

Foundations of Development and Learning Course Syllabus



**“Education is the most powerful weapon which
you can use to change the world.”
~Nelson Mandela**

Course Information

- A. Number: ECED 130
- B. Title: Foundations of Development and Learning
- C. Credits: Three
- D. This course is offered Spring 2013 (14)
- E. Schedule: Class Meets Face-to-Face Fridays 9:00 – 4:20 (April 4th, May 2nd, & June 6th) and On-line Weekly
- F. Location: Education Building Room 114
- G. Prerequisite: 230
- H. Co-requisite: 131

Personal Information

Instructor: Mary Rudolph

Office: New Education Building Room 119

Office Hours: Tuesdays, Wednesdays, and Thursdays (9:00 – 11:00)

I encourage you to call and make an appointment if these times are not convenient for you.

Telephone: 275-4771

E-mail: 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*. (6th ed. or newer). New York, NY: Worth Publishers.

Description

Foundations of Development and Learning covers the progression of physical, cognitive emotional, social, language, moral, and sexual development of children from prenatal through adolescence. The major theories of development and learning are integrated throughout this course.

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.*



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.

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.

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?).

NAEYC STANDARDS SUPPORTED IN THIS COURSE

Standard	Critical Assignments: These assignments are completed at a satisfactory level by all students enrolled in ECED 130.
Standard 1. Promoting child development and learning: <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>	
Standard 2. Building family and community relationships: <i>Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.</i>	Parent Teacher Conference and Summary Packet Parent Meeting Activity and Summary Packet
Standard 3. Observing, documenting, and assessing to support young children and families: <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>	
Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families: <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>	Observation Assignment #6: Caregiver Observation and Positive Critique
Standard 5. Using Content Knowledge to Build Meaningful Curriculum: <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>	
Standard 6. Becoming a Professional: <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 PRINCIPLES AND PEPP STANDARDS 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(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development. <i>Guiding Principle: B & D</i>	Parent Meeting
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	Observation #9: Observation of a teacher of students in sixth through eighth grade.
PEPP Standard 10.58.501 (c) demonstrate understanding of how students learn and develop, and provide learning opportunities that support intellectual, social, and personal development	



Course Objectives

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.

Course Requirements: Purposeful and Meaningful Assignments and Assessments:

- A. Attendance and Participation in class activities and discussions (on-line and on-campus)
- B. *Complete 7 weekly observation assignments (lab portion)
- C. Earliest Childhood Memory via e-mail
- D. Final Project
- C. Complete 9 Read & Respond assignments



Credit Hours

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

Three hours/week classroom or direct faculty instruction

In addition out-of-class student work will approximate a minimum of six 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 (Face-to-Face)...	(3x50).....	150 pts. (25%)
Attendance and Participation in on-line activities/discussions..	(7x15).....	105pts. (17.5%)
(Almost) Weekly observation assignments: Points awarded in lab portion		
Earliest Childhood Memory.....		20 pts. (3%)
Final Project.....		100 pts. (17%)
Read & Respond (9 x 25 pts each).....		225 pts. (37.5%)

Total points: 600 pts.

Tutors are available for students. Please contact the instructors if you have any questions or need a tutor.

Grading

90 – 100%	A	540 – 600
80 – 89%	B	480 – 539
70 – 79%	C	420 – 479
60 – 69%	D	360 – 419
0 – 59%	F	Below 360

All assignments are due on their due date. Failure 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 last day of class.**

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



ATTENDANCE POLICY

The weekly and/or on-line class meetings are highly interactive and learning occurs through participation in class discussions and activities that are impossible to be duplicated outside of class. It is expected that students attend and participate in all class sessions. Attendance and participation is awarded points for in-class and on-line participation. An opportunity for make-up work is provided on a limited and individual basis for emergency situations. Group assignments or reaction papers (in-class assignments) completed 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 face-to-face class meetings or leaving before class is dismissed will result in a significant loss of points (after 30 minutes you will not receive any attendance points for that class). (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). Students must be in class or on-line to complete and present assignments on the day they are due.

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), 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.

Study Time Expectation

Students are expected to spend one (1) hour in class and a minimum of two (2) hours outside the class per week per every credit hour (for example, this is a three credit course, you are expected to spend three hours in class and a minimum of six hours on homework related to this course outside of class each week).



Fundamentals of Development and Learning

Dynamic Course Outline



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Week One: (4-4-14)

Face-to-Face Class 9:00 – 4:20

Welcome ☺

Warm Up

Course/Class Introductions

Review Course Syllabus and Outline

Tour the Handouts

Child Development Principles
& Theories

Observing Children

Touchpoints

Touchpoints Encounter

In-Class Assignments



Homework: See Weekly Assignments on Moodle (ECED 130)



*Lab Observation Assignment One:

- Conduct a Running Record



Earliest Childhood Memory





Week Two: (4—11-14)

Welcome ☺

Introductions to Fetal and Infant

Brain Development

The Prenatal Period and Birth

Assessing Infants at Birth

Attachment

Guest Speaker/Video Option



Homework: See Weekly Assignments on Moodle (ECED 130)



Lab Observation Assignment Two

Complete an observation of a child (infant or toddler) interacting with objects or people. After observing for 30 minutes using a running record, describe the types of learning discoveries observed.

or

Lab Observation Assignment Three

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



Week Three: (4-18-14)

Welcome ☺

Language Development

In-Class Assignments

Guest Speaker/Video Option



Homework: See Weekly Assignments on Moodle (ECED 130)



Lab Observation Assignment Four

Conduct a Language Development Observation on a toddler or preschooler and complete the summary form.

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Week Four: (4-25-14)

Warm Up

Cognitive Development: Piaget and Vygotsky

Guest Speaker/Video Option

In Class Assignments



Homework: See Weekly Assignments on Moodle (ECED 130)



Lab Observation Assignment Five

Conduct a Piagetian task with a preschooler.



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Week Five: (5-2-14)

Face-to-Face Class 9:00 – 4:20

Warm Up

Social Development

Stages and Types of Play

Guest Speaker/Video Option

In Class Assignments



Homework : See Weekly Assignments on Moodle (ECED 130)



*Lab Observation Assignment Six

Complete an observation using a running record of a preschooler while interacting and playing with others; then complete the summary form.





Week Six: (5-9-14)

Welcome ☺

Physical Development

Guest Speaker/Video Option

In Class Assignments



Homework : See Weekly Assignments on Moodle (ECED 130)



*Lab Observation Assignment Seven

Obtain a sample of a child's drawings (9 months to 6 years) and complete the summary form.



Week Seven: (5-16-14)

Welcome ☺

Developmental Stages of

Children's Drawings

Emotional Development

Erikson's Theory

In-Class Assignments

Guest Speaker/Video Option



Homework: See Weekly Assignments on Moodle (ECED 130)



Lab Observation Assignment Eight

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.





Week Eight: (5-23-14) Welcome ☺

Maslow's Theory
 The School Age Child
 Moral Development
In-Class Assignments
 Guest Speaker/Video Option



Homework: See Weekly Assignments on Moodle (ECED 130)



***Lab Observation Assignment Nine**

Complete an observation using a running record of a child in sixth through eighth grade while interacting and playing with others; then complete the summary form.



Week Nine: (5-30-14) Welcome ☺

Sexual Development
 Adolescence
In-Class Assignments
 Guest Speaker/Video Option



Homework: See Weekly Assignments on Moodle (ECED 130)
 (Last day to turn in any late assignments)



***Lab Observation Assignment Ten**

Observe adolescent behavior at a school or school function; answer the questions on the handout.



Week Ten: (6-6-14)

Face-to-Face Class 9:00 – 4:20

Welcome ☺ and Warm Up

Course Summary
 Last Class Celebration
In Class Assignments
 Final Projects: Book Report Presentations





ECED 130 Foundations of Development and Learning Assignment Descriptions



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



Lab Observation Assignment Two: Complete an observation of a child (infant or toddler) interacting with objects or people. After observing for 30 minutes using a running record, describe the types of learning discoveries observed (form available from instructor).



Lab 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).



Lab Observation Assignment Four: Conduct a Language Development Observation on a toddler or preschooler, and complete the summary form (form available from instructor).



Lab Observation Assignment Five: Conduct a Piagetian task with a preschooler (form available from instructor).



*** Lab Observation Assignment Six:** 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).



Lab Observation Assignment Seven: Obtain a sample of a child's drawings (9 months to 6 years) and complete the summary form (form available from the instructor).



Lab Observation Assignment Eight: 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.



*** Lab 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.



Lab 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 in the face-to-face classes and on-line. Students must be in class on assignment day in order to receive credit for the assignment.



Weekly Reading Activity Assignments:

Reading and activity assignments will be assigned weekly. Check on-line for weekly assignments.



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.



Final Project: Book Report.

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. Reports should be typed. In addition to the report a visual must be presented. Your book choice must be on the instructor's master list and pre-approved by the instructor.