



Syllabus: ECE 217 Child Development

Course Information

Course Title: Child Development
Course Prefix/Number: ECE 217.1
Semester: Summer 2022
Class Days/Times: Asynchronous (online only)
Credit Hours: 3

Instructor Information

Name: Diona Williams
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Office hours: Tuesday/Thursday 2:00 p.m.-4:00 p.m. & 6:00 p.m.-6:30 p.m. (virtual only)

Course Description

This course explores the elements that affect human growth and development pre-birth to age adolescent. The content includes an introduction to major developmental theorists, the role of genetics, health and social influences and the domains of development.

Student Learning Outcomes

1. Identify and apply contributions of developmental theorists and their impact on the field of early childhood education. (PLO 1) (PLO 6)
2. Compare relative roles of: genetics, environment, demography, familial influences, and cultural determinants. (PLO 2)
3. Discuss current health and social influences impacting development from pre-birth through adolescence. (PLO 1)
4. Explain national issues which influence child development. (PLO 2)
5. Identify, analyze, and discuss factors in social, moral, physical, cognitive/language and brain development from pre-birth to adolescent. (PLO 3)
6. Articulate how children's development is nurtured through Tohono O'odham traditions and childrearing beliefs. (PLO 2) (PLO 4)
7. Create culturally relevant activities that promote children's development in each of the domains. (PLO 5)

Course Structure

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.

This class will use an informal “micro-lectures” format that emphasizes class participation, discussion and questions, and individual and group work through Canvas. Most course work will be experienced based on weekly modules. Students will engage in weekly class discussions and hands-on assignments in each class related to the Learning Outcomes. Students will be responsible for completing in-class assignments that support learning. Class participation and attendance are very crucial for academic success. Please come prepared to discuss issues raised in the course.

Course Learning Materials and Textbook Information

Textbook is embedded into weekly modules (open source).

Courses Outline and Important Dates

Your initial discussion thread is due on Day 3 (Thursday) and you have until Day 7 (Monday) to respond to your classmates. Your grade will reflect both the quality of your initial post and the depth of your responses. Weekly Modules will be available Day 1 (Tuesday at 12:00 a.m.) and promptly closed Day 7 (Monday at 11:59 p.m.) Discussion post and assignments will each indicate the due date.

Semester Week/Date	Weekly Topic & Chapter Reading	Learning Outcomes	Assignments
Week 1	LM 00: Orientation LM 01: Introduction to Child and Development	1. Identify and apply contributions of developmental theorists and their impact on the field of early childhood education. (PLO 1) (PLO 6) 6. Articulate how children’s development is nurtured through Tohono O’odham traditions and childrearing beliefs. (PLO 2) (PLO 4)	Pre-knowledge Survey (TIMED 10 minutes) Electronic Portfolio Questionnaire LM 01 Discussion 1 Padlet Activity Assignment 01 Video Self Introduction (e-portfolio) LM 01 Discussion 2 Introduction to Child Development LM 01 Assignment: Online Readiness
Week 1	LM 02: Theories of Child Development	1. Identify and apply contributions of developmental theorists and their impact on	LM 02 Discussion: Available in Learning Module

		<p>the field of early childhood education. (PLO 1) (PLO 6)</p> <p>6. Articulate how children's development is nurtured through Tohono O'odham traditions and childrearing beliefs. (PLO 2) (PLO 4)</p>	<p>LM 02 Assignment: Available in Learning Module</p>
Week 1	LM 03: Reproductive Assistance and Genetics	<p>2. Compare relative roles of: genetics, environment, demography, familial influences, and cultural determinants. (PLO 2)</p> <p>3. Discuss current health and social influences impacting development from pre-birth through adolescence. (PLO 1)</p>	<p>LM 03 Discussion: Available in Learning Module</p> <p>LM 03 Assignment: Available in Learning Module</p> <p>LM 03 Practice Quiz LM 01-03</p>
Week 2	LM 04: Prenatal Development, Birth and Newborn	<p>3. Discuss current health and social influences impacting development from pre-birth through adolescence. (PLO 1)</p> <p>5. Identify, analyze, and discuss factors in social, moral, physical, cognitive/language and brain development from pre-birth to adolescent. (PLO 3)</p>	<p>LM 04 Discussion: Available in Learning Module</p> <p>LM 04 Assignment: Available in Learning Module</p> <p>Mid-Term Project Information: Available in Learning Module</p>
Week 2	LM 05: Physical Development in Infancy	<p>3. Discuss current health and social influences impacting development from pre-birth through adolescence. (PLO 1)</p> <p>5. Identify, analyze, and discuss factors in social, moral, physical, cognitive/language and brain development from pre-birth to adolescent. (PLO 3)</p>	<p>LM 05 Discussion: Available in Learning Module</p> <p>LM 05 Assignment: Available in Learning Module</p>

Week 3	LM 06: Cognitive in Infancy	<p>3. Discuss current health and social influences impacting development from pre-birth through adolescence. (PLO 1)</p> <p>5. Identify, analyze, and discuss factors in social, moral, physical, cognitive/language and brain development from pre-birth to adolescent. (PLO 3)</p>	<p>LM 06 Discussion: Available in Learning Module</p> <p>LM 06 Assignment: Available in Learning Module</p>
Week 3	LM 07: Social-Emotional Development in Infancy	<p>3. Discuss current health and social influences impacting development from pre-birth through adolescence. (PLO 1)</p> <p>5. Identify, analyze, and discuss factors in social, moral, physical, cognitive/language and brain development from pre-birth to adolescent. (PLO 3)</p>	<p>LM 07 Discussion: Available in Learning Module</p> <p>LM 07 Assignment: Available in Learning Module</p>
Week 4	LM 08: Physical Development in Early Childhood	<p>3. Discuss current health and social influences impacting development from pre-birth through adolescence. (PLO 1)</p> <p>5. Identify, analyze, and discuss factors in social, moral, physical, cognitive/language and brain development from pre-birth to adolescent. (PLO 3)</p>	<p>LM 08 Discussion: Available in Learning Module</p> <p>LM 08 Assignment: Available in Learning Module</p>
Week 4	LM 09: Memory Across Childhood	<p>3. Discuss current health and social influences impacting development from pre-birth through adolescence. (PLO 1)</p> <p>5. Identify, analyze, and discuss factors in social, moral, physical, cognitive/language and brain development from pre-birth to adolescent. (PLO 3)</p>	<p>LM 09 Discussion: Available in Learning Module</p> <p>LM 09 Assignment: Available in Learning Module</p> <p>LM 09 Practice Quiz LM 07-09</p>

Week 5	LM 10: Social-Emotional Development in Early Childhood	<p>3. Discuss current health and social influences impacting development from pre-birth through adolescence. (PLO 1)</p> <p>5. Identify, analyze, and discuss factors in social, moral, physical, cognitive/language and brain development from pre-birth to adolescent. (PLO 3)</p> <p>7. Create culturally-relevant activities that promote children's development in each of the domains. (PLO 5)</p>	<p>LM 10 Discussion: Available in Learning Module</p> <p>Mid-Term Project due</p>
Week 5	LM 11: Physical Development in Middle and Late Childhood	<p>3. Discuss current health and social influences impacting development from pre-birth through adolescence. (PLO 1)</p> <p>5. Identify, analyze, and discuss factors in social, moral, physical, cognitive/language and brain development from pre-birth to adolescent. (PLO 3)</p>	<p>LM 11 Discussion: Available in Learning Module</p> <p>LM 11 Assignment: Available in Learning Module</p>
Week 6	LM 12: Cognitive Development in Middle and Late Childhood	<p>3. Discuss current health and social influences impacting development from pre-birth through adolescence. (PLO 1)</p> <p>5. Identify, analyze, and discuss factors in social, moral, physical, cognitive/language and brain development from pre-birth to adolescent. (PLO 3)</p>	<p>LM 12 Discussion: Available in Learning Module</p> <p>LM 12 Assignment: Available in Learning Module</p>
Week 6	LM 13: Social-Emotional Development in Middle and Late Childhood	<p>3. Discuss current health and social influences impacting development from pre-birth through adolescence. (PLO 1)</p> <p>5. Identify, analyze, and discuss factors in social, moral, physical,</p>	<p>LM 13 Discussion: Available in Learning Module</p>

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		cognitive/language and brain development from pre-birth to adolescent. (PLO 3)	
Week 7	LM 14: Physical Development in Adolescence	3. Discuss current health and social influences impacting development from pre-birth through adolescence. (PLO 1) 5. Identify, analyze, and discuss factors in social, moral, physical, cognitive/language and brain development from pre-birth to adolescent. (PLO 3)	LM 14 Discussion: Available in Learning Module Final Exam Study Guide Available in Learning Module
Week 7	LM 15: Cognitive Development in Adolescence LM 16: Social-Emotional Development in Adolescence	3. Discuss current health and social influences impacting development from pre-birth through adolescence. (PLO 1) 4. Explain national issues which influence child development. (PLO 2) 5. Identify, analyze, and discuss factors in social, moral, physical, cognitive/language and brain development from pre-birth to adolescent. (PLO 3)	LM 15/16 Discussion: Available in Learning Module
Week 8	FINALS WEEK	<u>ALL STUDENT LEARNING OUTCOMES</u>	FINALS WEEK

Evaluations and Grading & Assignments:

Evaluations and Grading & Assignments:	
Points/Grade	Learning Behaviors/Knowledge Guide
90 and above is an A	Excellent consistent attendance and participation. Extensive knowledge and understanding of concepts and processes. Creative linkage in tests, discussions, and papers of class content to information gained outside class. Regular contribution to individual and group efforts.
80 - 89 is a B	Good attendance and participation. Adequate knowledge and understanding of concepts and processes. Linkage in tests, class discussions, and papers of class content to information gained outside class. Frequent contribution to individual and group efforts.

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70 - 79 is a C	Inconsistent attendance and participation. Basic knowledge and understanding of concepts and processes. Summarizes and paraphrases assigned material accurately in tests, discussions, and papers. Inconsistent contribution to individual and group efforts.
60 - 69 is a D	Limited attendance and participation. Marginal knowledge and understanding of concepts and processes. Limited ability to summarize and paraphrase assigned material in tests, discussions, and practice notebook. Limited contribution to individual and group efforts.
Under 60 is Failing	

Your course grade will be determined using the above full letter grades. Because of the participatory nature of this course, and the fact that this course meets on ground only once per week, students are expected to demonstrate regular attendance, preparation for class activities and discussions, and assignment presentations. Learning assessment consists of weekly in class discussions/activities, learning integration written assignments, reflection preparation/discussions, class presentation, and a final written examination. Additional assignments (other than below) may be added at the discretion of the instructor, to allow an opportunity for students' mastery demonstration during the semester.

How the Course Is Organized

This course is organized with weekly modules which includes the following below:

- Weekly Module available Tuesday at 12:00 a.m.
- Weekly Discussion posts due Monday (Initial Upload due Thursday) (11:59 p.m.)
- Quizzes due Monday (11:59 p.m.)
- Weekly Discuss posts response to 2 classmates due Monday (11:59 p.m.)
- Assignments due Monday (11:59 p.m.)

Grades:

- Discussion posts 5 pts each
- Survey Quizzes 5-10pts each
- Assignments 10 pts each
- Midterm Project 100 pts
- Final 100 pts

Himdag Cultural Component

Tohono O'odham traditions and cultural beliefs will be discussed and documented through the lens of children literacy. Diverse cultural beliefs will be discussed in regard to typical communication and language development. Tohono O'odham family values and traditions will guide the development of an event designed to meet the need of families.

Policies and Expectations

Attendance Policy (Re: face-to-face, synchronous-virtual, or Flex courses)

You are expected to arrive to class on time and be prepared to participate in each class period. Four unexcused absences may result in a letter grade of "F" or an instructor withdrawal "FW" (see 45th-Day Instructor Withdrawal policy). You may request to be

excused from class for religious observances and practices, for illness, for school or work-related travel or for personal or family emergency. If you will be absent, please notify the instructor as soon as possible.

Attendance Policy (Re: asynchronous online classes)

You are expected to complete all learning activities, participation in class, assignments and quiz by the due dates listed in the course syllabus. Four consecutive missed due dates may result in a letter grade of "F" or an instructor withdrawal "FW" (see 45th-Day Instructor Withdrawal policy). You may request to be excused from class for religious observances and practices, for illness, for school or work-related travel or for personal or family emergency. If you will be absent, please notify the instructor as soon as possible.

Incomplete Policy

Incomplete (I) grades are not awarded automatically. The student must request an "I" from the instructor who can choose to award an Incomplete only if all three of the following conditions are met:

1. The student must be in compliance with the attendance policy.
2. The student must have unavoidable circumstance that would prohibit the student from completing the course.
3. The student must have completed over 75% of the course requirements with at least a "C" grade.

Incompletes are not a substitute for incomplete work due to frequent absences or poor academic performance. Incomplete grades that are not made up by the end of the ninth week of the following semester will be automatically changed to an F if the agreed upon work, as stipulated on the written form signed by the instructor and the student when the I grade is awarded, is not completed.

45th-Day Instructor Withdrawal Policy "FW" (Re: face-to-face, synchronous-virtual, or Flex courses)

Students who have missed four (4) consecutive classes, has not submitted any assignments, nor taken any quizzes by the 45th - day census report, due on [insert date of 45th - day found in Academic Calendar on TOCC website] are assumed NOT to be participating in the class and may be withdrawn at the faculty member's discretion. After the 45th - day census, if a student needs to stop attending a course, they must withdraw from the course (see Student Withdrawal Policy).

45th-Day Instructor Withdrawal Policy "FW" (Re: asynchronous online classes)

Students who have missed four (4) consecutive course due dates for learning activities, participation, assignments, quizzes, exams, by the 45th - day census report, due on [date of 45th - day found in Academic Calendar on TOCC website] are assumed NOT to be participating in the class and may be withdrawn at the faculty member's discretion. After the 45th - day census, if a student needs to stop attending a course, they must withdraw from the course (see Student Withdrawal Policy).

Student Withdrawal Policy “W”

Students may withdraw from class at any time during the first two-third of the semester without instructor permission and without incurring any grade penalty. Please be sure to withdraw yourself by [withdrawal deadline date found in Academic Calendar on TOCC website] if you do not expect to complete the class, otherwise you may receive an "F" letter grade for the course. For more information on the student withdraw process email admissions@tocc.edu.

Special Withdrawals (Y) Grade

The “Y” grade is an administrative withdrawal given at the instructor’s option when no other grade is deemed appropriate. Your instructor must file a form stating the specific rationale for awarding this grade. “Y” grades are discouraged since they often affect students negatively. Your instructor will not award a "Y" grade without a strong reason.

Equal Access Statement/Disability Accommodations

Tohono O’odham Community College seeks to provide reasonable accommodations for qualified individuals with disabilities. The College will comply with all applicable regulations, and guidelines with respect to providing reasonable accommodations as required to ensure an equal educational opportunity. This process includes self-identifying as a student with a disability, providing supporting documentation of their disability, and being approved for services through the Disability Resources Office (DRO). It is the student's responsibility to make known to their instructor(s) the student’s specific needs within the context of each class in order to receive appropriate accommodations. We will work together in order to develop an accommodation plan specifically designed to meet the individual student's requirements.

For more information or to request academic accommodations, please contact: Anthony Osborn, TOCC Disabilities Resource Coordinator, aosborn@tocc.edu, or 520-383-0033 for additional information and assistance.

Title IX

Tohono O'odham Community College encourages each student to have the knowledge and skills to be an active bystander who intervenes when anyone is observed or being harassed or endangered by sexual violence. Sexual discrimination and sexual violence can undermine students’ academic success and quality of life on campus and beyond. We encourage students who have experienced or witnessed any form of sexual misconduct to talk about their experience and seek the support they need.

Confidential support and academic advocacy can be found with: Student Services Title IX Coordinator/Counselor, Alberta Espinoza, M.Ed. located in I-We:mta Ki: Room 18. Phone 520-383-0033 email: aespinoza@tocc.edu

Conduct: Bias, Bullying, Discrimination and Harassment

Tohono O’odham Community College faculty and staff are dedicated to creating a safe and supportive campus environment as a core value. Harassment based on age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression,

immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status will not be tolerated.

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Course Policies:

- 1) Students are expected to attend each class., arriving on time, except in the case of an excused emergency (in-person).
- 2) Students are expected to contact instructor prior to missing due dates of online discussion posts, assignments, and quizzes. *absences, coming late to class or leaving early (in-person) *.
- 3) Unexcused late arrivals or early departures will count against attendance record (in-person). Online policy: any work not submitted by due date will count against your weekly attendance. Each week you need to log into the class at least twice a week
- 4) Class participation (discussion posts) and preparation are essential to student success. Students must read textual material, prepare for projects, complete required research as stated on the course schedule.
- 5) Students are expected to come to class prepared for class and having done any preliminary work required as per the course schedule (in-person).
- 6) Students are expected to stay in class and work diligently throughout the whole time. Sleeping, frequent/continued exiting from the class during the class period will constitute one (1) absence (in-person).
- 7) No cell phone use is allowed during class. Use of cell phones during class, unless permitted by instructor, is a violation of the T-So:son (in-person).
- 8) Late work will only be accepted through Canvas Learning Modules, and you will only receive partial credit. Any late work submitted will be graded by the four-week progress reports. Once the due date is locked you will be required to submit discussion posts or assignments via email through Canvas. I will not unlock discussion post, assignments, or quizzes once the deadline has passed.
- 9) Failure to submit a project results in a grade of zero (0). An F is a better grade!

- 10) No work accepted after the last class.

Classroom Behavior (In-person policy)

- Visitors may be only allowed at class sessions or on field trips with instructor approval, visitor's safety and behavior are the responsibility of the student.
- Possession of drugs, alcohol or firearms on college property is illegal.
- Food and beverages are allowed in classrooms at discretion of the instructor.
- Cellphones should be turned off during class, unless the instructor is allowing students to use their tools (calculator, internet access).
- Students creating disturbances that interfere with the conduct of the class or the learning of others will be asked to leave.
- Student behavior is also detailed in student handbook under Student Code of Conduct Violations

Make-up policy:

Late assignments that can be made up will be accepted but will be penalized 25%. Laboratories cannot be made up except in the case of college closure. At the instructor's discretion, extra credit opportunities and optional activities may be provided.

Academic Integrity:

Violations of scholastic ethics are considered serious offenses by Tohono O'odham Community College, the Student Services Department, and by your instructor. Students may consult the TOCC Student Handbook sections on student code of conduct, on scholastic ethics and on the grade appeal procedure. Copies are available at Tohono O'odham Community College.

All work done for this class must be your own, or the original work of your group. While you may discuss assignments with other class members, the final written project must clearly be original. You may use work from books and other materials if it is properly cited. Copying from a book without proper reference or from a person under any circumstances will result in an "F" for the assignment, and at the instructor's discretion, possibly an "F" for the course. If you are uncertain about proper citations ask your instructor or the librarian.

Course Feedback:

All assignments will be graded and returned to the students promptly, typically within a week after the assignment is closed for handing in. E-mail and phone messages will be returned within two days. A student or the instructor may request a student conference at any time during the semester. Quarterly grade reports will be provided to each student, either in person, by email or via the electronic system of Canvas.