

**Child Growth, Development, and Learning**  
**ECED 1110.501**  
**CRN 50562**  
**UNM-Valencia Online**  
**Spring 2021**  
**January 19-May 16**

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Office Hours: Monday through Thursday 2:00-4:00 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**

### **Required Reading**

Throughout the course, you will be provided with required reading assignments. The assignments are located in Weekly Assignments on the course menu. You are expected to complete all of the required reading assignments and to integrate what you have read into your course assignments as well as your online discussions. I recommend you begin reading on Sunday to post by Thursday.

### **Discussion Board Expectations**

Participants are required to participate in and post to weekly discussions in Blackboard Learn. This will enable us to learn and interact with each other as a community of learners.

Discussion postings must be a complete thought and have at least three lines of text. There is no maximum number of words required, but please use good judgment. Do not overwhelm your colleagues with a dissertation, please! Use references to websites or readings to support your comments whenever possible. It is important that you get your initial discussion postings up in the early part of the week, so others have an opportunity to read them and share their thoughts and experiences. By interacting fluidly through the week, we will build on one another's ideas. Therefore, post your initial response to the discussion forum no later than Day 4 (Thursday) and reply to three classmates no later than Day 7 (Sunday 11:59 pm.) Discussion boards open on Sunday at midnight. Stagger your posts throughout the week (three separate days) to show your active participation in the discussion throughout the week. **Points will be deducted for waiting until Sunday to post your original thread. In other words, do not do all of your online work Sunday. If you have not posted your original thread by Thursday, I will contact you.**

### **Late Work and Exemptions**

You can miss 2 discussion boards over the course of the semester. They will appear as exempt in your grades. You can also miss 3 discussion boards and recover the grades by writing an expanded post. Requirements: 1) 1 page typewritten and double-spaced, 12 pt. font, default



### **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 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**

1/19 -1/24 (DB1a) Introductions: Tell us about yourself.

(DB1b) After reading chapter 1 and watching the video, respond to the following. What do you think Jean Piaget would say about Verity's methods and techniques? In particular what would he say about ignoring the baby's cries and leaving the infant alone for long periods of time? (Hint: refer to our textbook pages 20-22).

You can click on the link below. You can also find the video in the Video link on the Course Menu.

<https://www.youtube.com/watch?v=xhas6bRazsl>

**Due by midnight on 1/24.**

**Week 2**

1/24-1/31 (DB 2) After reading chapter 2, how would you describe authentic assessment? How does it differ from standardized testing? What are some difficulties for young children taking standardized testing?

**Due by midnight on 1/31.**

**Week 3**

1/31-2/7 (DB3) Refer to chapter 3. What are some of the benefits, challenges and dangers of becoming a parent later in life? What are the challenges of becoming a teen parent? What services and support are available for pregnant teens?

**Due by midnight on 2/7.**

**Week 4**

2/7-2/14 (DB4) Refer to chapter 4. What preparations do parents need to make before the birth of the child? Also, reflect back on the video, "Bringing Up Baby: Episode 1," What obstacles did the parents face in preparing for the birth of their child?

**Due by midnight on 2/14.**

**Week 5**

2/14-2/21 (DB5) Refer to 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? (pp.136-137).

**Due by midnight on 2/21.**

**Week 6**

2/21-2/28 (DB6) Refer to chapter 6. Describe the effect of cortisol in children's reaction to stress. What can primary caregivers do to lower cortisol levels? (pp.164-166.)

**Due by midnight on 2/28.**

**Week 7**

2/28-3/7 (DB7) Refer to chapter 7. Explain cognitive competence and development and the concepts infants learn in the first 12 months. (p. 207-209).

**Due by midnight on 3/7.**

**Ages 1 through 3****Week 8**

3/7-3/14 (DB8) Refer to chapter 8. Given what you know about physical and motor development in toddlers, what suggestions would you make to parents and caregivers to protect children from unintentional injury and threats to their health or safety? Draw on your personal experience and chapter 8.

**Due by 3/14**

**March 15 through March 21: Spring Break****Week 9**

3/21-3/28 (DB9) Refer to chapter 9. After reading chapter 9, describe how adults can assist toddlers in developing social competence.

**Due by 3/28**

**Week 10**

3/28-4/4 (DB10) Refer to chapter 10. Describe receptive language and expressive language. How do we know that a child is developing their receptive language? What are the "stages" a child goes through in developing their expressive language? What should we expect in their first sentences? What are oral language approximations?

**Due by 4/4**

**Ages 4 and 5****Week 11**

4/4-4/11 (DB11) Refer to chapter 11: Describe the health and well-being issues associated with perceptual, motor, and physical development of children ages 4 to 5.

**Due by midnight on 4/11.**

**Week 12**

4/11-4/18 (DB12) Refer to chapter 12. How can we as educators, and the larger society, support children's health and growth? Consider 1 or all of the following questions: Compare and contrast perceptual, motor and physical development between the ages one through three (chapter 8) and ages four through five (chapter 12).

In what ways are they developing rapidly?

In what areas are they developing more slowly?

Bring in health and nutrition. What role does health and nutrition play in these areas of development?

**Due by midnight on 4/18.**

**Week 13**

4/18-4/25 (DB13) Refer to chapter 13. Describe the role of play in enhancing cognitive, language and literacy development.

**Due by 4/25**

**Ages 6 -8****Week 14**

4/25-5/2 (DB14) Refer to chapter 14. Describe the relationship between physical/motor development and emotional and social development.

**Due by 5/9**

**Week 15**

5/3-5/9 (DB15) Refer to chapter 15. Describe the child's moral development at this age/stage. Also, consider the role of socio-dramatic play in the child's moral development.

**Due by midnight on 5/16.**

**Week 16**

5/9-5/16

**Due by midnight on Sunday 5/16**

- **Discussion Board 15**
- **Developmental Milestone Presentation**
- **Trends in Parenting: Compare and Contrast Paper**

