

ECME 101
Child Growth, Development, and Learning
ECME 101.501
CRN 53656
UNM-Valencia
Fall 2018
August 20-December 8

Instructor: Teresa Goodhue, MA Education
Class Time: Mondays and Wednesdays 6:00-7:15
Room: A140
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Office: LRC 107
Office Hours: Mondays and Wednesdays 4:15-5:30

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.

Student Learning Objectives

- 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

Attendance

Attendance is part of your final grade. Lack of attendance will affect your final grade. Further, the instructor can drop a student after four (4) absences.

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 class 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.

Academic Support

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

Grading

Attendance	25%
Reading Reflection Journal 1 (RRJ) (Due on 10/1)	20%
Reading Reflection Journal 2 (RRJ) (Due on 12/3)	20%
Final Paper: Theories of Child Development And Trends in Parenting (Due on 12/3)	35%
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.

**ECME 101
Course Outline**

Complete readings before the next class meeting. Complete Reading Reflection Journal entries by the due dates.

Week 1

8/20 Syllabus, Expectations and Introductions

8/22 DAP: Developmentally Appropriate Practice

Reading Reflection Journal 1: After reading chapter 3, what do expecting parents need to know and do before the baby is born?

Week 2

8/27 The Family before Birth Film

Extra-credit Assignment: *Bringing Up Baby* Film reflection: Don't just describe the film, write about your reaction to film (Turn in with your reading reflection Journal 10/1)

8/39 The Family before Birth (continued)

Reading Reflection Journal 1: After reading chapter 4, what do parents need to know and do after the baby is born?

Week 3

9/3 **Labor Day. No class today. Campus closed.**

9/5 APA Workshop

Week 4

9/10 Trends in Parenting (Film: *Bringing Up Baby*)

Reading Reflection Journal 1: Read Chapter 5. Claire Verity (*Bringing Up Baby*) recommends limited physical contact with newborns. When we look more closely at the role of touch in child development, why and how is Verity's method flawed?

9/12 Trends in Parenting (Discussion)

Begin writing your paper "Theories of Development and Trends in Parenting." Describe the film and describe your reaction to each of the 3 parenting styles. Due 12/6.

Week 5

9/17

Brain, Perceptual, Motor, and Physical Development of the Infant

Reading Reflection Journal 1: After reading chapter 6, briefly describe the neurobiology of social and emotional development.

9/19

Emotional and Social Development of the Infant (continued)

Reading Reflection Journal 1: After reading chapter 7, explain cognitive competence and development and the concepts infants learn in the first 12 months.

Week 6

9/24

Cognitive, Language, and Literacy Development of the Infant

9/26

Cognitive, Language, and Literacy Development of the Infant (cont'd)

Reading Reflection Journal 1: After reading chapter 8, explain the relationship between physical/motor and emotional and social development.

Week 7

10/1

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

10/3

Perceptual, Motor, and Physical Development; Health and Nutrition: Ages One through Three (cont'd)

Reading Reflection Journal 1: After reading chapter 9, briefly describe the child's developing sense of self: self-recognition, fears and anxieties, self-comforting behaviors, etc.

Week 8

10/8

Emotional and Social Development: Ages one through Three

10/10

Emotional and Social Development: Ages one through Three

Reading Reflection Journal 1: After reading chapter 10, explain the sequence of literacy competence and development at this stage.

Week 9

10/15

Chapter 10: Cognitive, Language, and Literacy Development: Ages One through Three
Reading Reflection Journal 1 Due (Chapters 1-9)

10/17

Cognitive, Language, and Literacy Development: Ages One through Three (cont'd)

Reading Reflection Journal 2: After reading chapter 11, briefly describe the health and well-being issues associated with this stage of development.

Week 10

10/22

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

10/24

Perceptual, Motor, and Physical Development: Health and Nutrition: Ages Four through Five (cont'd)

Reading Reflection Journal 2: After reading chapter 12, describe different guidance techniques in child-rearing.

Week 11

10/29

Emotional and Social Development: Ages Four through Five

Reading Reflection Journal 2: After reading chapter 13, explain the sequence of literacy competence and development at this stage.

10/31

Emotional and Social Development: Ages Four through Five (cont'd)

Reading Reflection Journal 2: After reading chapter 13, explain the sequence of literacy competence and development at this stage.

Week 12

11/5

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

11/7

Cognitive, Language, and Literacy Development: Ages Four through Five (cont'd)

Reading Reflection Journal 2: After reading chapter 14, briefly describe the relationship between physical/motor development and social development.

Week 13

11/12

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

11/14

No class today

Reading Reflection Journal 2: after reading chapter 15, briefly describe how children gain emotional competence.

Week 14

11/19

Emotional and Social Development: Ages Six through Eight

11/21

Emotional and Social Development: Ages Six through Eight (cont'd)

Reading Reflection Journal 2: 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 15

11/26

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

11/28

Cognitive, Language, and Literacy Development: Ages Six through Eight (cont'd)

Week 16

12/3

Course Recap

Due:

- **Reading Reflection Journal 2 Due (Chapters 10-16)**
- **Final Paper: Theories of Child Development and Trends in Parenting**

