

PELLISSIPPI STATE COMMUNITY COLLEGE  
MASTER SYLLABUS

**INFANT, TODDLER, & CHILD DEVELOPMENT**  
**ECEd 2020**

**Class Hours: 3.0**

**Credit Hours: 3.0**

**Laboratory Hours: 0.0**

**Revised: Fall 2012**

**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:**

None.

**Textbook(s) and Other Course Materials:**

Required:

Berk, L. *Infants and Children: Prenatal Through Middle Childhood*. 6<sup>th</sup> ed., 2008, Allyn and Bacon: Boston, MA. ISBN: 020541615.

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:**

<b>Week</b>	<b>Topic</b>
1	Theories of Development
2	Biological and Environmental Influences
3	Cultural Influences
4	Atypical Development
5	Conception, Prenatal Development, and Birth
6	Conception, Prenatal Development, and Birth
7	Infancy: Physical, Cognitive, Emotional and Social Development

- 8 Infancy: Physical, Cognitive, Emotional and Social Development
- 9 Toddlerhood: Physical, Cognitive, Emotional and Social Development
- 10 Toddlerhood: Physical, Cognitive, Emotional and Social Development
- 11 Preschooler: Physical, Cognitive, Emotional and Social Development
- 12 Preschooler: Physical, Cognitive, Emotional and Social Development
- 13 Primary Child: Physical, Cognitive, Emotional and Social Development
- 14 Primary Child: Physical, Cognitive, Emotional and Social Development
- 15 Final Exam Period

## **II. Course Goals\*:**

The course will:

- 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 goals reference goals of the ECED program.

## **III. Expected Student Learning Outcomes\*:**

The student will 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

\* Capital letters after Expected Student Learning Outcomes reference the course goals listed above.

#### **IV. 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.

#### **V. Policies:**

##### A. Attendance Policy:

Pellissippi State expects students to attend all scheduled instructional activities. As a minimum, students in all courses (excluding distance learning courses) must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. Individual departments/programs/disciplines, with the approval of the vice president of Academic Affairs, may have requirements that are more stringent. In very specific circumstances, an appeal of the policy may be addressed to the head of the department in which the course was taken. If further action is warranted, the appeal may be addressed to the vice president of Academic Affairs.

##### B. Academic Dishonesty:

Academic misconduct committed either directly or indirectly by an individual or group is

subject to disciplinary action. Prohibited activities include but are not limited to the following practices:

- Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments.
- Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting published or unpublished work of another person, including online or computerized services, without proper documentation of the original source.
- Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic materials to be presented as one's own work.
- Taking an exam for another student.
- Providing others with information and/or answers regarding exams, quizzes, homework or other classroom assignments unless explicitly authorized by the instructor.
- Any of the above occurring within the Web or distance learning environment.

#### C. Accommodations for disabilities:

Students who need accommodations because of a disability, have emergency medical information to share, or need special arrangements in case the building must be evacuated should inform the instructor immediately, privately after class or in her or his 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, 132, 134, 135, 131 or by phone: 539-7153 or TTY 694-6429. More information is available at <http://www.pstcc.edu/sswd/>.