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  Revised: Fall 06

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.

Entry Level Standards:
Must be able to read and write at the college level.

Prerequisites:
Co-requisite 2021 lab (Does not apply to Career Tech ECEd students)

Textbook(s) and Other Course Materials:

Required:
Infants and Children: Prenatal Through Middle Childhood. 5th., 2005, Laura Berk Allyn and Bacon
ISBN: 020542063X.

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:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Theories of Development</td>
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<tr>
<td>2</td>
<td>Biological and Environmental Influences</td>
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<td>3</td>
<td>Cultural Influences</td>
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<td>4</td>
<td>Atypical Development</td>
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<tr>
<td>5</td>
<td>Conception, Prenatal Development, and Birth</td>
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<tr>
<td>6</td>
<td>Conception, Prenatal Development, and Birth</td>
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<tr>
<td>7</td>
<td>Infancy: Physical, Cognitive, Emotional and Social Development</td>
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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. Active Learning Strategy, Transitional Strategy
2. Utilize reflective inquiry thinking processes to integrate text and classroom observation. Transitional Strategy
3. Use journaling as a technique to facilitate classroom observations and discussions. Communication Outcome, Transitional Strategy
4. Internalize work ethic by demonstrating regular attendance, punctuality, dependability, cooperation with teachers and peers, and professionalism. Transitional Strategy
5. Use Internet for communication with instructor and other class members. *Communication Outcome, Technological Literacy Outcome*

*Strategies and outcomes listed after instructional processes reference TBR’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
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
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

*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:

Please refer to the current Pellissippi catalog.

C. Accommodations for disabilities:

If you need accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please inform the instructor immediately. Please see the instructor privately after class or in his/her office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students with Disabilities may be contacted by going to Goins 127 or 131 or by phone: 694-6751(Voice/TTY) or 539-7153.

Posted: September 21, 2006