Child Growth and Development (TECA 1354)

Credit: 3 semester credit hours (3 hours lecture)

Co-requisite: CDEC 2386

Course Description:

A study of the physical, emotional, social, language, and cognitive factors impacting growth and development of children through adolescence.

Required Textbook and Materials:

1. *Student Teaching* by J. Machado, 7th edition. Cengage Publishers.

    a. ISBN number is 978-0495-81322-4.

2. A package of #882 Scantrons and #2 pencils.

Course Objectives:

Upon completion of this course, the student will be able to:

1. Summarize principles of growth and development.
2. Identify typical stages of cognitive, social, physical, language, and emotional development.
3. Compare, contrast and apply theories of development in practice.
4. Discuss the impact of developmental processes on educational practices.
5. Identify the stages of play development (i.e. from solitary to cooperative) and describe the important role of play in young children's learning and development.
6. Demonstrate skills in practical application of developmental principles and theories, observation techniques, assessment, and recognition of growth and development patterns.

Course Outline:

A. Introduction to Student Teaching
   1. Training Guidelines
   2. Initial Feelings
   3. Orientation
   4. Professionalism
   5. Preparing for Your First Day
B. Values and Developing Teaching Style
   1. Knowing Your Values
   2. Acquisition of Values
   3. Professional Ethics
   4. Teaching Style
C. Being Observed
   1. Goals of Observation, Evaluation & Discussion
   2. The Whole Teacher
   3. Reflective Behaviors in Student Teaching
   4. Self-Perception
   5. Adding to Your Professional Portfolio
D. Review of Child Development and Learning Theory
   1. Theories of Child Development
   2. How Do Children Learn?
   3. Intelligent Behavior
   4. Selected Research
E. Instructional Planning
   1. Identifying Child Interests & Needs
   2. Curriculum Models
   3. Activity Resources
   4. How Language Instruction Fits Into All Activity Planning
   5. Lesson Plan Goals & Objectives

6. Working With Groups
F. Classroom Management
   1. Guidance or Disciplinary Function in Classroom Management
   2. Child Empowerment
   3. Guidance Techniques
G. Using Case Studies to Understand Behavior
   1. Erikson's Theory
   2. Burton White and Self-Control
   3. Maslow's Hierarchy of Needs
   4. Cultural Differences
   5. Observation
   6. Role of Student Teacher
H. Working With Children With Special Needs
   1. Laws Relating to Education of Young Children w/Sp Needs
   2. Working w/Children w/Sp \Needs
   3. Helpful Web Site Information
   4. Suggested Activities
I. Common Problems of Student Teachers
   1. Kinds of Problems
   2. Role of Communication & Conflict Resolution

3. Listening: The Ability to Receive
4. Problem Solving Process
J. Student Teaching and Families
   1. Discovering a Center's Family Relations Philosophy
   2. Interacting with Families
   3. Importance of Home-Teacher Partnerships
   4. Communication
   5. School-Home Interactions
   6. Precautions
K. Quality Programs in Early Childhood Settings
   1. Meeting Children's Needs
   2. Standards of Quality Programs
   3. Types of Quality Programs
   4. Who Decides the Quality of a Program?
   5. Accreditation & Its Relationship to Quality
L. Professional Commitment & Growth
   1. Professional Concerns
   2. Professional Growth & Development
   3. Leadership & Keeping Current

Grade Scale:

Points	Grade
900 –1000 points	A
899 – 800 points	B
799 –700 points	C
699 –600 points	D
599 – 0 points	F

Course Evaluation:

Final grades will be calculated according to the following criteria:

1. Three Tests	30%
2. Attendance & Participation	10%
3. Introductory Paper	10%
4. Observation Assignments	20%
5. Activities @ assigned Child Care Center	30%

Course Policies:

1. No food, drinks, or use of tobacco products in class.
2. Computers, telephones, headphones, and any other electronic devices must be turned off while in class or used only with permission of the instructor.
3. Do not bring children to class.
4. If you wish to drop a course, the student is responsible for initiating and completing the drop process. If you stop attending class and fail to drop the course, you will earn an 'F' in the course.
5. Additional class policies as defined by the individual course instructor.

Disabilities Statement:

The Americans with Disabilities Act of 1992 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. Among other things, these statutes require that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodations for their disabilities. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409) 880-1737 or visit the office in Student Services, Cecil Beeson Building. You may also visit the online resource at http://www.lit.edu/depts/stuserv/special/defaults.aspx

Student Code of Conduct Statement:

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook. The LIT Catalog and Student Handbook* may be accessed at www.lit.edu or obtained in print upon request at the Student Services Office. Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

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