

Child Growth, Development, and Learning
ECED 1110.501
CRN 65190
UNM-Valencia
Fall 2020
August 17-December 5

Instructor: Teresa Goodhue, MA Education
Class Time: Online and Scheduled Zoom
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Office Hours: Mondays through Thursday 2:00-4:00 or by appointment

Textbook Required

Puckett, M. B., Black, J. K., Wittmer, D. S., & Petersen, S. H. (2009). *The Young Child: Development from prebirth through age eight* (5th ed.). Upper Saddle River, NJ: Pearson.
Note: Please bring your textbook to class. We will be consulting it in class.

Course Description

This basic course in the growth, development, and learning of young children, prenatal through age eight, provides students with the theoretical foundation for becoming competent early childhood professionals. The course includes knowledge of how young children grow, develop and learn. Major theories of child development are integrated with all domains of development, including biological-physical, social, cultural, emotional, cognitive and language. The adult's role in supporting each child's growth, development and learning is emphasized.

Course Competencies

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

1. Incorporate understanding of developmental stages, processes, and theories of growth, development, and learning into developmentally appropriate practice. A.1
2. Demonstrate knowledge of the interaction between maturation and environmental factors that influence physical, social, emotional, cognitive, and cultural domains in the healthy development of each child. A.2
3. Demonstrate knowledge of the significance of individual differences in development and learning.
4. Demonstrate knowledge of how certain differences may be associated with rate of development and

5. developmental patterns associated with developmental delays and/or specific disabilities. A.3
6. Demonstrate knowledge of the similarities between children who are developing typically and those with diverse abilities. A.4
7. Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years. A.7
8. Demonstrate knowledge of the developmental sequence of language and literacy, including the
9. influence of culture and home factors. A.8
10. Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternative means of communication. A.9
11. Demonstrate knowledge of the relationship among emotions, behaviors, and communication skills to assist children in identifying and expressing their feelings in appropriate ways. A.10
12. Use appropriate guidance to support the development of self-regulatory capacities in young children. A.11

Online Participation

The Discussion Board is very much like a classroom discussion. There will be 1 discussion board per week. Students are expected to log onto Blackboard Learn at least four times per week to participate on the Discussion Boards. At minimum, students are expected to post their own comment and reply to at least one other student's post per discussion. For the best grade, reply to 3 other students' threads by the following Tuesday at 11:59 pm. **Note:** *You cannot work at your own pace in this class. The discussion boards are timed to open and close according to this schedule. Also, it is helpful to compose and save your comments in a Word document that you can copy and paste to the Discussion Board.*

Student/Instructor Communication

Please check your UNM email regularly. While I read your comments on the Discussion Board, I do not comment. Instead I write comments when grading. Email is the best way to communicate with me; I reply promptly and within 24 hours. You can email 2 ways: Directly from Blackboard Learn or from Lobomail. **If you email me, you must use Lobomail. All other emails go to my junk email.** I check my email at least once a day except for Sundays. I encourage you to email me with any questions you might have. If you need to speak with me please call my cell phone, 331-2609 during my office hours. I will hold a Zoom session each week. It is not required that you participate, but participation will help you with discussion board assignments.

Assignments and Due Dates

Discussion Boards: There will be 1 discussion board per week. The first discussion of the week will appear on Sunday at 12:00 midnight and close a week from Tuesday; the topic of the discussion is based upon the reading assignment and can be found at the end of the syllabus in the course outline. The second discussion will be student generated; each student will write their own topic of discussion based upon the topic of the week. Students need to create 1 thread and post at least 1 time on another person's thread. For the best grade, see the rubric on the Welcome page. **Note: Try staying on a Sunday through Sunday schedule. Use that final due date of Tuesday for emergencies.**

3 Revised/Expanded Posts: You will choose 3 of your posts to revise and expand. These will be resubmitted as assignments on the following dates:

September 15: Choose between Discussion Boards 1,2 or 3

October 20: Choose between Discussion Boards 4. 5. 6. 7 or 8

November 24: Choose between discussion Boards 9, 10, 11 or 13

Final Paper or Presentation: After watching “Bringing Up Baby” episode 1, you will explain how Claire Verity’s methods can delay development in infants, citing our text.

Course Reflection Discussion Board Post: On the last discussion board of the semester, you will reflect back on the semester. You will write about what you have learned over the semester and discuss the strategies you intend to employ in your own classroom. It will be a longer more in depth discussion than the other discussions we have over the course of the semester. **Due 12/5 by midnight.**

Students with Disabilities and Special Learning Needs

Student Services provides a number of services for students with documented special needs. The Equal Access Office number is 925-8910.

Academic Support

Student tutors are available for online tutoring appointments though tutor@unm.edu.

Grading

Discussion Boards 20%

3 Expanded/Revised Posts 30%

Final Paper **OR** Presentation
Theories of Child Development
And Trends in Parenting
(Due on 12/5) 30%

Course Reflection
Discussion Board 20%

Total 100%

Percentages and Grade Equivalent

100-97 A+	89-87 B+	79-77	C+	69-66	D+
96-93 A	86-83 B	76-73	C	65-62	D
92-90 A-	82-80 B-	72-70	C-	61-59 D-	58-0 F

Dishonesty in Academic Matters

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, including dismissal, against any student who is found responsible for academic dishonesty. Any student who has been judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.

Academic dishonesty includes , but is not limited to, dishonesty in quizzes, tests or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; and misrepresenting academic or professional qualifications within or outside the University.

ECED 1110 Course Outline

- Week 1**
8/17-8/23 **Introductions, Expectations and Getting to Know Each Other!**
- Week 2**
8/24-8/30 Pregnancy: Preparing for Birth
Discussion Board 1 (DB1) due 9/1
- Week 3**
8/31-9/6 Trends in Parenting (Film: Bringing Up Baby)
Discussion Board 2 (DB2) due 9/8
- Week 4**
9/7-9/13 Brain, Perceptual, Motor, and Physical Development of the Infant
Discussion Board 3 (DB3) due 9/15
- Week 5**
9/14-9/20 Emotional and Social Development of the Infant
Discussion Board 4 (DB4) 9/22
- Week 6**
9/21-9/27 Cognitive, Language, and Literacy Development of the Infant
Discussion board 5 (DB5) due 9/29
- Week 7**
9/28-10/4 Perceptual, Motor, and Physical Development; Health and Nutrition: Ages One through Three
Discussion Board 6 (DB6) due 10/6
- Week 8**
10/5-10/11 Emotional and Social Development: Ages one through Three
Discussion Board 7 (DB7) due 10/13
- Week 9**
10/12-10/18 Chapter 10: Cognitive, Language, and Literacy Development: Ages One through Three
Discussion Board 8(DB8) due 10/20
- Week 10**

10/19-10/25 Perceptual, Motor, and Physical Development: Health and Nutrition: Ages Four through Five

Discussion Board 9 (DB9) due 10/27

Week 11

10/26-11/1 Emotional and Social Development: Ages Four through Five

Discussion Board 10 (DB10) due 11/3

Week 12

11/2-11/8 Cognitive, Language, and Literacy Development: Ages Four through Five

Discussion Board 11 (DB11) due 11/10

Week 13

11/9-11/15 Perceptual, Motor, and Physical Development: Health and Nutrition: Ages Six through Eight

Discussion Board 12 (DB12) due 11/17

Week 14

11/16-11/22 Emotional and Social Development: Ages Six through Eight

Discussion board 13 (DB13) due 11/24

Week 15

11/23-11/29 Cognitive, Language, and Literacy Development: Ages Six through Eight

Discussion board 14 (DB 14) due 12/1

Week 16

11/30-12/5 Course Reflection Discussion Board **Due 12/5**