



Syllabus: ***ECE 117 Child Growth and Development***

Course Information	
Course Prefix/Number: ECE 117 Semester: Fall 2017 Class Days/Times: Hybrid Schedule Saturday 8:30-4pm	Credit Hours: 3 Course Title: Child Growth and Development Room: West Campus

Instructor Information: Name: Erin Aguilar	Phone/Voice Mail: (520) 548-7666 E-mail: eaguilar@tocc.edu Office location: Office hours: by appointment
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Course Description: This course explores the elements that affect human growth and development birth to age eight. The content includes an introduction to major developmental theorists, the role of genetics, health and social influences and the domains of development.

Course Objectives: <ol style="list-style-type: none"> 1. Identify and apply contributions of developmental theorists and their impact on the field of early childhood education (NAEYC 1a, 1b).

2. Compare relative roles of: genetics, environment, demography, familial influences, and cultural determinants (NAEYC 1a, 1b, 1c, 2a, 2b).
3. Discuss current health and social influences impacting development from pre-birth through age 8 (NAEYC 1a, 1b, 1c, 6a).
4. Explain national issues which influence child development (NAEYC 1b, 1c, 6a).
5. Identify analyze, and discuss factors in social, moral, physical, cognitive/language and brain development from pre-birth to age 8. (NAEYC 1a, 1b, 1c).

- Student Learning Outcomes (SLOs) : (Three to Six)**
- After completion of the course students will be able to:
- Explain how a specific element of a theory relates to a specific early childhood practice.
 - Identify whether an aspect of development is based on genetics, environment, demography, familial influences, and cultural determinants.
 - Use child assessment tools to determine if a child’s development is typical or atypical
 - Create a culturally relevant activity to promote children’s progress in all of the domains of development.
 - Explain how children’s development is nurtured through Tohono O’odham traditions and childrearing beliefs.

Course Structure:	
Course Specific Outcomes	Assessment/ Measurement
Students will be able explain how a specific element of a theory relates to a specific early childhood practice	Poster Assignment
Identify whether an aspect of development is based on genetics, environment, demography, familial influences, and cultural determinants.	Parent Questionnaire
Use child-assessment tools to determine if a child’s development is typical or atypical. Observe a child and accurately complete a child assessment tool	Ages and Stages Questionnaire (ASQ 3)with observation
Create culturally-relevant activities to promote children’s progress in all of the domains of development	Activity presentation to class

Articulate how children’s development is nurtured through traditions and childrearing beliefs	Written paper
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Texts and Materials:
The Young Child: Development from Prebirth Through Age Eight Edition: 7th
Author: Wittmer
ISBN: 9780134036953
Copyright Year: 2017
Publisher: Pearson

Evaluation and Grading & Assignments:

The instructor reserves the right to adjust the dates for any part of this schedule based upon class needs. Advance notice will be given via email for any change in the following class schedule.

Date	Class Material to be Covered	Assignments Due
6/2/18	(Course Information/Introduction to Development) ECE History & Assessment #1-Exploring Developmental Theories	
6/16/18	<i>Read Chapters 1 and 2</i>	Syllabus Acknowledgement Theorist Poster or PowerPoint
6/23/18	<i>Read Chapters 3-4 before class The Child’s life Beginning</i>	Newsletter to share information with families
7/14/18	<i>Read Chapters 5-7 before class Infancy Birth-Age 1</i> Infant developmental Activity	Ages and Stages Questionnaire
7/21/18	<i>Read Chapters 8-10 before class The Young Child Ages 1-3</i> Toddler Developmental Activity	Parent Questionnaire
7/28/18	<i>Read Chapters 11- 13 before class The Young Child Ages 3-5</i> Preschool Developmental Activity Toy Hall of Fame	Written Paper Culture and Play

8/4/18	<p align="center">Read Chapters 14-16 before class <i>The Young Child Ages 5-8</i></p> <p align="center">School Age Developmental Activity</p>	Activity Presentation to Class

Himdag Cultural Component: Discussions involving Tohono O’odham traditions and cultural beliefs are an integral part of this course. The course explores ways in which cultural beliefs and practices influence young children’s development and attitudes. It also explores the impact that families and community members can have on preserving and revitalizing Tohono O’odham culture and language by participating in their children’s education.

Policies and expectations-

Grading policy:

A = Attend all on-site and online face-to face classes; participate in all forum assignments; submit all required homework assignments on time. Other trainings or events pre-approved by your instructor that you attend, in addition to the official class times, can count for extra credit toward your grade. You will need to provide a copy of your certificates verifying your attendance.

B = Miss up to 2 face-to-face classes with excused absences; participate in all forum assignments; submit all homework assignments on time. Extra credit makeup assignments can be submitted based on discussion and approval by the instructor certificates verifying your attendance.

C = Miss up to 3 face-to-face classes with excused absences; participate in all forum assignments and submit all homework assignments and pre-approved extra credit makeup assignments.

D = Miss more than 3 face-to-face classes; participate in 50% or less of forum assignments; submit less than 100% of homework assignments.

F = Miss more than 3 face-to-face classes; participate in no forum assignments; submit less than 100% of homework assignments.

Expectations: 100% attendance, participation in all forum assignments and submission of all homework assignments. All students start with an A. No Assignments will be accepted after November 18th.

Required: You **MUST** call or text me at 520-548-7666, or email me at eaguilar@tocc.edu if you will be missing a class for it to count as an excused absence. I check my phone and email

frequently, so please do not hesitate to contact me with questions or information that you may need to clarify or complete assignments

Attendance/participation: Students can earn **10 points per class session** for attending the entire class and actively participating (160 points total). Absences during the semester may result in a reduction in the student's grade or in a need to withdrawal from the class. It is strongly recommended the student talks to the instructor if he/she is absent from classes, as lack of involvement could result in a "withdrawal" or a failing grade.

Being that the course has in-class activities, students gain the most from the learning experience when they attend class. **If a student arrives more than 15 minutes late to class or leaves more than 15 minutes before the end of class, the student will have half his/her participation points deducted for that class.**

In-class Development Checks: There will be 4 class sessions where students will reinforce learning by writing 3 developmental milestones for each stage/ domain and 1 activity to support development. Each correct developmental milestone and activity will be worth 1 points , for a total of 10 points. If a student is absent from class, he/she may email the instructor those three milestones before the next class.

Late Work: Late assignments are assessed a penalty of 1 point for every day late. **If an assignment is more than 3 weeks past the due date, it will not be accepted.** Should a student have difficulty turning in assignments on time or understanding the nature of an assignment, the student should initiate contact with the instructor right away to discuss the situation and to develop a plan for effectively completing the work.

Incompletes: An incomplete ("I" grade) is not an option for this course.

- **Important Deadlines:** *Drop/Refund June th*
Withdrawal July 5th
Final Grades July 27th

- **Americans with Disabilities Act (ADA) Compliance**

Tohono O'odham Community College strives to comply with the provisions of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. If you have a learning problem, physical disability, or medical illness that requires you to have any special arrangements, please inform the instructor as soon as possible at the start of the term.

- **Cultural/Religious Observance & Accommodations**

The college recognizes the importance of the religious and Native American cultural observances and practices of its students unless it will result in undue hardship for college programs. At least two weeks before the religious observance, students must submit to the instructor a written statement that contains the date of the observance. Absences for religious and cultural observance and practices do not count in the number of absences allowed by an instructor.

Course Outline:

- I. Early Childhood Developmental Theories/Theorists
 - A. Identification of grand theories/major theorists
 - B. How theory informs developmentally appropriate practices
- II. Influence on Growth and Development
 - A. Nature and nurture
 - B. Environmental influences
 - C. Demographics
 - D. Familial influences
 - 1. Parenting
 - 2. Family composition
 - E. Cultural influences
- III. Current issues
 - A. Health
 - B. Social
- IV. National Issues and Influences
 - A. Public policy
 - B. Local issues
- V. Domains of Development
 - A. Physical
 - B. Social/emotional development
 - C. Cognitive development
 - D. Language and literacy development
 - E. Moral development
 - F. Brain development/research: (implications)

DISCLAIMER: This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur.

**Syllabus Acknowledgment
ECE 117 Child Growth and Development**

Summer 2018

(No grades are given until this has been returned to the instructor)

Enrollment name: _____

Student ID: _____

Preferred name: _____

Permission to call:

_____ Yes. primary number (520) _____ ___home ___cell ___work

other number (520) _____ ___home ___cell ___work

_____ No. Please do not call me.

Please initial to indicate your acceptance of the following information:

_____ I understand my TOCC email will be used for communication. I am expected to check:

- my email prior to class several times each week during the semester, to open attachments, and download (and print out when applicable) assignment information that must be returned on the due date.
- I understand that point will be taken off for late work and that no assignments will be accepted after November 18th.

Comments/Questions:

I have received the syllabus and accept and understand the information. I have been advised that the syllabus is subject to change and that notice of change(s) may be given verbally in class, by e-mail, or by phone to the email address/phone number given above.

Signature

date

Due at the end of the second class.