

**CDEC 1339**  
**Early Childhood Development 0 – 3 years**  
online  
**Fall 2024**



**LAMAR INSTITUTE  
OF TECHNOLOGY**

**INSTRUCTOR CONTACT INFORMATION**

Instructor: **Sharon Kruger, M.Ed.**  
LIT Email: skruger@lit.edu  
Office Phone: **409-247-5290**  
Office Location: MC 231  
Office Hours: See Starfish for Available Office Hours

**CREDIT**

3 Semester Credit Hours

**MODE OF INSTRUCTION**

Online

**PREREQUISITE/CO-REQUISITE:**

none

**COURSE DESCRIPTION**

This course will provide a study of the principles of growth and development from conception through three years of age. Emphasizes physical, intellectual, and social/emotional development.

**COURSE OBJECTIVES**

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

Summarize principles of growth and development, in the physical, cognitive, emotional and social domains from conception through age three.

Compare and contrast theories of development.

Discuss the impact of developmental processes.

Discriminate types and techniques of observation.

Apply developmental principles and theories using observation techniques.

**SCANS Skills and Competencies**

Beginning in the late 1980s, the US Department of Labor Secretary's Commission on **Achieving Necessary Skills (SCANS)** conducted extensive research and interviews with business owners, union leaders, supervisors, and laborers in a wide variety of work settings to determine what knowledge workers needed in order to perform well on a job. In 1991 the Commission announced its findings in *What Work Requires in Schools*. In its research, the commission determined that "workplace know how" consists of two elements: foundation skills and workplace competencies.

## CORE OBJECTIVES

Refer to course objectives

## REQUIRED TEXTBOOK AND MATERIALS

See How They Grow: Infants and Toddlers by S. Martin Cengage Publishers

## ATTENDANCE POLICY

1. You must log into Blackboard and access this course a minimum of 3 times per week.
2. Cheating of any type will not be tolerated.
3. Late assignments will be accepted with a deduction as a late penalty. Students will receive a zero for assignments not completed.
4. If you wish to drop this course, you must drop it administratively. If you do not drop, you will receive an F for the course.
5. Internet usage- students are to use proper netiquette when participating in course email, assignment submissions and online discussions.

## DROP POLICY

If you wish to drop a course, you are responsible for initiating and completing the drop process by the specified drop date as listed on the [Academic Calendar](#). If you stop coming to class and fail to drop the course, you will earn an "F" in the course.

## STUDENT EXPECTED TIME REQUIREMENT

For every hour in class (or unit of credit), students should expect to spend at least two to three hours per week studying and completing assignments. For a 3-credit-hour class, students should prepare to allocate approximately six to nine hours per week outside of class in a 16- week session OR approximately twelve to eighteen hours in an 8-week session. Online/Hybrid students should expect to spend at least as much time in this course as in the traditional, face-to-face class.

## COURSE EVALUATION

### Grading Policy and Evaluation

#### GRADING OF ASSIGNMENTS AND ASSESSMENTS

<b>CDEC 1339 Early Childhood Development Birth to 3 online</b>			
<b>ASSIGNMENTS</b>	<b>#</b>	<b>each</b>	<b>points</b>
<b>discussion posts (complete on topic or incomplete)</b>	<b>12</b>	<b>5 pts ea</b>	<b>60</b>
<b>respond to discussion posts (complete on topic or incomplete)</b>	<b>12</b>	<b>5 pts ea</b>	<b>60</b>

<b>written answers to questions about the reading (5-point rubric for assignment)</b>	<b>12</b>	<b>5 pts ea</b>	<b>60</b>
<b>open book quiz (5 point multiple choice)</b>	<b>11</b>	<b>5 pts ea</b>	<b>55</b>
<b>video quizzes (pass or fail)</b>	<b>11</b>	<b>10 pts ea</b>	<b>110</b>
<b>Assignment 1 Due: Lesson Plan (30-point rubric)</b>	<b>1</b>	<b>30 pts</b>	<b>30</b>
<b>Assignment 2 Due: Infant /Toddler Activity (30-point rubric)</b>	<b>1</b>	<b>30 pts</b>	<b>30</b>
<b>Assignment 3 Due: Book Review (30-point rubric)</b>	<b>1</b>	<b>30 pts</b>	<b>30</b>
<b>TBD Final Assignment (55-point rubric)</b>	<b>1</b>	<b>55 pts</b>	<b>55</b>
<b>TOTAL</b>			<b>500</b>

**Grading Scale: A=500 to 450 B=449 to 400 C=399 to 350  
D=349 to 300 F=299 &below**

### **MAKE-UP WORK**

I take late work for 4 days past the due date at a 25% penalty. If you see that you cannot meet the due dates, please contact me before your work is late. Accommodation can be made for events beyond the student's control.

### **ACADEMIC DISHONESTY**

Students found to be committing academic dishonesty (cheating, plagiarism, or collusion) may receive disciplinary action. Students need to familiarize themselves with the institution's Academic Dishonesty Policy available in the Student Catalog & Handbook at <http://catalog.lit.edu/content.php?catoid=3&navoid=80#academic-dishonesty>.

### **AI STATEMENT**

Lamar Institute of Technology (LIT) recognizes the recent advances in Artificial Intelligence (AI), such as ChatGPT, have changed the landscape of many career disciplines and will impact many students in and out of the classroom. To prepare students for their selected careers, LIT desires to guide students in the ethical use of these technologies and incorporate AI into classroom instruction and assignment appropriately. Appropriate use of these technologies is at the discretion of the instructor. Students are reminded that all submitted work must be their own, original work, unless otherwise specified. Students should contact their instructor with any questions as to acceptable use of AI / ChatGPT in their courses.

## **TECHNICAL REQUIREMENTS**

The latest technical requirements, including hardware, compatible browsers, operating systems, etc. can be online at <https://lit.edu/online-learning/online-learning-minimum-computer-requirements>. A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of online technology and resources.

## **DISABILITIES STATEMENT**

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles' Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409)-951-5708 or email [specialpopulations@lit.edu](mailto:specialpopulations@lit.edu). You may also visit the online resource at [Special Populations - Lamar Institute of Technology \(lit.edu\)](#).

## **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](http://www.lit.edu). Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

## **STARFISH**

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty members record student attendance, raise flags and kudos to express concern or give praise, and you can make an appointment with faculty and staff all through the Starfish home page. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT.

## **Course Requirements**

CDEC 1339 Early Childhood

Development Birth to 3

See *How They Grow: Infants and Toddlers* by S. Martin Cengage Publishers

FALL 2024 ONLINE

**week 1 8/26/2024 to 8/30/2024**

First day classes August 26  
Late registration ends August 30

Labor Day Sept 2

Course introduction and policies

Chapter 1: Caregiving & Educating pp, 2 to 28  
discussion posts (complete on topic or incomplete)

respond to discussion posts (complete on topic or incomplete)

written answers to questions about the reading (5-point rubric for assignment)

**week 2 9/3/24 to 9/6/24**

Chapter 2: Getting in Focus  
pp 32 to 54

discussion posts (complete on topic or incomplete)

respond to discussion posts (complete on topic or incomplete)

written answers to questions about the reading (5-point rubric for assignment)

open book quiz (5 point multiple choice)

video quizzes (pass or fail)

**week 3 9/9/24 to 9/13/24**

Last day to drop with refund Sept 11

Chapter 3: Explaining Behavior pp 55 to 89

discussion posts (complete on topic or incomplete)

respond to discussion posts (complete on topic or incomplete)

written answers to questions about the reading (5-point rubric for assignment)

open book quiz (5 point multiple choice)

video quizzes (pass or fail)

**week 4 9/16/24 to 9/20/24**

Chapter 4: New Beginnings

pp 93 to 123

discussion posts (complete on topic or incomplete)

respond to discussion posts (complete on topic or incomplete)

written answers to questions about the reading (5-point rubric for assignment)

open book quiz (5 point multiple choice)

video quizzes (pass or fail)

**week 5 9/23/24 to 9/27/24**

Chapter 5: Taking Notice

pp 128 to 146

Last day to pay tuition to  
avoid drop for non-payment  
Sept 23

Last day to drop WITHOUT  
academic penalty Sept. 27

discussion posts (complete on topic or  
incomplete)

respond to discussion posts (complete on topic or incomplete)

written answers to questions about the reading (5 points rubric)  
open book quiz (5 point multiple  
choice)  
video quizzes (pass or fail)

**week 6 9/30/24 to 10/4/24**

Chapter 6: Grasping the World: Infants at 3 to 6 months  
pp 150-171

discussion posts (complete on topic or  
incomplete)

respond to discussion posts (complete on topic or incomplete)

written answers to questions about the reading (5 points rubric)  
open book quiz (5 point multiple  
choice)

video quizzes (pass or fail)

**week 7 10/14/24 to 10/18/24**

Chapter 7: Me and You: Infants at 6 to 9  
months

pp 174-198

discussion posts (complete on topic or  
incomplete)

respond to discussion posts (complete on topic or incomplete)

written answers to questions about the reading (5 points rubric)  
open book quiz (5 point multiple  
choice)

video quizzes (pass or fail)

**week 8 10/21/24 to 10/25/24**

Chapter 8: Raring to Go: Infants at 9 to 12  
Months

pp 200 to 225

discussion posts (complete on topic or  
incomplete)

respond to discussion posts (complete on topic or incomplete)

written answers to questions about the reading (5 points rubric)  
open book quiz (5 point multiple  
choice)

video quizzes (pass or fail)

**week 9 10/28/24 to 11/1/24**

**Assignment 1 Due: Lesson Plan (30-point  
rubric)**

Last day to drop WITH  
academic penalty Nov. 1

Chapter 9: Becoming a Toddler: Children 12 to 18  
months

pp 228 to 268

discussion posts (complete on topic or  
incomplete)

respond to discussion posts (complete on topic or incomplete)

written answers to questions about the reading (5  
points rubric)

open book quiz (5 point multiple  
choice)

video quizzes (pass or fail)

**week 10 11/4/24 to 11/8/24**

Chapter 10: Feeling Around: Toddlers at 18 to 24  
months

pp 272 to 299

discussion posts (complete on topic or  
incomplete)

respond to discussion posts (complete on topic or incomplete)

written answers to questions about the reading (5 points rubric)

open book quiz (5 point multiple  
choice)

video quizzes (pass or fail)

**week 11 11/11/24 to  
11/15/24**

Chapter 11: Here and Now: Toddlers from 2 to 3 years of  
age

pp 302 – 334

discussion posts (complete on topic or  
incomplete)

respond to discussion posts (complete on topic or incomplete)

written answers to questions about the reading (5 points rubric)

open book quiz (5 point multiple  
choice)

video quizzes (pass or fail)

**week 12 11/18/24 to 11/22/24**

Building Brain Power in Toddlers  
lecture

Building Brain Power in Infants

Lecture

discussion posts (complete on topic or  
incomplete)

respond to discussion posts (complete on topic or incomplete)

written answers to questions about the  
reading

open book quiz (5 point multiple choice)  
video quizzes (pass or fail)

**week 13 11/25/24 to 11/29/24** **Assignment 2 Due: Infant /Toddler Activity (30-point rubric)**  
Thanksgiving Day 11/28/24 **Assignment 3 Due: Book Review (30-point rubric)**

Thanksgiving break Nov. 28 and 29

**week 14 12/2/24 to 12/6/24** Brain Development Research Lecture  
last class day Dec. 6 Brain Development Lecture  
Review for TBD Final Assignment (55-point rubric)

**Final Exam 12/7/24 to 12/11/24**  
Winter Break (December 23 - January 3)



