

**ECME 101**  
**Child Growth, Development, and Learning**  
**ECME 101.550**  
**CRN 58424**  
**UNM-Valencia**  
**Belen High School Dual Credit**  
**Fall 2017**  
**September 11-December 9**

Instructor: Teresa Goodhue, MA Education  
Class Time: See Course Outline for Attendance Days  
Room: Belen High School Day Care Center  
Phone: 925-8904  
Email: [tgoodhue@unm.edu](mailto:tgoodhue@unm.edu)  
Office: LRC 107  
Office Hours: Mondays and Wednesdays 3:15-4:15

**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.

**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).

### **Attendance**

Attendance is part of your final grade. Lack of attendance will affect your final grade. We will meet 4 times over the semester. If you are absent on that day, you can arrange to meet me during my office hours at UNM-Valencia.

### **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.

### **Sexual Harassment**

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (see pg 15 - <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

**Grading**

Attendance	20%
Reading Reflection Journal (RRJ)	30%
Developmental Theorist Presentation	25%
Developmental Milestones Brochure	25%
Total	100%

**Percentages and Grade Equivalent**

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

**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**

9/11-9/15      *Attendance Day: 9/11(a) and 9/12(b)*

Chapter 1: Begin your Reading Reflection Journal. Choose a theorist from the charts on p.12-14 whose theory you like. Briefly describe the primary theory and the educational focus of the theory. Next, explain why you chose that theorist. *Refer to the charts on pages 12-14 to choose a developmental theorist for your presentation it can be the theorist you write about in this reflection journal entry.*

**Week 2**

9/18-9/22      Chapter 3 (p. 64-90.) Reading Reflection Journal: Consider the many factors parents must consider before the conception and birth of the child: Issues for families in the U.S., the importance of early development, sociocultural and economic factors, and emotional and psychological aspects of preparing for parenthood, prenatal development. Which one do you think is most important? Why is it important for parents to know about? What specifically do they need to know? *How could you relate this information to them in a brochure?* (Brochure choice #1)

**Week 3**

9/25-9/29      **Perceptual, Motor, and Physical Development**  
Chapter 5, Infancy. Reading Reflection Journal: Describe an activity the child can engage in to display motor development in the areas described in the charts on pages 142-143. The activity must include adult interaction.

**Week 4**

10/2-10/6      *Attendance Day: 10/2(a) and 10/3(b)*  
*Due: Reading Reflections Chapters 1, 3 and 5*  
*Also, you will let me know which theorist you chose for your Developmental Theorist Presentation.*

Chapter 8, Ages 1-3. Reading Reflection Journal: Describe an activity the child can engage in to display motor development in the areas described in the charts on pages 230-231. The activity must include adult interaction.

**Week 5**

10/9-10/13      Chapter 11, Ages 4-5. Reading Reflection Journal: Consider all the areas of development at this stage: physical and motor competence, the relationship between physical; motor development and emotional and social development, the relationship between physical/motor development and cognitive development, factors influencing physical and motor development, and health and well-being issues. Which do you think is most important for parents to know about? What specifically do they need to know? *How could you relate this information to them in a brochure?* (Brochure choice #2)

**Week 6**

10/16-10/20 Chapter 14, Ages 6-8. Reading Reflection Journal: Consider all the areas of development at this stage: perceptual, competence and development, and motor competence and development, general physical development and characteristics, the relationship between physical /motor development and emotional and social development, the relationship between physical/motor development and cognitive development, and children with special needs. Which do you think is most important for parents to know about? What specifically do they need to know? *How could you relate this information to them in a brochure?* (Brochure choice #3)

**Week 7 Emotional and Social Development**

10/23-10/27 *Attendance Day: 10/23(a) and 10/24(b)*  
*Due: Reading Reflections Chapters 8, 11 and 14*  
*Also, you will let me know which brochure choice you've made.*

Chapter 6, Infancy. Reading Reflection Journal: Write about an infant in the Day Care Center who has expressed behaviors described by the authors on p. 183-184. Several behaviors are described in our textbook; choose between 4-5 behaviors, and it doesn't need to be only one child.

**Week 8**

10/30-11/3 Chapter 9, ages 1-3. Reflection Journal: Write about a toddler in the Day Care Center who has expressed behaviors described on p.261, Fears and Anxieties, and p.263, Self-Comforting Behaviors. It doesn't need to be only one child.

**Week 9**

11/6-11/10 Chapter 12, ages 4-5. Reflection Journal: Explain how fear and anxiety is similar and different from children ages 1-3.

**Week 10**

11/13-11/17 Chapter 15, ages 6-8. Reflection Journal: Explain how fear and anxiety is similar and different from children ages 4-5.

**Week 11**

11/20-11/24 *Attendance Day: 11/20(a) and 11/21(b)*  
*Due: Developmental Theorist Presentation*

Reading Reflection Journal: Describe an activity an infant can engage in to promote cognitive development in the areas described in the chart on page 210. The activity must include adult interaction rich with language. Consider the role of receptive language (p. 211-212).

**Week 12**

11/27-12/1      Attendance Day: 11/27(a) and 11/28 (b)  
Due: Reading Reflection Journal Chapters 6, 9, 12 and 15, and chapter 7.  
Developmental Milestone brochure  
Last Day to turn in late work