

OAKTON COMMUNITY COLLEGE
ECE 102 – Child Growth and Development
2013-2014 Niles Township HS Dual Credit

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I.	<u>Course Prefix</u>	<u>Course Number</u>	<u>Course Name</u>	<u>Credit</u>	<u>Lecture</u>	<u>Lab</u>
	ECE	102	Child Growth And Development	3	3	0

II. Prerequisite: None

III. Course Description: Course provides an overview of the theory and principles of human development. Content includes in-depth study of physical, social, emotional and cognitive aspects, from conception to adolescence. Special emphasis placed on child developmental theories of Piaget, Erikson, Vygotsky, Skinner, etc., and significance of family, peers, culture and school. Field observations required.

IV. Learning Objectives

At the conclusion of the course, students who satisfactorily complete all work will be able too:

- A. Give an overview or the various theories of child development and be able to explain the basic differences among these theories.
- B. Discuss/list the general characteristics of children in the development stages of prenatal, infancy, toddlerhood, preschool, and school-age child.
- C. Gain current information about the physical, intellectual, emotional, and social development of young children.
- D. Describe each child as a unique individual who grows through stages on his/her own timetable and in relation to his/her own environment, history, and family values.
- E. Observe children to gain competency in evaluating and assessing children in all aspects of development.
- F. Recognize indicators of possible abuse and neglect, and follow established program policies and state laws in response.
- G. Apply the skills needed in the role of early childhood educator including generating a lesson plan, assessing through observations, teaching in the preschool lab, and management of a preschool setting.
- H. Participate in activities that promote leadership and career readiness skills.

In addition to the objectives listed above, this course also meets the following Illinois Professional Teaching Standards (IPST) and the Early Childhood Content Standards (ECCS) as put forth by the Illinois State Board of Education.

Illinois Professional Teaching Standards (IPTs)

Standard 2 – Human Development and Learning

The competent teacher understands how individuals grow, develop, and learn and provides learning

opportunities that support the intellectual, social, and personal developments of all students.

Knowledge indicators – The competent teacher:

- 2A. understands how students construct knowledge, acquire skills, and develop habits to mind.
- 2B. understands that students' physical, social, emotional, ethical, and cognitive development influences learning.
- 2C. understands human development, learning theory, neural science, and the ranges of individual variation within each domain.
- 2D. understands that differences in approaches to learning and performance interact with development.

STANDARD 3 – Diversity

The competent teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Knowledge indicators – The competent teacher:

- 3C. understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.
- 3D. understands and identifies differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes.

STANDARD 6 – Instructional Delivery

The competent teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills.

Knowledge indicators – The competent teacher

- 6A. understands the cognitive processes associated with various kinds of learning and how these processes can be stimulated.
- 6B. understands principles and techniques, along with advantages and limitations, associated with various instructional strategies.
- 6C. knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources.

STANDARD 9 – Collaborative Relationships

The competent teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support students' learning and well-being.

Knowledge indicators – The competent teacher:

- 9A. understands schools as organizations within the larger community context.
- 9B. understands the benefits, barriers, and techniques involved in parent/family relationships.
- 9T. demonstrates the ability to co-teach and co-plan.

STANDARD 10 –Reflection and Personal Growth

The competent teacher is a reflective practitioner who continually evaluates how choices and actions affect student, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

Knowledge indicators – the competent teacher:

- 10A. understands that reflection is an integral part of professional growth and improvement of instruction.
- 10B. understands methods of inquiry that provide for a variety of self-assessment and problem-solving strategies for reflecting on practice.

Early Childhood Content Standards (ECCS)

STANDARD 6 – Curriculum: Physical Development and Health

The competent early childhood teacher understands the comprehensive nature of the physical, emotional, and social well-being of children from birth through grade three; understands the role of human movement and physical activity as elements central to active, healthy life styles; and promotes the abilities of children from birth through grade three as they develop and practice skills that contribute to good health and enhance quality of life.

Knowledge indicators: The competent early childhood teacher

- 6A. understands ways in which physical, social and emotional well-being of children enhances enjoyment, challenge, self-expression, and social interaction.
- 6D. understands the phases, stages, and continuity of motor development.
- 6F. understands and respects differences among children in physical activity settings.

STANDARDS 8 – Human Development and Learning

The competent early childhood teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, emotional, and physical development of all children from birth through grade three.

Knowledge indicators: The competent early childhood teacher

- 8A. understands how children from birth through grade three develop physically, socially, emotionally, cognitively, linguistically, and aesthetically.
- 8B. understands how to provide learning opportunities, which support and enhance each area of development-physical, social, emotional, cognitive, linguistic, and aesthetic.
- 8C. understands how brain development from birth through grade three is promoted through developmentally and culturally appropriate learning experiences.
- 8D. understands how children from birth through grade three differ in their development and in their approaches to learning.
- 8E. understands how to support the development and learning of individual children from birth through grade three.
- 8F. understands the developmental consequences of stress and trauma on children and their families, including attention to protective factors and resilience.
- 8G. understands the development of mental health and the importance of supportive relationships.
- 8H. understands basic health , nutrition and safety needs of children from birth through grade three.

V. Academic Integrity:

In addition to the Niles Township Code of Conduct and Academic Dishonesty Policy, students and employees at Oakton Community College are required to demonstrate academic integrity and follow Oakton's Code of Academic Conduct. This code prohibits:

- cheating,
- plagiarism (turning in work not written by you or lacking proper citation,
- falsification and fabrication (lying or distorting the truth),
- helping others cheat,
- unauthorized changes to official documents,
- pretending to be someone else or having someone else pretend to be you,
- making or accepting bribes, special favors, or threats, and
- any behavior that violates academic integrity.

It is the student's responsibility to be aware of behaviors that constitute academic dishonesty. There are serious consequences to violations of the academic integrity policy. Oakton's policies and procedures provide students a fair hearing if a complaint is made against you. If you are found to have violated the policy, the minimum penalty is failure on the assignment and a disciplinary record will be established and kept on file in the office of the Vice President for Student Affairs for a period of 3 years.

Details of the Code of Academic Conduct can be found in the Student Handbook.

VI. Outline of Topics:

- A. The Study of the Child
- B. Theories of Child Development
- C. The Prenatal World
- D. Infancy: Physical, Cognitive, and Social-Emotional Development
- E. Early Childhood: Physical, Cognitive, and Social-Emotional Development
- F. Middle Childhood: Physical, Cognitive, and Social-Emotional Development
- G. Adolescence: Physical, Cognitive, and Social-Emotional Development
- H. Preschool Lab Experience

VII. Methods of Instruction:

Class discussion, lecture, collaborative projects, reading assignments, videos, observations, and other written assignments.

VIII. Required Course Practices:

Regular attendance and class participation are mandatory for this course. All class activities, including large group discussion and small group presentations and projects are a necessary part of the student's understanding of the course material.

Attendance: Excused and Unexcused absences will be managed according to the Niles Township Student Handbook.

Exams: Make up exams will be given in the testing center.

Class participation is defined as:

- 1. Alertness during class
- 2. Contributions to class discussions and to small-group projects
- 3. Respectful listening and responding to other students and to the instructor
- 4. Preparedness: completing all assigned reading; making use of both a notebook and textbook during class
- 5. Arriving to class on time

Students are responsible for reading all of the assigned reading from the textbook.

Written assignments must be typed in double space format. Students are encouraged to make a copy of all assignments and to keep draft notes.

Neatness, writing level, understanding of required concepts, and adherence to assignment requirements will be considered in grading assignments. Specific evaluation criteria are listed at the end of each assignment sheet. Students are expected to proofread assignments prior to submitting the

assignment.

All assignments must be original, with credit given to any ideas that are not the student's own (author, researchers, etc.). Sources must be cited in bibliographic form. (Refer to Academic Integrity section for additional information.)

Assignments for this course will involve written observations of young children.

Students have the option to revise or re-write the first graded assignment for the course, but must clear this with the instructor the day the assignment is returned to the student. The rewritten paper will be due one week from when the original paper is returned to the student. The rewritten assignment must be accompanied by the original assignment.

Students need to access The Literacy Center at West or The Point at North for editing help with their written assignments.

Students are reminded that grades are based upon meeting criteria. Grades are not given; they are earned.

IX. Instructional Materials: Papalia, D., Olds, S. W., and Feldman, R. D., *A Child's World: Infancy through Adolescence*, updated twelfth edition, McGraw-Hill, 2011.

X. Method Evaluating Student Progress: Grades for academic work will be based on content, spelling, grammar, clarity of thought, integration of material and presentation.

Grades will be given in the following categories:

- 50% Observations including 3 Child Observations (Infant Motor Development Assignment, Autonomy Assignment, Scaffolding Assignment)
- 20% Exams and Tests
- 10% Group Assignments & Classwork
- 20% Preschool Lab Experience

XI. Other Course Information:

If you have a documented learning, psychological, or physical disability, you may be entitled to reasonable academic accommodations or services. Accommodations will be afforded based on IEPs, ILPs, and 504 plans. All students are expected to fulfill essential course requirements. The college will not waive any essential skill or requirement or a course or degree program.

Oakton Community College does not discriminate on the basis of race, color, creed, religion, national origin, disability, sex, sexual orientation, or marital status in admission to and participation in its educational programs, college activities and services, or employment practices. The college does not tolerate sexual harassment or sexual assault of its students or employees.

In keeping with this policy of tolerance and non-discrimination, in this class, all of us should strive to:

- Demonstrate respectful and responsible behavior toward classmates and the instructor.
- Listen carefully and openly, and give careful consideration to all ideas expressed in class, especially those that are different from your own, without attacking or demeaning the person(s) who have those views.
- Do not use insulting terms or tell offensive jokes when talking to or about

Oakton ECE Essential Functions

Oakton's Early Childhood Education ("ECE") Program prepares students for a range of teaching positions at the early childhood level, from infancy through preschool. Whether pursuing an Associate in Applied Science ("AAS") degree, one of several certificates or a state-recognized credential, all ECE students must:

1. Achieve a minimum grade of C in all ECE courses; and
2. Successfully complete field experiences in an ECE setting.

ECE students pursuing an Associate in Applied Science degree must also successfully complete two semesters of practicum experiences – one in an Oakton ECE Center classroom and one in an approved early childhood center in the community. To apply for state credentials, ECE students must complete corresponding Certificates or the AAS degree.

All ECE student are expected to satisfactorily perform the following *essential functions* in field and/or practicum settings:

- Provide care for (i.e. diapering, dressing, feeding, soothing, interacting) and supervision of children. The provision of care and supervision involves the following physical skills:
 - To work for prolonged periods at various heights including standing, sitting, bending, kneeling, and crawling heights; to easily lift/move young children; to quickly reach an endangered or injured child.
 - Ability to observe children and consistently keep track of activity in the physical environment.
 - Ability to monitor activity, interactions, and environmental sounds.
- Plan, direct and conduct programming for children which meets their developmental needs. Planning, directing, and conducting such programming involves the following cognitive skills:
 - Application of developmental theory and curriculum to field/practicum interactions, activities, planning, and assessment.
 - Use of organizational and time management skills to carry out multiple tasks in the field/practicum setting.
 - Effective written and oral communication with children, families, co-workers, and program visitors.
- Demonstrate the skill and competence necessary to contribute to each child's physical, intellectual, personal, emotional, and social development. Factors contributing to the attainment of this standard include:
 - Emotional maturity when working with children;
 - Cooperation with the purposes and services of the program;
 - Respect for children and adults;
 - Flexibility, understanding and patience;
 - Physical and mental health that do not interfere with child care responsibilities
 - Good personal hygiene;
 - Frequent interaction with children;
 - Listening skills, availability and responsiveness to children;
 - Sensitivity to children's socioeconomic, cultural, ethnic and religious

- backgrounds, and individual needs and capabilities;
 - Use of positive discipline and guidance techniques; and
 - Ability to provide an environment in which children can feel comfortable, relaxed, and happy and involved in play, recreation and other activities.
- Maintain a healthy and safe environment for children consistent with state licensing rules.
- Understand responsibilities as a mandated reporter of suspected child abuse and/or neglect.

Assignments and Points

Assignment/Category and IPTS & ECCS Standards Points

Theory Exam: (IPTS: 2A, 2B, 2C, 2D, 3C, 3D)	50
Infant, Motor Development Observation (IPTS: 10A & ECCS: 6A, 6D, 6F)	50
Infancy Exam: (ECCS: 8A, 8B, 8C, 8D)	50
Autonomy Observation (IPST: 3C, 3D, 10A)	100
Scaffolding Observation (IPTS: 6A, 6B, 6C, 10A)	100
Early Childhood Exam (ECCS: 8A, 8B, 8C, 8D, 8F, 8G)	50
Final Exam: (ECCS: 8A, 8B, 8C, 8D, 8F, 8G)	50
Group Project: (IPTS: 9T)	25
Preschool Lab Participation	25
TOTAL	500

Grading Scale

Point Distribution

A = 90 – 100	A=50-45	A=25-23	A = 450 – 500
B = 80 – 89	B=44-40	B=22-20	B = 400 – 449
C = 70 – 79	C=39-35	C=19-18	C = 350 – 399
D = 60 – 69	D=34-30	D=17-16	D = 300 – 349
F = below 60	F=below 30	F=below 16	F = below 300

OAKTON COMMUNITY COLLEGE – EARLY CHILDHOOD EDUCATION PROGRAM

Departmental Grading Guide

This guide is intended to be used for written assignments and essay questions, as they apply, on exams.

Grading Scale: Based on Percentage Points

90 – 100 = A
80 – 89 = B
70 – 79 = C
60 – 69 = D
Below 60 = F

Revised December 2010

A – Exemplary Mastery	B – Exceeds Acceptable Mastery	C – Adequate Mastery	D – Minimal Mastery
Careful, thoughtful, often original consideration of issues.	Organized presentation and discussion of material. Ideas appear clearly understood in student's own terms. Shows high academic standards of	Meets all requirements at a basic level of understanding. Work may be somewhat sketchy in some areas and not thoroughly thought out. There is little evidence of involvement at the personal	The assignment/answer partially meets the requirements. The student demonstrates little understanding and/or effort to understand the material.

<p>Additionally:</p> <ol style="list-style-type: none"> 1. All of the appropriate material is included. 2. No unrelated or irrelevant material is included. 3. The organization of the paper or essay answer reflects a clear understanding of the material and the interrelationship of the various parts of the paper/answer. 4. The paper is typed. The paper is also grammatically and typographically correct (does not apply to in-class exam answers, which are hand-written). 	<p>work.</p> <p>Additionally:</p> <ol style="list-style-type: none"> 1. Some of the appropriate material is missing; <u>or</u> 2. some unrelated or irrelevant material is included; <u>or</u> 3. the organization of the assignment/answer does not reflect a clear understanding of the material and/or the interrelationship of the various parts of the paper/answer. 4. The paper is typed with nor more than 3 grammatical or typographical errors (does not apply to in-class exam answers which are hand-written). 	<p>or intellectual level. There is some question about whether the student fully understands the material.</p> <p>Additionally:</p> <ol style="list-style-type: none"> 1. Some appropriate material is missing; <u>and/or</u> 2. some unrelated or irrelevant material is included; <u>and/or</u> 3. the organization of the assignment/answer reflects a misunderstanding of the material and the interrelationship of the various parts of the paper/answer. 4. The paper is typed with no more than 5 grammatical or typographical errors (does not apply to in-class exam answers, which are hand-written). <p>In other words, a “C” assignment/answer is one in which there are problems in <u>two</u> of the above areas.</p>	<p>Additionally:</p> <ol style="list-style-type: none"> 1. Some, or a lot of the appropriate material is missing; <u>and</u> 2. some, or a lot of unrelated or irrelevant material is included; <u>and</u> 3. the organization of the assignment/answer reflects a misunderstanding of the material and the interrelationship of the various parts of the assignment/answer. 4. The paper is typed with numerous grammatical or typographical errors, which contribute to a lack of clarity (does not apply to in-class exams, which are hand-written). <p>In other words, a “D” assignment/answer is one in which there are problems in <u>three</u> of the above areas, or serious problems in <u>two</u> of the above areas.</p>
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