

MINNESOTA WEST COMMUNITY & TECHNICAL COLLEGE

Syllabus

COURSE TITLE: Introduction to Child Growth and Development

COURSE NUMBER: EDUC 2510

COURSE OVERVIEW: Introduction to child growth and development from conception through adolescence with a concentration on the physical, cognitive, and social-emotional domains of development. Emphasis areas of the course include: historical foundations and theories associated with the study of child development, the research process, the implications of teaching and learning, student diversity and pertinent topics associated with the possible effects of environment and behavior on prenatal development through adolescence.

NUMBER OF CREDITS: 3

ACADEMIC YEAR: Fall, 2020

FACULTY NAME: Beth Van Orman

OFFICE HOURS: Monday-Thursday 9:00-10:00 a.m.

OFFICE PHONE: 507-372-3440

OFFICE NUMBER: Room 280 Classroom/Administration Building/Worthington Campus

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TEXTBOOKS TO BE USED: McDevitt, Teresa, A. & Ormrod, Jeanne, E. (2020). *Child Development and Education, 7th Edition*, Pearson Education. www.pearson.com ISBN: 978-0-13-480677-8

COURSE OUTLINE: Can be found at:

https://www.mnwest.edu/component/easyfolderlistingpro/?view=download&format=raw&data=NpFjs0OgjAQhN9I7waKAXU5qo_gmVRYoEmhTX-UxPjuthTiqd2ZnW-HI2P4sVgh9Ep2ZKC2WBQIYuID2axV3lg6KO-kmMIGNwTAWzJpP0kl-W4Nngz7s04ITbNgcTqn6MxcJ4pjihCfKqmig1pgnkKGpOZujHaJkN1vj-sG6IWkHXBBiE5TIGwtcESgxW0_3fVbA1q0MLF9wrNwlzvH23GiOWw_VzWwtKGXoHdqHloNSg0yHPr-XDDDeVxcDA,,

STUDENT LEARNING OUTCOMES:

1. Develop a holistic understanding of children ages birth through adolescence based on the integration of literature and research in the areas of physical, cognitive, brain-based, social, emotional, and aesthetic development.
2. Identify and describe the major theoretical perspectives of child development and identify the strengths and failings of each.
3. Develop skills in the observation and interpretation of children's behavior.
4. Describe the quantitative and qualitative changes occurring from infancy to early adolescence and the implications for education.

5. Identify levels of readiness in learning and understanding how development in any one domain may affect performance in others.
6. Differentiate how gender, ethnicity, and social class impact child development.
7. Use reflection and self-correction to reinforce the teacher-learner interaction.

STANDARDS OF EFFECTIVE PRACTICE FOR TEACHERS:

Subp. 3. Standard 2, student learning. A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development. The teacher must:
2A. understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning;
2B. understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions;
2C. understand developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others;
2D. use a student's strengths as a basis for growth, and a student's errors as opportunities for learning;
2E. assess both individual and group performance and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral, and physical domains;
2F. link new ideas to familiar ideas; make connections to a student's experiences; provide opportunities for active engagement, manipulation, and testing of ideas and materials; and encourage students to assume responsibility for shaping their learning tasks; and
2G. use a student's thinking and experiences as a resource in planning instructional activities by encouraging discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of student thinking.
Subpart 6. Standard 5, learning environment. A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:
5A. understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work;
5B. understand how social groups function and influence people, and how people influence groups;
Subpart 7. Standard 6, communication. A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:
6H. use effective communication strategies in conveying ideas and information and in asking questions;

Subpart 10. Standard 9, reflection and professional development. A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. The teacher must:
9E. understand the role of reflection and self-assessment on continual learning;
9G. understand professional responsibility and the need to engage in and support appropriate professional practices for self and colleagues
9I. use professional literature, colleagues, and other resources to support development as both a student and a teacher;
9J. collaboratively use professional colleagues within the school and other professional arenas as supports for reflection, problem-solving, and new ideas, actively sharing experiences, and seeking and giving feedback;
10D. understand the concept of addressing the needs of the whole learner;
Subpart 11. Standard 10, collaboration, ethics, and relationships. A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being.
Minnesota State Statute 8710.2000 https://www.revisor.mn.gov/rules/8710.2000

MAJOR ASSIGNMENTS:

Discussions, Assignments, Tests

STANDARDS USED FOR ASSESSMENT:

Students are expected to complete work as assigned and be prepared for the discussions, assignments and tests. Students are expected to complete all requirements in the time allowed (see schedule). No extension of deadlines will be allowed unless PRIOR permission is granted by the instructor.

Content (power points) is visible for the entire semester. **Discussions, assignments, and tests** are time-released weekly.

Grades: Grades will be posted in D2L; Feedback from your Instructor is timely and strive to respond to assignments within 7 working days.

Discussions: Post to **Discussion** on or before the due date: your original post, and replies to at least two other individuals. These must be quality well-thought-out postings, not just "I agree". Do your best to post as soon as possible, because your classmates need to reply.

Students must read the majority of postings. The discussions will be locked down after the due date.

Grading rubric for weekly discussion:

5 pts.	Original posting is insightful, thorough, interesting, and on-topic 4-5 sentences minimum
5 pts.	Responds to at least 2 postings of other students in a way that demonstrates substantial thought
5 pts.	Reads at least 50% of total student postings

Total Discussions: 13 discussions at 15 points each: 195 points

Assignments: Written assignments will be submitted to the assignments drop box within D2L. Assignments must be submitted to the specified drop box by 11:59 pm on the due date (see course schedule).

Grading rubric for Assignments:

5 pts.	Assignment is completed in full using thoughtful and justified responses.
5 pts.	Opinion is expressed using key concepts and terminology outlined in the lessons and readings.
5 pts	Format of assignment is as instructed using collegiate expectations: number of pages; 12 point font; black ink; double-spaced; times new roman font.
Total Assignments: 13 assignments at 15 point each: 195 points	

Tests: Tests will be done online. Students should work independently when taking quizzes. Do not take quizzes in groups with other students. You can use your books and notes on quizzes when taking these online.

Grading rubric for tests:

Test 1	Chapters 1-3	30 points
Test 2	Chapters 4-6	30 points
Test 3	Chapters 7-9	30 points
Test 4	Chapters 10-12	30 points
Test 5	Chapters 13-15	30 points
Total Points possible:		150 points

All tests will be multiple choice. Students will have two attempts allowed for each test. The final score on the respective test is the average of the 2 attempts. Each question will be individually analyzed for student performance. Questions are individually selected by the Instructor to ensure a proper measure of what was taught and what should have been learned. If more than 75 percent of a question is scored incorrect and is the same wrong answer is indicated, that question will be analyzed for validity. If the question is deemed to not be a valid measure of what the student should know, the Instructor will throw-out that question. Tests will not be graded on a curve.

LATE POLICIES:

All required work is due on the dates indicated on the course syllabus. If students cannot get work completed by the due date they must let the instructor know in advance.

Students are expected to have a reliable computer with reliable internet service to ensure work can be completed as assigned.

ATTENDANCE:

Attendance is expected for all class dates and is monitored by number of log-ins in the course per week. Students should strive to log-in on the day the new unit opens and at least every other day. Waiting to log-in until the last day the unit is open is not recommended.

Missing more than 20% of course requirements will result in Administrative withdrawal from the course.

ACADEMIC INTEGRITY:

Academic integrity is expected by all students of Minnesota West. Any student that is confirmed of violating the Student Code of Conduct – academic integrity will be dismissed from the course and awarded a grade of F. Please refer to the Student Code of Conduct at the link below:

https://www.mnwest.edu/images/student-information-policies/code_of_conduct.pdf

HELP/TUTORING ASSISTANCE:

Tutoring is available on all Minnesota West campuses. Please refer to the link below to access tutoring contact information and schedule:

<https://www.mnwest.edu/advisory-services/tutoring>

EXTRA CREDIT:

There is no extra credit in this course.

Veteran Services: Minnesota West is dedicated to assisting veterans and eligible family members in achieving their educational goals efficiently. Active duty and reserve/guard military members should advise their instructor of all regularly scheduled military appointments and duties that conflict with scheduled course requirements. Instructors will make every effort to work with the student to identify adjusted timelines. If you are a veteran, please contact the Minnesota West Veterans Service Office.

The information in this course outline is subject to revision

To receive reasonable accommodations for a documented disability, please contact the campus Student Services Advisor or campus Disability Coordinator as arrangements must be made in advance. In addition, students are encouraged to notify their instructor.

This document is available in alternative formats to individuals with disabilities by contacting the Student Services Advisor or by calling 800-658-2330 or via your preferred Telecommunications Relay Service.

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