

## Human Growth and Development Course Syllabus



### **Course Information**

- A. Number: EDUC 240
- B. Title: Human Growth and Development
- C. Credits: Four
- D. This course is offered Fall Quarter 2013
- E. Schedule: Tuesdays and Thursdays 9:30 – 11:20
- F. Location: Education Building Room 120
- G. Prerequisite: None
- H. Corequisite: None

### **Personal Information**

Instructor: Mary Rudolph

- A. Office: Education Building Room 119
- B. Office Hours: Tuesdays (1:00 – 4:00), Wednesdays (1:00-2:00), and Thursdays (1:00 – 3:00). I encourage you to call and make an appointment if these times are not convenient for you.
- C. Telephone: 275-4771
- E-mail: [mary\\_rudolph@skc.edu](mailto:mary_rudolph@skc.edu)

### **Required Materials**

- A. Handouts available from the instructor
- B. Stassen Berger, K. (2003 or newer). *The developing person: Through childhood and adolescence*. (6<sup>th</sup> ed. or newer). New York, NY: Worth Publishers.

### **Description**

**Human Growth and Development** focuses on the progression of physical, cognitive, emotional, social, and moral development from conception through adolescence. Classical and contemporary theories of development, current research, and practical applications for practitioners are integrated throughout the course. Contextual influences of cultural background, ethnicity, and socioeconomic status are also examined.

***Upon completion of this course students will be able to:***

- A. Recognize the factors that influence development and understand how they affect individual children, including children with disabilities;*
- B. Observe, plan for, and interact with children in ways that encourage development in all domains: physical, social, emotional, cognitive, and aesthetic;*
- C. Discuss the theories, research and issues related to human development to colleagues, professionals, and parents;*
- D. Develop and utilize observation practices in a partnership with parents as one of the several strategies to monitor children's progress.*

**General Education Course:**

General Education courses emphasize an academic area, such as math, science or fine arts, and development of skills in the 4C's. This course is a designated List H GenEd course. The course emphasizes the general education outcome of Communication.

**STANDARDS OF EFFECTIVE PRACTICE**

*Early Childhood*

**NAEYC STANDARDS SUPPORTED IN THIS COURSE**

<b>Standard</b>
<b>Standard 1. Promoting child development and learning:</b> <i>Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive, and challenging for all children.</i>
<b>Standard 3. Observing, documenting, and assessing to support young children and families:</b> <i>Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.</i>
<b>Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families:</b> <i>Candidates understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families.</i>
<b>Standard 5. Using Content Knowledge to Build Meaningful Curriculum:</b> <i>Candidates use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child.</i>
<b>Standard 6. Becoming a Professional:</b> <i>Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.</i>

**Primary InTASC STANDARD SUPPORTED IN THIS COURSE**

**INTASC Principle 1: Learner Development**

**The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.**

1(e) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs. Guiding Principle: D

**Cultural Relevancy**

Cultural relevancy will be addressed in this course through the teaching methods and strategies modeled and utilized by the instructor such as the talking circle.

**Student Objectives:**

1. Students will examine the inter-relatedness of child development theories and practices with the cultures of the Salish and Kootenai Tribes.
2. Students will apply information from the course in their work with children from similar and diverse cultures in order to enhance children's development.

**Citizenship**

Salish Kootenai College defines citizenship as informed and committed participation in the life of one's community at the local, national, and global level. We believe citizens recognize and address community issues, respect the rights of others, and work toward community improvement.

**Candidate Objectives:**

1. The candidate shows sensitivity to cultural diversity and seeks to understand the perspectives of others.
2. The candidate has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

**Critical Thinking**

This course will encourage critical thinking skills by having students apply and critique information.

**Student Objectives:**

1. Students will apply information learned in class to improve their work with parents, children, and other professionals.
2. Students will participate in group activities and discussions that utilize critical thinking skills such as problem solving skills, self-evaluation techniques, and comparing information to cultural issues.
3. Students will analyze their own skills and abilities in enhancing children's development.
4. Students will problem solve various factors pertaining to the application of material (e.g. How can teachers overcome barriers to obtaining objective data and observations of children?).

**Communication**

Candidates are expected to demonstrate effective oral communication skills when participating in classroom discussion. Candidates will demonstrate satisfactory writing skills through completion of course projects.

**Candidate Objectives:**

1. Demonstrate effective oral communication skills when participating in class assignments.
2. Use proper writing when completing class assignments

**Course Requirements: Purposeful and Meaningful Assignments and Assessments:**

- A. Attendance and Participation in class activities and discussions
- B. \*Complete 7 weekly observation and reading assignments
- C. Complete 20 in-class assignments (must be in class to complete)
- D. Earliest Childhood Memory via e-mail
- E. Final Project

**Credit Hours**

Following the SKC Credit Hour Policy, to meet the identified objectives of this course, this four unit course, delivered over a 10 week term will approximate:

Four hours/week classroom or direct faculty instruction

One hour/week field work

In addition out-of-class student work will approximate a minimum of eight hours each week.

## **Grading System**

a. An Incomplete grade ("I") is NOT an option with the exemption of an exception of an extreme emergency or the death of a family member. In either case, the instructor must be notified within 48 hours.

b. The following is a breakdown of how grades are earned:

Attendance and Participation (8 points/20 classes).....	160 pts.....	26.5%
*Weekly observation & reading assignments: (7 x 35 points)....	245 pts.....	41%
In-class assignments (20x 6 pts. each).....	120 pts.....	20%
Earliest Childhood Memory (SKC e-mail).....	15 pts.....	2.5%
Final Project.....	60 pts.....	10%

Total points:	<hr/> 600 pts
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**\*Tutors are available for students. Please contact the instructor if you have any questions or need a tutor.**

## **Grading**

<b>A = 90-100%</b>	<b>540 - 600</b>
<b>B = 80-89%</b>	<b>480 - 539</b>
<b>C = 70-79%</b>	<b>420 - 479</b>
<b>D = 60-69%</b>	<b>360 - 419</b>
<b>F = 59-0%</b>	<b>Below 360</b>

All assignments are due on their due date. Failure to come to class to participate and present assignments on their due date will be considered late assignments. Late Assignments will not receive full credit. 35% will be deducted on all late assignments. **No late assignments accepted after** the beginning of class on the last class of the quarter.

***Bonus: 100% Attendance and Participation = 10 bonus points.***

\*Assignments marked with an (\*) designate the assignments that should be saved for your portfolio.

## **Attendance Policy**

This class is highly interactive and learning occurs through participation in class discussions and activities that are impossible to be duplicated outside of class. It is required that students attend all class sessions. Attendance and participation is graded at 8 points/class. An opportunity for make-up work is provided on an individual basis for emergency situations. Students missing more than eight hours of class without

make-up work may receive a failing grade. Group assignments or reaction papers done in class cannot be made up. Students are expected to be on time for class and stay until the designated time for dismissal. **Arriving late for class or leaving before class is dismissed will result in a significant loss of points**(0-10 minutes = minus 0 pts., 11-15 minutes = minus 2 pts., 16-20 minutes = minus 4 pts., 21-25 minutes = minus 6 pts., 26-30 minutes = minus 8 pts., 31 minutes or more = loss of all points).



### **Reasonable Accommodation**

Reasonable accommodations are provided for eligible students with identified disabilities. SKC complies with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students may contact the College's Disability Office, Stanley Fleming ([stanley\\_fleming@skc.edu](mailto:stanley_fleming@skc.edu)), and (406) 275-4968 or consult the SKC web page for Students with Disabilities for more information.

It is important that students with disabilities inform their instructors of their disabilities at the beginning of the quarter, in order to facilitate the process of determining appropriate and reasonable accommodations for the individual student.



**Faculty reserves the right to change the course syllabus or course content. Students will be provided advanced notice of changes in writing.**



**Please keep cell phones off or on the silent mode. If there is an emergency and you must take a call, please leave the classroom so as to disrupt the class as little as possible. Do not text message during class.**



### **Academic Honor Code**

All course work shall follow the guidelines of the Academic Honor Code as set forth by the SKC Student Handbook. Do your own work; allow other students to do their own work. **Plagiarism** involves the taking of someone else's words, ideas, or writings and presenting them as your own. Avoid plagiarism, and always acknowledge the ideas of others and cite your sources of information. Violation of the Academic Honor Code may result in failure of the assignment, the course, or possible expulsion from school.

### **Appropriate Behavior**

As an enrolled student of Salish Kootenai College, you are expected to display professionalism and responsibility in attitude and behavior. Treat yourself and others with courtesy and respect.

### **Course Transferability**

Transferability of any SKC course to any other academic institution is entirely dependent upon the program requirements of that other institution.

### **Course Responsibilities**

Knowledge of the course content, class lectures, assignments, and syllabus content are the responsibility of the student regardless of absenteeism. Syllabus content and calendars are tentative; instructors will notify you of any changes.

# Human Growth and Development Dynamic Course Outline



## Week One (10-1 & 10-3)

Welcome ☺  
Warm Up  
Course/Class Introductions  
Review Course Syllabus and Outline  
Tour the Handouts  
Child Development Principles  
& Theories  
Maslow's Theory  
Observing Children  
Guest Speaker/Video Option  
*In-Class Assignments*

## Homework



Reading: Handouts from the Instructor & *The Developing Person* Chapters One and Three



Observation Assignment One: Conduct a Running Record



Earliest Childhood Memory (e-mail assignment)

## Week Two (10-8-& 10-10)



Warm Up  
Introductions to Fetal and Infant  
Brain Development  
    The Prenatal Period and Birth  
    Assessing Infants at Birth  
Temperament  
Guest Speaker/Video Option  
*In Class Assignments*

### **Homework**



Reading: Handouts from the Instructor and *The Developing Person* Chapters Four and Five



Observation Assignment Two: Complete a temperament scale with a child pre-school – high school. (form available from the instructor).



### **Week Three (10-15 & 10-17)**

Warm Up  
Language Development  
Responsive Teaching/Caregiving  
Attachment  
Observing Children  
Guest Speaker/Video Option  
*In Class Assignments*

### **Homework**



Reading: Handouts from the Instructor & *The Developing Person* Chapters Six and Seven



Observation Assignment Three: Complete an observation of a child (infant or toddler) utilizing a developmental checklist. Summarize your findings on the summary form.



## Week Four (10-22.../no class 10-24)

Warm Up  
Physical Development  
Guest Speaker/Video Option  
*In-Class Assignments*

### Homework



Reading: Handouts from the Instructor & *The Developing Person* Chapters Eight and Nine



Observation Assignment Four: Complete a "Book Bag" activity with a child 3-5 years of age. (Book Bags are available from SKC library/form available from instructor).

## Week Five (10-29 & 10-31)

Warm Up  
Cognitive Development: Piaget  
Observing Children  
Guest Speaker/Video Option  
*In Class Assignments*

### Homework



Reading: Handouts from the Instructor & *The Developing Person* Chapter Two



Observation Assignment Five: Conduct a Piagetian task with a child four to seven years of age.



Final Book Report Assignment

## Week Six (11-5- & 11-7)

Warm Up  
Social Development  
Observing Children  
Guest Speaker/Video Option  
Stages and Types of Play  
*In Class Assignments*

### Homework



Reading: Handouts from the Instructor & *The Developing Person* Chapter Ten



\*Observation Assignment Six (required) **Caregiving Observation and Positive Critique.** Complete an observation using a running record of a child three to six years of age while interacting and playing with others; then complete the summary form.

## Week Seven (11-12 & 11-14)

Warm Up  
Developmental Stages of  
Children's Drawings  
Emotional Development  
Erikson's Theory  
Observing Children  
Guest Speaker/Video Option  
*In-Class Assignments*

### **Homework**



Reading: Handouts from the Instructor *The Developing Person* Chapter 11



Observation Assignment Seven: Complete an observation using a running record of a child in third through fifth grade while interacting with others; then complete the summary form.



## Week Eight (11-19 & 11-21)

Warm Up  
The School Age Child  
Moral Development  
Observing Children  
Guest Speaker/Video Option  
*In-Class Assignments*

### **Homework**



Reading: Handouts from the Instructor & *The Developing Person* Chapters 12 & 13



Observation Assignment Eight: Complete an observation using a running record of a child in sixth through ninth grade.



## Week Nine (11-26....no class 11-28)

Warm Up  
Bloom's Taxonomy  
Observing Children  
Guest Speaker/Video Option  
*In-Class Assignments*

### Homework



Reading: Handouts from the Instructor & *The Developing Person* Chapter 14



\*Observation Assignment Nine (required): Complete an observation using a running record of a teacher of children in sixth through eighth grade while interacting and playing with others; then complete the summary form and Two Plus Two.



## Week Ten (12-3 & 12-5)

Warm Up  
Sexual Development  
Adolescence  
Applying Child Development to Developmentally  
Appropriate and Individually Appropriate Practices  
Observing Children  
Guest Speaker/Video Option  
*In-Class Assignments*

### Homework



Reading: Handouts from the Instructor



Observation Assignment Ten: Observe adolescent behavior at a school or school function; answer the questions on the handout.



## Week Eleven (12-10 & 12-12)

Warm Up  
*In Class Assignments*  
*Adolescence*  
Final Project: Book Reports and Presentations  
Last Class Celebration

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**No late assignments are accepted after the beginning of class on the last day.**



## **EDUC Human Growth and Development Assignment Descriptions**

**Observations/Reading Assignments:** Students are expected to complete weekly reading and observation assignments. Students have the opportunity to visit early childhood, elementary, middle, and high school locations throughout the quarter in order to learn more about the development of children from birth through high school. In addition students are asked to observe teachers/caregivers interacting with the children and creating positive environments for them based on their developmental stage. Students will be asked to apply the reading material to their observations as well as reflect on their own current and/or future caregiving/teaching practices.

**Students are expected to complete seven of the 10 observation assignments.  
Observation Six and Nine are required.**

**Observation Assignment One:** Conduct a Running Record (form available from instructor).

**Observation Assignment Two:** Complete a temperament scale with a child pre-school – high school. (form available from the instructor).

**Observation Assignment Three:** Complete an observation of a child (infant or toddler) utilizing a developmental checklist. Summarize your findings on a summary form (form available from instructor).

**Observation Assignment Four:** Complete a “Book Bag” activity with a child 3-5 years of age. (Book Bags are available from SKC library/form available from instructor).

**Observation Assignment Five:** Conduct a Piagetian task with a child 4-7 years of age (form available from instructor).

**\*Observation Assignment Six: Caregiving Observation and Positive Critique.** Complete an observation using a running record of a preschooler while interacting and playing with others; then complete the summary form (form available from instructor). Complete a 2+2 Observation of a Classroom Teacher Providing and Extending Play Experiences for Young Children (Age 3-6).

**Observation Assignment Seven:** Complete an observation using a running record of a child in third through fifth grade while interacting and playing with others; then complete the summary form.

**Observation Assignment Eight:** Complete an observation using a running record of a child in sixth through ninth grade.

\* **Observation Assignment Nine:** Complete an observation using a running record of a teacher of children in sixth through eighth grade while interacting and playing with others; then complete the summary form and Two Plus Two.

**Observation Assignment Ten:** Observe adolescent behavior at a school or school function; answer the questions on the handout (form available from the instructor).

**In-Class Assignments:** This class is highly interactive and learning occurs through participation in class discussions and activities. Students will be expected to complete In-Class assignment each day of class. Students must be in class on assignment day in order to receive credit for the assignment.

**Earliest Childhood Memory:** What is your earliest childhood memory? What details can you remember? Who do you remember? What do you remember about the environment? This assignment should be a one-two page double spaced typed paper. The assignment needs to be sent to me through the SKC e-mail system as an attachment. If you do not already have an account with SKC, please contact the IT Department today.

**Final Project: Book Report & Presentation.**

Students are expected to complete a book report and presentation at the end of the quarter. Meet with the instructor to discuss your book choice. Reports include a title, author, summary and 10 points you believe the author makes about adolescent behavior and/or other topics discussed this quarter. Reports must be typed. In addition to the report a visual must be presented. Your book choice must be on the instructor's master list and/or pre-approved by the instructor.