

**Child Growth, Development, and Learning**  
**ECED 1110.501**  
**CRN 50562**  
**UNM-Valencia Online**  
**Spring 2020**  
**January 21-May 16**

Instructor: Teresa Goodhue, MA Education  
Class Time: Online  
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Office: A 142D  
Office Hours: Monday through Thursday 2:15-4:15 and 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* (6th 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

### **Online Participation**

The Discussion Board is very much like a classroom discussion. There will be at least 1 discussion and at most 2 discussions per week to accompany the reading assignments. Students are expected to log onto Blackboard Learn at least four times per week to participate on the Discussion Boards. For the best grade, students are expected to post their own thread and reply to 3 other students' threads. The 2 discussions for the week will appear on Sundays at 12:00 midnight. Students have 2 weeks to reply. The weeks will overlap allowing plenty of time to post. **Please see the Discussion Board rubric on Blackboard Learn for the grading criteria.**

### **Student/Instructor Communication**

Email is the best way to communicate with me; I reply promptly and within 24 hours. On the weekends, I check my email at least once a day. I encourage you to email me with any questions you might have. **Please, email using your UNM account only.** You can also call me during my office hours Monday through Thursday 2:15 to 4:15.

### **Due Dates and 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. **No late postings on the Discussion Board are permitted.**

### **Quizzes**

There are 4 quizzes throughout the semester. Please refer to the course outline at the end of this syllabus for dates.

### **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 and the Writing 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

Online Discussion Board	25%
Trends in Parenting Final Paper	25%
Developmental Milestone Presentation	25%
Quizzes	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 2018-2019 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.

### ECED 1110 Course Outline DB (Discussion Board)

#### Infancy

##### **Week 1**

1/20 -1/25 (DB1a) Introductions: Tell us about yourself. **Due by 2/1**  
(DB1b) Refer to the video "Bringing Up Baby" Episode 1 and chapter 1.  
(DB 1c) Refer to chapter 1.

##### **Week 2**

1/26-2/1 (DB2a&DB2b) Refer to chapter 2: The Where, When, and How of Early Childhood Study and Assessment. **Due by 2/8**

##### **Week 3**

2/2-2/8 (DB3a & DB3b) Refer to chapter 3: The Family Before Birth. **Due 2/15**

##### **Week 4**

2/9-2/15 (DB4) Refer to chapter 4: The Family at Birth **Due 2/22**

**Week 5**

2/16-2/22 (DB5a & DB5b) Refer to chapter 5: Brain. Perceptual, Motor, and physical Development. **Due 2/29**

**Quiz 1: Chapters 1-4**

**Week 6**

2/23-2/29 (DB6a & DB6b) Refer to chapter 6: Emotional and Social Development of the infant. **Due 3/7**

**Week 7**

3/1-3/7 (DB7a & DB7b) Refer to chapter 7: Cognitive, language, and literacy Development of the infant. **Due 3/14**

**Ages 1 through 3**

**Week 8**

3/8-3/14 (DB8a & DB8b) Refer to chapter 8: Perceptual, Motor, and Physical Development; Health and Nutrition: Ages 1 through 3. **Due 3/21**

**Quiz 2: Chapters 5-7**

**March 15 through March 21: Spring Break**

**Week 9**

3/22-3/28 (DB9a & DB9b) Refer to chapter 9: Perceptual, Motor, and Physical Development; Health and Nutrition: Ages One through Three **Due 4/4**

**Week 10**

3/29-4/4 (DB10a & DB10b) Refer to chapter 10: Cognitive, Language, and literacy Development: Ages one through Three. **Due 4/11**

**Ages 4 and 5**

**Week 11**

4/5-4/11 (DB11) Refer to chapter 11: Perceptual, Motor, and Physical Development; Health and Nutrition: Ages four and five. **Due 4/18**

**Quiz 3: Chapters 8-10**

**Week 12**

4/12-4/18 (DB12) Refer to chapter 12. Emotional and Social Development: Ages 4 and 5. **Due 4/25**

**Week 13**

4/19-4/25 (DB13a & DB13b) Refer to chapter 13. Cognitive, Language, and Literacy Development: Ages four and five. **Due 5/2**

**Ages 6 -8**

**Week 14**

4/26-5/2

(DB14a and DB14b) Refer to chapter 14. Perceptual, motor, and physical Development: Health and nutrition: Ages 6 through eight. **Due 5/9**  
*Get ready for next week. Read Chapter 14 and 15.*

**Quiz 4: Chapters 11-13**

**Week 15**

5/3-5/9

(DB15a) Refer to chapter 15. Emotional and Social Development: Ages Six through Eight. **Due 5/16**

(DB15b) Refer to chapter 16. Cognitive, Language, and literacy Development: Ages Six through Eight. **Due 5/16.**

**Week 16**

5/10-5/16

**Due:**

- **Developmental Milestone Presentation**
- **Trends in Parenting: Compare and Contrast Paper**