

PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE
MASTER SYLLABUS

INFANT, TODDLER, & CHILD DEVELOPMENT
ECEd 2020

Class Hours: 3.0

Credit Hours: 3.0

Laboratory Hours: 0.0

Date Revised: Fall 00

Catalog Course Description:

The study of the physical, cognitive, social, and emotional aspects of young children and their application to the care, guidance, and development of the child birth to nine. Laboratory observation and interaction.

Entry Level Standards:

Must be able to read and write at the college level.

Prerequisite:

ECEd 1020

Corequisite:

ECEd 2010

Textbook(s) and Other Reference Materials Basic to the Course:

Required:

Infants and Children: Prenatal Through Middle Childhood. 3rd Ed., 1999, Laura Berk Allyn and Bacon ISBN: 0-205-28670-4.

Supplemental:

Lending Library of Resource Books and Professional Journal Articles

Ages and Stages. Karen Miller

Developmental Profiles, Allen and Marotz

A Child is Born, Nillson

Infancy, Fogel

Child Development, Annual Editions, Dushkin

You and Your Small Wonder, Books One and Two, Karns.

I. Week/Unit/Topic Basis:

Week	Topic
1	Theories of Development
2	Theories of Development
3	Conception, Prenatal Development, and Birth

- 4 Conception, Prenatal Development, and Birth
- 5 Biological and Environmental Influences
- 6 Cultural Influences
- 7 Atypical Patterns of Growth and Development
- 8 Infancy: Physical, Cognitive, Emotional and Social Development
- 9 Infancy: Physical, Cognitive, Emotional and Social Development
- 10 Toddlerhood: Physical, Cognitive, Emotional and Social Development
- 11 Toddlerhood: Physical, Cognitive, Emotional and Social Development
- 12 Preschooler: Physical, Cognitive, Emotional and Social Development
- 13 Preschooler: Physical, Cognitive, Emotional and Social Development
- 14 Primary Child: Physical, Cognitive, Emotional and Social Development
- 15 Primary Child: Physical, Cognitive, Emotional and Social Development
- 16 Final Exam Period

II. Course Objectives*:

- A. Exhibit knowledge of development, prenatal through age 9, using a holistic approach. I, III
- B. Recognize prenatal influences on human development. I, III
- C. Gain insight into the world of the newborn. I, III
- D. Achieve a working knowledge of development during the first 9 years of life. I, III
- E. Examine and understand the major theories of human development. I, III
- F. Examine influences of environment and heredity on human development. I, III
- G. Examine the effects of cultural differences on child development. I, III
- H. Identify atypical patterns of growth and development. I, III
- I. Exhibit a knowledge (via personal behavior) of professional ethics; expect accountability of self and others for the support of optimal child development. I, III, IV
- J. Exhibit knowledge of the current research in brain development of young children. I, III

*Roman numerals after course objectives reference goals of the ECED program.

III. Instructional Processes*:

Students will:

- 1. Observe classroom dynamics in various educational settings. *Cultural Diversity and Social Adaptation Outcome, Active Learning Strategy, Transitional Strategy*

2. Utilize reflective inquiry thinking processes to integrate text and classroom observation. *Communication Outcome, Problem Solving and Decision Making Outcome*
3. Use journaling as a technique to facilitate classroom observations and discussions. *Communication Outcome, Information Literacy Outcome, Transitional Strategy*
4. Internalize work ethic by demonstrating regular attendance, punctuality, dependability, cooperation with teachers and peers, and professionalism. *Personal Development Outcome*
5. Use Internet for communication with instructor and other class members. *Communication Outcome, Technological Literacy Outcome*

*Strategies and outcomes listed after instructional processes reference Mississippi State's goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:

1. Submit written reflections & reviews on selected readings in child development journals. A, B, C, D, E, F, G, H, I, J
2. Create a documentation board on one age group. A, D, E, F, G, J
3. Observe and assess children's television. A, D, E, F, G, J
4. Attend a parenting seminar. A, C, D, E, G, J
5. Plan a parenting seminar. A, C, D, E, G, J
6. Compare types of childbirth and the advantages of breastfeeding. A, B, C, D, J
7. Compare use of corporal punishment in the home. A, C, D, E, F, G
8. Compare cultural differences in childrearing. G
9. Report knowledge gained from field trip to obstetrics department and nursery at hospital. A, B, C
10. Develop a resource file for families. A, B, C, D, E, F, G, H, I, J
11. Observe and assess a child's environment, including the home environment. A, B, C, D, E, F, G, H, I, J
12. Observe children on each topic of study resulting in a child profile or case study. A, B, C, D, E, F, G, H, I, J
13. Complete a self-evaluation/assessment. A, I
14. Complete a journal regarding observed practices. A, B, C, D, E, F, G, H, I, J

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

- A. Testing Procedures:

Students will complete a pre and post inventory on their knowledge of infant, toddler, and child development through an entry exam and a comprehensive final exam.

B. Laboratory Expectations:

Students will keep a journal, reflecting on each class topic. They will share in writing the knowledge they have learned and how they will use this knowledge in the classroom.

C. Field Work:

Students will observe and assess different early childhood education programs at various sites.

VI. Policies:

A. Attendance Policy:

Pellissippi State Technical Community College expects students to attend all scheduled instructional activities. As a minimum, students in all courses must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course.

B. Academic Dishonesty:

Plagiarism, cheating and other forms of academic dishonesty are prohibited. A student guilty of academic misconduct, either directly or indirectly through participation or assistance, is immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions that may be imposed through the regular Pellissippi State procedures as a result of academic misconduct, the instructor has the authority to assign an F for the exercise or examination or to assign an F in the course.