

PELLISSIPPI STATE COMMUNITY COLLEGE  
MASTER SYLLABUS

**INFANT, TODDLER, & CHILD DEVELOPMENT**  
**ECED 2320**

**Class Hours: 3.0**

**Credit Hours: 3.0**

**Laboratory Hours: 0.0**

**Revised: Fall 2014**

**Catalog Course Description:**

A study of the physical, cognitive, social and emotional characteristics of children from birth through age 8. Consideration is given to application of this study to the care, guidance and development of young children. Field experience is required.

**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 Materials:

Lending Library of Resource Books and Professional Journal Articles  
Environment Rating Scale-Infant Toddler  
Tennessee Early Learning Developmental Standards-TN-ELDS

**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\*:**

- A. Knowledge about current trends in brain research and implications for child development. (1a, 1b)
- B. Understanding of prenatal influences and newborn development. (1a, 1b)
- C. Knowledge and understanding of young children’s characteristics and needs during the first nine years of life. (1a, 1b, 3b)
- D. Knowledge and understanding of multiple influences on development and learning. (1b)
- E. Identification of the major theories of human development and learning. (1b)

\*Numerals after course goals reference goals of the ECED program which are based on NAEYC Associate Degree Standards

**NAEYC Associate Degree Standards:**

**The following standards are addressed in this course:**

**Standard 1: Promoting Child Development and Learning**

- 1a. Know and understand children’s characteristics and needs
- 1b. Know and understand the multiple influences on development and learning
- 1c. Use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

**III. Expectations for Student Performance\*:**

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

- 1. Know about current trends in brain research and implications for child development. (1a, 1b)
- 2. Understand prenatal influences and newborn development. (1a, 1b)
- 3. Know and understand young children’s characteristics and needs during the first nine years of life. (1a, 1b, 3b)
- 4. Know and understand of multiple influences on development and learning. (1b)
- 5. Identify the major theories of human development and learning. (1b)

\*Numerals after Student Learning Outcomes reference NAEYC Associate Degree Standards

#### **IV. Evaluation:**

##### **A. Testing Procedures:**

Students will complete regular assessments (projects, exams, papers, journals, research, presentations) to test their knowledge of early childhood practices and theories.

##### **B. Field Work**

Students will conduct parent and teacher interviews and child and classroom observations.

##### **C. Other Evaluation Methods**

As determined by the instructor.

#### **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.

Please see the Pellissippi State Policies and Procedures Manual, Policy 04:02:00 Academic/Classroom Conduct and Disciplinary Sanctions for the complete policy.

##### **C. Accommodations for disabilities**

Students that 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 Disability Services (DS) in order to receive accommodations in this course. Disability Services may be contacted by sending email to [disabilityservices@pstcc.edu](mailto:disabilityservices@pstcc.edu)<<mailto:disabilityservices@pstcc.edu>>, or by visiting Alexander 130. More information is available at <http://www.pstcc.edu/sswd/>.