3123. Credit cannot be earned for both ECE 2103 and ECE 3123.)

Course Goals and Objectives

The primary goal of this course is to enhance students' understanding regarding early childhood development in a diverse world in order to be highly effective teachers. Understanding how children grow and develop will help the preservice teacher understand the significance of developmentally appropriate practices.

In this course, the students will be able to:

- Identify and explain different child development theories from a multicultural perspective;
- Examine differences in temperament, physical growth, sociability, and intellectual competence as part of individual children's biological inheritance;
- Recognize different areas of development including social, emotional, cognitive, physical, and linguistic beginning in infancy through the primary years;
- Analyze different parents families and children from a multicultural perspective; and
- Identify and reflect on major social issues that affect child growth and development.

Textbook Required

Trawick-Smith, J. (2006). *Early childhood development: A multicultural perspective* (4th ed.).

Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Course Requirements

Attendance

Attendance of scheduled classes is mandatory for the completion of this course. In-class activities cannot be replicated outside of class sessions. If an absence is unavoidable, please notify the instructor prior to class or leave a message. It is the student's responsibility to sign the class roster. In order to be considered present for the class, the student must arrive on time and remain for the entire class period. Students who arrive more than 10 minutes late and leave more than 10 minutes before class is over are not allowed to sign the class roster and will be counted absent. **One absence is allowed in this course. Upon the second absence of a student, the student will receive a reduction in the final grade by one (1) letter grade IF the absence is considered unexcused . Each additional unexcused absence will result in a subsequent reduction of the final grade by an additional letter grade.** Note that travel plans are not considered an "emergency" or excused absences. ("emergency" is left to the discretion of the instructor). In addition, attendance (and participation) to group meetings is also required. Each group must work together to agree on the best time to meet to work on assignments. If an absence is unavoidable, notify group members as well as the university instructor. Failure to do so will result in 5 points taken off (individually) from the group's assignment grade.

Professionalism

Students are expected to act professionally at all times including during class and at field experience sites. Students must dress appropriately when visiting field sites. Students must refrain from conversations during class. Please turn-off all cell phones and pagers since they cause distraction. (See "Fitness to Teach" policy document located in the department website - <http://www.utsa.edu/hop/chapter5/5-17.cfm>).

Expectations

Reading Assignments

Students are expected to prepare for classroom discussions and activities by completing assigned readings prior to coming to class. Such preparation will help them understand and internalize the content matter more effectively as well as **actively participate in class discussions, activities, and group work**. Activities and in-class assignments will be given throughout the semester that will be counted for a grade. Students must ensure that they are present since those activities will not be repeated

Quality of Work

A standard of written English appropriate for elementary teachers will be expected. All written work submitted must be of professional quality, neatly presented, grammatically correct, and free of spelling and punctuation errors. All written assignments should be prepared on a computer with appropriate word processing software. Facilities are available on campus for this purpose. To improve readability of papers, standard print styles should be used (e.g. Times, Geneva, New York). Font size must be 12 point and all work should be doubled spaced. Do not use bold lettering. **Title pages/cover sheets**, including your name, course/section number and date are required for all written assignments. Pages should be stapled together. Please do not use folders or binders. *Full credit cannot be earned for work that does not meet these standards.*

Submission of Assignments

Assignments must be submitted on or before the specified due date. No late work will be accepted unless delay is unavoidable and the student has discussed the situation with the instructor prior to the due date (problems with the printer do not apply). Since most of the assignments for this course are field-based experiences, it is important that the students begin looking for research sites ASAP. Grades on late assignments, which have been approved by the instructor, will be reduced by 10 points. If you are absent on the day an assignment is due, you should make arrangements to submit the assignment on time to avoid the loss of points for late submission. Assignments must be complete upon submission. No incomplete assignments will be accepted. No resubmissions will be allowed unless requested by the instructor.

Policy on Scholastic Dishonesty

Students are expected to demonstrate professional conduct during class sessions. In order to minimize distractions, students should not leave the room during class unless an emergency arises. Students should also refrain from engaging in individual conversations during lectures or class discussions. Any other discipline issues will be managed as the UTSA Faculty Handbook specifies. Students are expected to be above reproach in scholastic activities. Students who violate rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. Since scholastic dishonesty harms the individual, all students, and the integrity of the University, any incidence of student dishonesty will be managed as outlined in the UTSA Student Guide.

Students with Disabilities

Students with disabilities must be registered with the Office of Disability Services (MS 2.03.18, telephone 458-4157(Voice), 458-4981 TTY, UTSA Downtown BV 1.302 458-2816) in order to receive support services. If you need accommodation for a disability, please contact me at your earliest convenience.

Course Assignments and Examinations

Examinations – 100 points (4 exams at 25 points each)

There will be four multiple choice examinations throughout the semester based on the textbook readings, class lectures, and any other material distributed by the instructor. The examinations will also include one extra credit question. Tests will be given online or in class as scheduled. Tests taken in class will require a scantron.

In-class Assignments – 30 points

There will be many class assignments throughout the course. It is up to the student to be present at all times in class since there will be no opportunity to make up these assignments. The instructor will decide on the class assignments. Class assignments may be individual or group work.

Assignment #1 – Childcare Director Interview – 25 points

Interview a director of a childcare center or preschool. Ask questions about the diversity of children and families served by the program, relying on concepts presented in chapter one. Ask about methods for accommodating diversity in the classroom and how they communicate with parents who speak a different language. Write a two-page (double-spaced) narrative report on your interview, based on the following questions:

- To what degree do children served by the program have unique or diverse needs, as defined in chapter one?
- Are children with special needs served? Which disabilities or delays are represented?
- Is there cultural/ethnic diversity among children and families served? Which ethnic groups are represented? Are children of historically underrepresented groups enrolled in the program?
- Are families of diverse socioeconomic backgrounds served by the program?
- What strategies are used to accommodate the needs of all individuals served?

Source: <http://www.prenhall.com/trawick>

Assignment #2 – Journal Summary – 25 points

Find an article in a peer-reviewed journal that is based on a theory or theories of child development (refer back to Chapter 3 in your text). Using your own words, write a two-page (double-spaced) summary of the article. The summary should include three parts
1) introduction—what is the main goal of the article; 2) summary—what is the article about and which child development theory does it represent or what theory is the underlying principle of the article; 3) reflection—what do you think about the article. You may use one of the following early childhood journals (if you find an article in a journal that is not included on this list, please obtain approval from the course instructor):

- *Young Children*
- *Dimensions*
- *Early Childhood Research Quarterly* - Continued next page....

- *Childhood Education*
- *Early Childhood Development and Care*
- *International Journal of Early Childhood Education*
- *Child Development*
- *Early Childhood Education Journal*
- *Early Childhood Research and Practice*
- *Journal of Early Childhood Research*

Assignment #3 – Family Interview – 25 points

Identify two families with babies who are of distinct cultural backgrounds. Interview parents or other caregivers living in the home regarding child-rearing beliefs and methods of child rearing. Ask questions about responses to crying, carrying practices, and teaching interactions, as described in this chapter. Also ask about the roles of all those living in the home who have child care responsibilities, including siblings, relatives, and friends. Write a two-page (double spaced) narrative report on these interviews, guided by the following questions:

- How do these families differ in infant care beliefs and practices? How are they alike?
- To what degree does culture affect similarities and differences in caregiving? Does family structure have an influence? Does the specific role of the caregiver (i.e., parent, grandparent, sibling) affect his or her practices and beliefs?
- Who cares for children in these families? How do caretaking roles vary across these individuals? For example, do mothers differ from fathers in their interactions? Do grandparents differ from siblings?
- Do parents or significant caregivers of these infants live outside the home? What role do these individuals play in infant care?

Source: <http://www.prenhall.com/trawick>

Assignment #4 – Research Paper and Presentation – 45 points

There are many issues that children face that affect their growth and development. Using the websites from the Children's Defense Fund http://cdf.convio.net/site/PageServer?pagename=research_CWMH http://cdf.convio.net/site/PageServer?pagename=research_early_childhood and/or the National Association for the Education of Young Children <http://www.naeyc.org/ece/critical.asp>, each group will select a topic of interest from a chapter in the text (groups will draw for chapters), preferably one that is a major issue within our local community. Each person in the group will then pick a sub-topic within the main topic chosen. You must obtain approval from the instructor on the topic and sub-topics selected. Each person in the group will write a 7-page research paper in which you provide findings of an in-depth study of the topic you selected by using different resources to collect your data. The following are the steps that will guide your project:

1. Introduction—Includes the question that you want to study. Why is this topic important and relevant? Why do you think this is important? How does the topic affect child growth and development?
2. Summary of research—What did you find out? Use at least 7 different sources for your research including (but not limited to) scholarly articles, mainstream articles,

newspaper articles, Internet websites, interviews, etc. At least 3 sources must be from scholarly journals (journals listed under assignment #2)

DO NOT USE THE TEXTBOOK AS A SOURCE !!!

3. Analysis—Your personal evaluation of the data you gathered.
4. Conclusions—What are your new insights about the topic studied? What new questions do you have? What are some of the recommendations that you can present?
5. References and 7-page paper using APA format.
6. Each group will develop a Power Point presentation to be shared with the class to present findings. Each student powerpoint will be created from the RESEARCH SOURCES AND RESEARCH PAPER FINDINGS. **DO NOT USE THE TEXT TO CREATE THE POWERPOINT! MAKE SURE YOUR RESEARCH RELATES TO THE PARTICULAR AGE GROUP OF THE CHAPTER – ex. infants, preschool, or primary years.** Each person in the group will present their own findings and the PowerPoint should follow a logical progression of the main topic, bringing all sub-topics together into one large presentation. **The use of *realia* (real objects) is required (brochures, hand outs, books, examples that help get your point across to the class, class activities, etc.)** in addition to the power point presentation. Presentations will be scheduled throughout the semester.
7. Each student will turn in a paper copy of the powerpoint presentation, along with the research paper.

STUDENT EVALUATION

Using a criterion reference point system, individual project and final grades will be calculated as follows:

Assignment	Points	Due Date	My Grade
Exam #1	25		
Exam #2	25		
Exam #3	25		
Exam #4	25		
In-class Assignments	30	Throughout semester	
Assignment #1 Childcare Director Interview	25		
Assignment #2 Journal Summary	25		
Assignment #3 Family Interview	25		
Assignment #4 Research Paper	45	Throughout semester	
TOTAL POINTS	250		

Grade Distribution

A = 225 - 250

B = 200 - 224

C = 175 - 199

D = 150 - 174

F = 149 – below

