

ECME 101
Child Growth, Development, and Learning
ECME 101.550
CRN 53656
UNM-Valencia
Fall 2015
August 17-December 2

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Office Hours: Mondays and Wednesdays 2:15-4:15pm

Textbook Required

Wittmer, Donna S., Sandra H. Petersen, and Margaret B. Puckett. *The Young Child: Development from Prebirth Through Age Eight*. 6th ed. Boston: Pearson, 2013. Print.

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:

- Incorporate understanding of developmental stages, processes, and theories of growth, development, and learning into developmentally appropriate practice. A.1
- 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
- Demonstrate knowledge of the significance of individual differences in development and learning. Demonstrate knowledge of how certain differences may be associated with rate of development and developmental patterns associated with developmental delays and/or specific disabilities. A.3
- Demonstrate knowledge of the similarities between children who are developing typically and those with diverse abilities. A.4

- Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years. A.7
- Demonstrate knowledge of the developmental sequence of language and literacy, including the influence of culture and home factors. A.8
- Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternative means of communication. A.9
- 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
- Use appropriate guidance to support the development of self-regulatory capacities in young children. A.11

Dual Credit

Dual Credit is a program which provides public high school students the opportunity to receive credit for both a high school course and a college course by taking a single qualifying course. For more information please see the UNM-Valencia 2014-2016 Course Catalog (4).

Due Dates and Late Assignments

Students are expected to turn in work on the date that it is due. Late assignments will be accepted; however, 5 points will be deducted for every day that it is late.

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. If you have a documented disability, please provide me with a copy of your letter from Equal Access Services as soon as possible to ensure that your accommodations are provided in a timely manner.

Academic Support

Student tutors are available for tutoring appointments at The Learning Resource Center. For more information phone 925-8907.

Grading

• Student/Instructor Meetings (4)	20%
• Reading Reflection Journal 1	20%
• Reading Reflection Journal 2	20%
• Reading Reflection Journal 3	20%
• Reading Reflection Journal 4	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

As stated in 2014-2016 UNM-Valencia Catalog:

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 (11)

ECME 101
Course Outline

Week 1: 8/17-8/21

Chapter 1: The What and Why of Early Childhood Development

Reading Reflection Journal 1: Before reading chapter 1, write about your image of a child. What is the child capable of or incapable of doing, etc. After reading chapter 1, write about how that image has changed. Concentrate on one of the theories presented that changed the image you held before.

Week 2: 8/24-8/28

Chapter 3: The Family Before Birth

Reading Reflection Journal 1: Before reading chapter 3, write about parenting. What do you consider good parenting? After reading chapter 3, what else do parents need to know and do?

Week 3: 8/31-9/4

Chapter 4: The Child and Family at Birth

Reading Reflection Journal 1: After reading chapter 4, explain the short and long-term implications and benefits of good-quality prenatal and neonatal care.

Week 4: 9/8-9/11

Student/Instructor Meeting. Reading Reflection Journal 1 Due (Chapters 1, 3 and 4)

Chapter 5: Brain, Perceptual, Motor, and Physical Development of the Infant

Reading Reflection Journal 2: After reading chapter 5, briefly explain how the infant brain develops and describe the factors that threaten brain development.

Week 5: 9/14-9/18

Chapter 6: Emotional and Social Development of the Infant

Reading Reflection Journal 2: After reading chapter 6, explain the 7 factors that influence the social and emotional development in infants.

Week 6: 9/21-9/25

Chapter 7: Cognitive, Language, and Literacy Development of the Infant

Reading Reflection Journal 2: After reading chapter 7, explain cognitive competence and development and the concepts infants learn in the first 12 months.

Week 7: 9/28-9/25

Student/Instructor Meeting. Reading Reflection Journal 2 Due (Chapters 5-7)

Chapter 8: Perceptual, Motor, and Physical Development; Health and Nutrition: Ages One through Three

Reading Reflection Journal 3: After reading chapter 8, explain the relationship between physical/motor and emotional and social development.

Week 8: 10/5-10/9

Chapter 9: Emotional and Social Development: Ages one through Three

Reading Reflection Journal 3: After reading chapter 9, briefly describe the child's developing sense of self: self-recognition, fears and anxieties, self-comforting behaviors, etc.

Week 9: 10/12-10/16

Chapter 10: Cognitive, Language, and Literacy Development: Ages One through Three

Reading Reflection Journal 3: After reading chapter 10, explain the sequence of literacy competence and development at this stage.

Week 10: 10/19-10/23

Student/Instructor Meeting. Reading Reflection Journal 3 Due (Chapters 8-10)

Chapter 11: Perceptual, Motor, and Physical Development: Health and Nutrition: Ages Four through Five

Reading Reflection Journal 4: After reading chapter 11, briefly describe the health and well-being issues associated with this stage of development.

Week 11: 10/26-10/30

Chapter 12: Emotional and Social Development: Ages Four through Five

Reading Reflection Journal 4: After reading chapter 12, describe different guidance techniques in child-rearing.

Week 12: 11/2-11/6

Chapter 13: Cognitive, Language, and Literacy Development: Ages Four through Five

Reading Reflection Journal 4: After reading chapter 13, explain the sequence of literacy competence and development at this stage.

Week 13: 11/9-11/13

Chapter 14: Perceptual, Motor, and Physical Development: Health and Nutrition: Ages Six through Eight

Reading Reflection Journal 4: After reading chapter 14, briefly describe the relationship between physical/motor development and social development.

Week 14: 11/16-11/20

Chapter 15: Emotional and Social Development: Ages Six through Eight

Reading Reflection Journal 4: after reading chapter 15, briefly describe how children gain emotional competence.

Week 15: 11/23-11/27

Chapter 16: Cognitive, Language, and Literacy Development: Ages Six through Eight

Reading Reflection Journal 4: After reading chapter 16, explain the sequence of language competence and development at this stage. Next, explain the sequence of literacy competence and development.

Week 16: 11/30-12/4

Student/Instructor Meeting. Reading Reflection Journal 4 Due (Chapters 11-16)

