

ECE 3143.003 Child Growth And Development (3.00)

Day: Tuesday & Thursday Time: 3:30 – 4:45

Semester: Spring 2008

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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. **Completion of field work is a requirement for completion of the course (Interviews).** (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 unexcused absence is allowed in this course. Upon the second unexcused absence of a student, the student will receive a reduction in the final grade by one (1) letter grade. Each additional 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" ("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. Laptop computers must be approved by the instructor. (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**. In-class activities and quizzes 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 and cannot be made up.

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. APA format is required on all assignments and references must be cited on a separate reference page. *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. An extra credit essay question is included for each exam. For chapter study guides and practice exams go to <http://www.prenhall.com/trawick>.

In-class Assignments – 20 points (4 assignments at 5 points each)

There will be many class assignments throughout the course, but only 4 will be used for a grade. 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.

Pop-Quizzes – 20 points (4 pop-quizzes at 5 points each)

To help students focus on the reading assignments, pop quizzes will be given periodically without notice.

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. Cite the interview according to the APA manual. 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. A separate reference page is required. 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*
- *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 (Refer to Chapter 18 in your text)

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. Cite the interview according to the APA manual. Write a **four-page (double spaced) narrative report on these interviews (2 pages per family)**, guided by the following questions. Your interview findings will be presented in class.

- 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 – 35 points

There are many issues that children face that affect their growth and development. Each group will select a main topic of interest (main topics will be provided by the instructor) from a chapter in the text (groups will draw for chapters) to research. Once the topic is picked, sign up for the topic with your instructor. Your research should be an extension of chapter information and should not duplicate chapter lectures. You will use text chapters as a guide, but your research should give additional information not found in the text. Each person in the group will research a sub-topic of the main topic so that everyone in the group provides different information of the main topic. Each person in the group will write a **7-page research paper** of the sub-topic selected by using different resources to collect 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 10 different sources for your research including (but not limited to) scholarly articles, mainstream articles, newspaper articles, Internet websites, interviews, etc. At least 3 sources (research articles) must be from scholarly journals.
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. **Reference Page** (7-page paper and reference page must follow APA format).
****Reference page is not included in your 7-pages. Your reference page will be your 8th page.**
6. Each group will develop a Power Point presentation to be shared with the class to present findings. 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. **Do not** read your PowerPoint. Your PowerPoint should only be a guide for your discussion of your research. **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. You may use the following websites from the Children's Defense Fund as you do your research:

http://cdf.convio.net/site/PageServer?pagename=research_CWMH

http://cdf.convio.net/site/PageServer?pagename=research_early_childhood

National Association for the Education of Young Children

<http://www.naeyc.org/ece/critical.asp>

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 4 @ 5 points each	20	Throughout semester	
Pop Quizzes 4 @ 5 points each	20	Throughout semester	
Assignment #1 Childcare Director Interview	25		
Assignment #2 Journal Summary	25		
Assignment #3 Family Interview	25		
Assignment #4 Research Paper	35	Throughout semester	
TOTAL POINTS	250		

Grade Distribution

A = 225 - 250

B = 200 - 224

C = 175 - 199

D = 150 - 174

F = 149 – below

Tentative Schedule (Subject to Change)

Tuesday, January 15	Syllabus
Thursday, January 17	Chapter 1 – Studying Early Childhood Development in a Diverse World Activity Give out group assignments (12 groups) Draw for chapters
Tuesday, January 22	Chapter 2 – Historical Perspectives & Research in Early Childhood Development Activity
Thursday, January 24	Chapter 3 – Theories of Child Development Activity
Tuesday, January 29	<u>Exam 1 – Chapters 1-3</u>
Thursday, January 31	Chapter 4 – Genetics, Prenatal Development, & Birth Activity
Tuesday, February 5	Chapter 5 – The Newborn Activity <u>Assignment #1 Due – Childcare Director Interview</u>
Thursday, February 7	Chapter 4 & 5 presentations (30 minutes per group)

Tuesday, February 12	Chapter 6 – Infant Physical Growth and Brain Development Activity
Thursday, February 14	Chapter 7 – Cognitive Development in Infancy Activity
Tuesday, February 19	Chapter 6 & 7 presentations (30 minutes per group)
Thursday, February 21	<u>Exam 2 – Chapters 4-7</u>
Tuesday, February 26	Chapter 8 – Infant Language and Literacy Activity
Thursday, February 28	Chapter 9 – Infant Social and Emotional Development Activity
Tuesday, March 4	Chapter 8 & 9 presentations (30 minutes per group)
Thursday, March 6	Chapter 10 – Preschool Physical and Motor Development Activity <u>Assignment #2 Due – Journal Summary</u>
Tuesday, March 11	Chapter 11 – Cognitive Development in the Preschool Years Activity

Thursday, March 13	Chapter 10 & 11 presentations (30 minutes per group)
Tuesday, March 18	SPRING BREAK
Thursday, March 20	SPRING BREAK
Tuesday, March 25	<u>Exam 3 – Chapters 8-11</u>
Thursday, March 27	Chapter 12 – Symbolic Thought: Play, Language, and Literacy in the Preschool Years Activity
Tuesday, April 1	Chapter 13 – Social and Emotional Development of Preschoolers Activity
Thursday, April 3	Chapter 12 & 13 presentations (30 minutes per group)
Tuesday, April 8	Chapter 14 – Physical Growth and Motor Development in the Primary Years Activity
Thursday, April 10	Chapter 15 – Cognition and Schooling Activity
Tuesday, April 15	Chapter 14 & 15 presentations (30 minutes per group)

Thursday, April 17	Day to work on family interviews
Tuesday, April 22	<u>Exam #4 – Chapters 12-15</u>
Thursday, April 24	<u>Assignment #3 – Family Interview Presentations</u>
Tuesday, April 29	<u>Assignment #3 – Family Interview Presentations</u>