

PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE  
MASTER SYLLABUS

**PSYCHOMOTOR DEVELOPMENT**  
**ECEd 2050**

**Class Hours: 3.0**

**Credit Hours: 3.0**

**Laboratory Hours: 0.0**

**Date Revised: Fall 00**

**Catalog Course Description:**

The major theories of psychomotor development and the application to the development of the young child. Particular emphasis is placed on the positive development of motor skills. Laboratory observation and interaction.

**Entry Level Standards:**

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

**Prerequisite:**

ECEd 2020

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

Required:

TBA

Supplement:

Gould, P. & Joyce Sullivan (1999), *The Inclusive Early Childhood Classroom* Beltsville, MD:

Gryphon House, Inc. ISBN: 0-87659-203-5

National Association for the Education of Young Children. *NAEYC Code of Conduct*. NAEYC Publications: Washington DC

**I. Week/Unit/Topic Basis:**

<b>Week</b>	<b>Topic</b>
1	Professionalism in Relating to Families: NAEYC's Code of Ethical Conduct
2	Developmentally Appropriate Practice: Mental Models for Guidelines for Practice and Partnership (Star & Square)
3	Licensing Standards
4	Related Children's Literature
5	Professionalism/Advocacy
6	Program Management Skills
7	Benefits of Movement Education: child development/characteristics; musical and creative development; and content of movement program

- 8 Planning for Movement and Music: lesson planning; scheduling; equipment and props; choosing and using music
- 9 Facilitating Movement Experiences; teaching methods; creating and maintaining a positive learning environment
- 10 Movement and Music Through the Day; movement across the curriculum; using movement and music for transitions; and bringing movement education outdoors
- 11 Stages of Teacher Development
- 12 Skills for Effective Mentors: Communication, Reflective Practice, Modeling
- 13 Skills for Effective Mentors: Coaching, Feedback and Self-Assessment
- 14 Leadership and Advocacy
- 15 CDA Competencies and Assessment Process
- 16 Final Exam Period

**II. Course Objectives\*:**

- A. Develop attitudes and practices that promote positive developmental relationships with children. I, III, IV
- B. Develop understanding and skills necessary to ensure a well-run, purposeful program that is responsive to child development needs. I, III, IV

\*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 Pellissippi 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. A,B
2. Visit two programs with varying philosophies. A,B
3. Complete a journal regarding professionalism: strengths and weaknesses. A,B
4. Create an activity file for four age groups: infants, toddlers, preschool, school age. A,B
5. Create an activity file with five areas of activities: locomotor, non-locomotor, manipulative, gymnastics music & movement, relaxation. A,B
6. Plan and develop five developmental appropriate activities for each activity in each age group (include one activity in each activity for each age group that meets a special needs child with physical challenges, hearing impairments, visual impairments, emotional disabilities or limited understanding). A,B
7. Resolve ethical dilemmas using NAEYC's Code of Ethics. A,B
8. Complete a self-evaluation/assessment. A,B
9. Complete a journal regarding observed practices. A,B

\*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 exceptional children 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.

