

PELLISSIPPI STATE COMMUNITY COLLEGE
MASTER SYLLABUS

PSYCHOMOTOR DEVELOPMENT
ECEd 2050

Class Hours: 3.0

Credit Hours: 3.0

Laboratory Hours: 0.0

Revised: Fall 2012

NOTE: This course is not designed for transfer credit.

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 Course Materials:

Required:

Experiences in Movement: Birth to Age 8, 3rd Ed., 2004, Pica. Thomson-Delmar Learning, ISBN: 0766861503

Optional supplements:

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

I. Week/Unit/Topic Basis:

| Week | Topic |
|-------------|--|
| 1 | Developmentally Appropriate Practice: Mental Models for Guidelines for Practice and Partnership (Star & Square) |
| 2 | Licensing Standards |
| 3 | Related Children's Literature |
| 4 | Professionalism/Advocacy |
| 5 | Program Management Skills |
| 6 | Benefits of Movement Education: child development/characteristics; musical and creative development; and content of movement program |
| 7 | Planning for Movement and Music: lesson planning; scheduling; equipment and props; choosing and using music |

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

II. Course Goals*:

The course will:

- 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 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. 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

* 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 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.

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/>.