



ECED 1110 550: Child Growth, Development, and Learning

Fall 2021

Instructor: Karen Walter

Walterk63@unm.edu/505.925.8500

Office/Office Hours: Monday & Tuesday 2:00-4:00 PM

Dr. Julia So- Division Chair

Course Credit hours-3

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 Goals:

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:

A.1 -Incorporate understanding of developmental stages, processes, and theories of growth, development, and learning into developmentally appropriate practice.

A.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.3. -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.4 -Demonstrate knowledge of the similarities between children who are developing typically and those with diverse abilities.

A.7 -Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years.

A.8 -Demonstrate knowledge of the developmental sequence of language and literacy, including the influence of culture and home factors.

A.9 -Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternative means of communication.

A.10 -Demonstrate knowledge of the relationship among emotions, behaviors, and communication skills to assist children in identifying and expressing their feelings in appropriate ways.

A.11 -Use appropriate guidance to support the development of self-regulatory capacities in young children.

EVALUATION:

This course is competency based. Student competency will be evaluated through a variety of assignments such as projects, presentations, writing assessments, exams, and experiences.

(See Grading)

Required Textbook:

The Young Child: Development from Prebirth Through Age Eight. Wittmer, D.S.; Petersen, S.H.; Puckett, M.B.

Sixth Edition

ISBN 13: 978-0-13-294401-4 Copyright: 2013

Pearson Education, Inc.

All other readings will be provided for by the instructor

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).

TECHNOLOGY-

Access to UNM Blackboard is Imperative!!! All other technology necessary will be determined on a student by student basis.

Course Outline:

Week 1- Course Introduction Unit 1: Chapters 1 and 2 - Student Learning Objectives

By the end of Unit One, students will be able to define Early Childhood Development and describe historical perspectives including the identification of critical theories and theorists in the study of early childhood development;

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At the end of Unit One, students will be able to summarize each theorist's relationship to Cognitive, Language, and Literacy Development and their relationship to Cultural and Diverse populations.

Weeks 2-3 Human Development Theories (A.1, A.2, A.3, A.7, A.8)

- Human development definitions
- Theories of development
- Research terms, methods, and basic need for scientific research procedures
- Interactions between material and environmental factors that influence development
- Addressing Diversity in Child Development

Unit 2 Weeks 4-5 Prenatal Development – Chapter 3 (A.1, A.2, A.7, A.8)

By the end of Unit 2, students will be able to explain the importance on prenatal development of children.

By the end of Unit 2, students will be able to identify and discuss the factors that affect the prenatal development of children.

By the end of Unit 2, students will be able to interpret information about the prenatal development of children and critically predict the health and well being of a child (Dunedin Study).

- Genetic counseling
- Birth processes and effects on the family
- Addressing Diversity in Prenatal Child Development

Week 5-6 Infancy – chapters 5, 6, and 7 (A.1, A.8, A.9, A.10, A.11) Infancy Development-

Week 5-6 (chapters 5-7)

By the end of Unit 2, students will be able to explain the importance on the development of children during infancy

By the end of Unit 2, students will be able to identify and discuss at least four(4) contributing factors that affect the development of children during infancy.

By the end of Unit 2, students will be able to compare and contrast different stages of development contributing to their own idea of which stages are most critical to early child development

- Development and growth
- Attachment Theory
- Self-regulation capacities in young children
- Sensorimotor development
- Theories of language development and acquisition
- Addressing Diversity in Child Development

Unit 3- Critical Thinking and Analysis, Synthesis, and Evaluation Weeks 7-8 Toddler /ages 1-3– Chapters 8-10 (A.1, A.8, A.9, A.10)

By the end of Unit 3, students will be able to define fifteen (25) vocabulary terms and identify terms particular to the development of toddlers, infants, and prenatal children.

By the end of Unit 3, students will be able to identify developmental landmarks in physical and motor competence.

By the end of Unit 3, students will be able to describe the relationship between physical-motor development and social/emotional development.

By the end of Unit 3, students will be able to discuss how health and nutrition influence perceptual, motor, and physical development.

By the end of Unit 3, students will be able to analyze the role of adults in facilitating healthy and unhealthy social and emotional development in toddlers. (Role Play or Scenarios)

By the end of Unit 3, students will be able to list Erikson’s Stages of Psychosocial Development and give examples, either personal or not, of each stage.

By the end of Unit 3, students will be able to describe the cognitive development, literacy, and language of children ages 1-3.

- Development and growth
- Preoperational thought
- Language development and communication skills
- Addressing the Diversity in Child Development

Unit 4 – Synthesis and Evaluation Weeks 9-10 Toddler/ages 4-5 – Chapters 11-12 - School-Age Children (A.1, A.4)

By the end of unit 4 students will be able to identify and describe health and well-being issues related to children ages 4-5.

By the end of unit 4, students will be able to identify developmental landmarks in large and small muscle development.

By the end of unit 4, students will be able to describe the body and gender awareness of children ages 4-5.

By the end of unit 4, students will be able to discuss and critique the importance of cultural interaction among children ages 4-5.

By the end of unit 4, students will be able to assess and recommend strategies that will improve physical and motor, and perceptual-motor development in children ages 4-5.

- Development and growth
- Operational thought
- Moral development
- Peer relationships

- Similarities and differences of typical and diverse abilities
- Addressing the Diversity in Child Development

Weeks 11-12 Culture and Family as the foundation of child development (A.3, A.4, A.7, A.8) Chapter 13

- Parenting Styles
 - The function of language in the cognitive, social, and emotional aspects of development
 - Developmental patterns associated with developmental delays and/or specific disabilities

Unit 5 – Research and Writing/weeks 13-14 Embedded in Course Visit from Kat (librarian)

Submit Reflection Journals
 Submit Observation Data
 Online Zoom Presentations or Paper

***Weeks 15-16 (Review and Final Exam) Depending on the end date for the semester due to (Coronavirus)**

Grading

- Attendance 20%
- Discussion Forum #1
- Discussion Forum #2 -Discussion/Communication Forums are worth 15%
- Discussion Forum #3 must participate in 85% of forums to receive the total 15%.
- Discussion Forum #4 -The number of Discussion/Communication Forums may vary
- Reflection Journal 30%
- Assignments 20% (Must complete 75% of Assignments to receive total %)
- Final Presentation 15%

Total	100%
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Percentages and Grade Equivalent

100-97 A+	89-87 B+	79-77 C+	69-66 D+
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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.

Please reference UNM Policy

Computer Crime

UNM-Valencia adheres to the UNM Ethics Code and Policy for Computer Use. The use of computer facilities is considered a privilege. Legal computer use is protected by punishing those who engage in illegal computer activity.

Under the state Computer Crimes Act, a person who intentionally and without authorization accesses, alters, damages, copies, or destroys any computer system or data stored within is subject to criminal prosecution on charges ranging from misdemeanor to third degree felony. Such conduct also can lead to suspension or dismissal.

Prerequisites and Co-requisites

N/A

Specific Course Requirements (If Applicable)

TECHNOLOGY (Access)

Access to UNM Blackboard is Imperative!!! All other technology necessary will be determined on a student by student basis.

TECHNICAL SKILLS

In order to participate and succeed in this class, you will need to be able to perform the following basic technical tasks:

[EXAMPLES BELOW- LIST WILL NEED TO BE COURSE SPECIFIC]

- Use UNM Learn (help documentation located in "How to Use Learn" link on left course menu, and also at [Online Student Documentation](#)). Also, UNM-Valencia provides a Blackboard Learn Jumpstart self-learning module to give you practice with the most commonly used tools in UNM Learn. Ask your instructor if you do not see the UNM-Valencia Blackboard Learn Jumstart in your list of classes in UNM Learn.
- Use email – including attaching files, opening files, downloading attachments
- Copy and paste within applications including Microsoft Office
- Open a hyperlink (click on a hyperlink to access a website or online resource)
- Use Microsoft Office applications
 - Create, download, update, save and upload MS Word documents
 - Create, download, update, save and upload MS PowerPoint presentations
 - Create, download, update, save and upload MS Excel spreadsheets
 - Download, annotate, save and upload PDF files
 - Access MS Teams
- Use the in-course web conferencing tool (Collaborate Web Conferencing software in UNM Learn) or use Zoom or other web conferencing tool
- Download and install an application or plug in – required for participating in web conferencing sessions

TECHNICAL REQUIREMENTS

Computer

- A high-speed Internet connection is highly recommended.
- Supported browsers include: [Detailed Supported Browsers and Operating Systems](#)
- Any computer capable of running a recently updated web browser should be sufficient to access your online course. However, bear in mind that processor speed, amount of RAM and Internet connection speed can *greatly* affect performance.
- For the best experience when using the Kaltura Media Tools inside UNM Learn, be sure to use a [supported browser](#) on a desktop.
- Microsoft Office products are available free for all UNM students (more information on the [UNM IT Software Distribution and Downloads page](#))
- Please update your contact information in LoboWeb: [MyUNM Login](#). When you log into MyUNM, Enter LoboWeb. Click on the Personal Information link to make sure your contact information is up to date.

Web Conferencing

Web conferencing will be used in this course during the following times and dates:

For the online sessions, you will need:

- *A USB headset with microphone. Headsets are widely available at stores that sell electronics, at the UNM Bookstore or online.*

- *A high-speed internet connection is highly recommended for these sessions. A wireless Internet connection may be used if successfully tested for audio quality prior to web conferencing.*
- *You should also dress as you would when attending an in-person class, even if you do not turn on your video camera.*

We will meet via Web Conferencing once a week. The dates and times will be available online as soon as the school schedule has been determined.

Technical Support

- For UNM Learn Technical Support: (505) 277-0857 (24/7) or use the “Create a Tech Support Ticket” link in your course.
- For UNM-Valencia IT Support: (505)925-8911
- For UNM Web Conference Technical Help: (505) 277-0857

COURSEWORK AND PARTICIPATION

Instructor Response Time

I routinely check the course for postings or emails, Monday (8 am) – Friday (12 pm) and sometimes in the evenings and on the weekend. You can anticipate a 24 to 48 hour response from me, Monday – Thursday. I will try and respond to all weekend (Friday afternoon to Sunday) emails and postings by noon on Monday or earlier.

Procedures for Completing Coursework Include:

- *if tests/exams require a pre-arranged and approved proctor or special equipment, please let me know a week in advance.*
- *If you anticipate difficulty meeting a deadline, please let me know, at least, three days in advance through email or course messages.*
- *All written work needs to be submitted online. If you have difficulty using a tool to complete work, use the “Create a Tech Support Ticket” link in the Course Menu immediately and notify me as well.*

Expectations for Participation Example

Expectations:

- *Refer to power point presentation at the beginning of class*
- *students are expected to learn how to navigate in Learn*
- *students are expected to communicate with one another in discussion forums*
- *students are expected to keep abreast of course announcements and schedules*
- *students are expected to use the Learn course messages as opposed to a personal email address*

- *students are expected to keep instructor informed of class related problems, or problems that may prevent the student from full participation*
- *students are expected to address technical problems immediately*
- *students are expected to observe course netiquette at all times*

Netiquette

- [Netiquette document](#)

NOTES TO STUDENTS ABOUT PARTICIPATION IN A COURSE USING UNM LEARN:

Tracking Course Activity

UNM Learn automatically records all students' activities including: your first and last access to the course, the pages you have accessed, the number of discussion messages you have read and sent, web conferencing, discussion text, and posted discussion topics. This data can be accessed by the instructor to evaluate class participation and to identify students having difficulty

Submitting Assignments

When you submit an assignment via UNM Learn, you will receive an email receipt of your submission from do-not-reply@learn.unm.edu. Save this email as confirmation of your submission.

UNM POLICIES

Equal Opportunity and Non-Discrimination

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). 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](#).

[Read more about campus policy regarding sexual misconduct.](#)

Copyright Issues

All materials in this course fall under copyright laws and should not be downloaded, distributed, or used by students for any purpose outside this course.

[The UNM Copyright Guide](#) has additional helpful information on this topic.

Accessibility and Accommodations

The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other

things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodations of their disabilities. If you have a disability requiring accommodation, please contact:

- [UNM-Valencia Student Services](#) if you are a Valencia campus student. The phone number is 505-925-8560
- [UNM Accessibility Resource Center](#) in 2021 Mesa Vista Hall if you are a main campus student. The phone number is 505-277-3506.

Information about your disability is confidential and your instructor cannot refer you for accommodations. Be aware that you will need to provide documentation. If you need assistance in obtaining documentation, the offices above can assist you.

Accessibility Statements

[Blackboard's Accessibility statement](#) [Microsoft's Accessibility statement](#)

Include links to accessibility statements for all other technologies included in the course.

Academic Integrity

You should be familiar with UNM's [Policy on Academic Dishonesty](#) and the [Student Code of Conduct](#) which outline academic misconduct defined as plagiarism, cheating, fabrication, or facilitating any such act.

Drop Policy:

[This section states your departmental policy for dropping students – edit or include your own statement.]

UNM Policies: This course falls under all UNM policies for last day to drop courses, etc. Please see or the UNM Course Catalog for information on UNM services and policies. Please see the UNM academic calendar for course dates, the last day to drop courses without penalty, and for financial disenrollment dates.

UNM RESOURCES

- [UNM Valencia Campus Tutoring Services](#)
- [UNM Main Campus CAPS Tutoring Services](#)
- [UNM-Valencia Library](#)
- [UNM Libraries](#)
- [“Life” Resources available to UNM-Valencia Students](#)

- [Student Health & Counseling \(SHAC\) Online Services](#)

FOR MILITARY-CONNECTED STUDENTS

There are resources on campus designed to help you succeed. You can approach any faculty or staff for help with any issues you may encounter. Many faculty and staff have completed the GREEN ZONE training to learn about the unique challenges facing military-connected students. If you feel that you need help beyond what faculty and/or staff can give you, please reach out to the Veterans Resource Center on main campus at 505-277-3181, or by email at vrc@unm.edu. The Veterans Coordinator at UNM-Valencia is in the Student Services Office, at 505-925-8560.

SEMESTER DEADLINES

Fall 2021 – 16-week classes (deadlines will be different for first and second 8-week classes)

- Monday, August 23: First day of class, classes available in Blackboard Learn
- Friday, September 3, by 5:00 PM: Last day to add a class or to change credit hours or grade mode in LoboWEB.
- Monday, September 6: LABOR DAY HOLIDAY
- Friday, September 10: Last day to drop without “W” grade and with 100% refund on LoboWEB
- Thursday and Friday, October 13th and 14th: FALL BREAK
- Friday, November 12: Last day to drop *without* Dean’s permission on LoboWEB. Will receive “W” grade and will be responsible for tuition for the course.
- November 25-28: THANKSGIVING BREAK (Campus Closed)
- Friday, December 10: Last day to add sections and/or change credit hours with form, last day to drop *with* Dean’s permission. Will receive “W” grade and will be responsible for tuition for the course.
- December 13-18: Finals week.

COVID 19

UNM Administrative Mandate on Required Vaccinations

All students, staff, and instructors are required by [UNM Administrative Mandate on Required Vaccinations](#) to be fully vaccinated for COVID-19 as soon as possible, but no later than September 30, 2021, and must provide proof of vaccination or of a UNM validated limited exemption or exemption no later than September 30, 2021 to the [UNM vaccination verification site](#). Students seeking medical exemption from the vaccination policy must submit a request to the [UNM verification site](#) for review by the UNM [Accessibility Resource Center](#). Students seeking religious exemption from the vaccination policy must submit a request for reasonable accommodation to the [UNM verification site](#) for review by the [Compliance, Ethics, and Equal Opportunity Office](#). For further information on the requirement and on limited exemptions and exemptions, see the [UNM Administrative Mandate on Required Vaccinations](#).

UNM Requirement on Masking in Indoor Spaces

All students, staff, and instructors are required to wear face masks in indoor classes, labs, studios and meetings on UNM campuses, see [masking requirement](#). Vaccinated and unvaccinated instructors teaching in classrooms must wear a mask when entering and leaving the classroom and when moving around the room. When vaccinated instructors are able to maintain at least six feet of distance, they may choose to remove their mask for the purpose of increased communication during instruction. Instructors who are not vaccinated (because of an approved medical or religious exemption), or who are not vaccinated yet, must wear their masks at all times. Students who do not wear a mask indoors on UNM campuses can expect to be asked to leave the classroom and to be dropped from a class if failure to wear a mask occurs more than once in that class. With the exception of the limited cases described above, students and employees who do not wear a mask in classrooms and other indoor public spaces on UNM campuses are subject to disciplinary actions.

Communication on change in modality: The university may direct that classes move to remote delivery at any time to preserve the health and safety of the students, instructor and community. Please check your email and your UNM Learn site regularly for updates about our class, and please check <https://bringbackthepack.unm.edu> regularly for general UNM updates about COVID-19 and the health of our community.

Acceptable masks and mask wearing in class: A two-layer mask that covers the nose and mouth and that is cleaned regularly is acceptable, as are disposable medical masks, KN95, KF94, FFP1 and FFP2 masks. A face shield is not sufficient protection. It is vital that you wear your mask correctly, covering your nose and mouth. Removing your mask for an extended period to eat or drink in class violates the university mask requirement and endangers others.

Consequences of not wearing a mask properly: If you don't wear a mask, or if you do not wear a mask properly by covering your nose and mouth, you will be asked to leave class. If you fail to wear a mask properly on more than one occasion, you can expect to be dropped from the class. If you insist on remaining in the classroom while not wearing a mask, class will be dismissed for the day to protect others and you will be dropped from the class immediately.

The instructor will try to have a few disposable masks available in the classroom on a first-come, firstserved basis.