EDUC 240: Human Growth and Development
Course Syllabus

Course Information
     Number: EDUC 240
     Title: Human Growth and Development
     Credits: Four
     Schedule: Fall Quarter
     Online Component: This class also includes some course time that will be held virtually. For example, you may be asked to participate in online forums and access online resources. All assignments will be uploaded to Moodle and feedback and grades will be posted in the online grade book.
     Location: Education Building Room TBD

Personal Information
Instructor: Nanci L. Waterhouse
Office: Education Building Room 119
Office Hours: Please see attached schedule. Hours are also posted on the office door
Telephone: 275-4771
E-mail: nanci_waterhouse@skc.edu

Required Materials
Handouts available from the instructor

Stassen Berger, K. (2015). *The developing person: Through childhood and adolescence*. (7th ed. or newer). New York, NY: Worth Publishers.

Wood, C. (2007). *Yardsticks: Children in the classroom ages 4-14.* Turners Falls, MA: Northeast Foundation for Children.

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 monitoring children's progress.*

In addition:

STANDARDS SUPPORTED IN THIS COURSE

Standards Addressed	Critical Assignments: all students enrolled in this course must complete these assignments at a satisfactory level.
Chapter 58 Professional Educator Preparation Program Standard 1(a) demonstrate an understanding of young children's (birth-age 8) characteristics and needs encompassing multiple interrelated areas of children's development and learning including physical, cognitive social, emotional, language and aesthetic domains as well as learning processes and motivation to learn.	Philosophy Paper and Reflective Written Analysis (InTASC Principle 1: Learner Development).
Chapter 58 Professional Educator Preparation Program 1 (b) base their practice on coherent early childhood theoretical perspectives, current research about brain growth and development and the importance of play.	" "
InTASC Principle 1: 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.	Reflective Written Analysis Observation of Child Development and Summary

<u>Cultural Relevancy</u>

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.

<u>Student Objectives:</u>
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:

   I.   Attendance, Participation and completion of in class activities, assignments and discussions (must be in class to complete).
   II. Complete 7 observation assignments (one will become an artifact in your Teacher Education Portfolio (TEP)).
   III. Read and Respond (9)
   IV. Earliest Childhood Memory via e-mail
   V.   Complete a Philosophy Paper and a Reflective Written Analysis (RWA) which will both become artifacts in your Teacher Education Portfolio.

Grading System

Attendance, Participation and in Class Activities (must be in class or participate in online forums on virtual days):
(10 points/18 classes)...180 pts
*Weekly observation assignments: (7 x 20 points each)……………….…… 140 pts
Read and Respond (9 x 10)...90 pts
Earliest Childhood Memory (Upload to Moodle)…………………….……..15 pts
Philosophy Paper and RWA (75 points each)……………………………..150 pts

                                                     _____
                                         Total points: 600 pts

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

Grading
A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 59-0%

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, participation and in class assignments and activities are graded at 10 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 <u>significant loss of points</u>. At the end of each day, you will complete an "exit slip", rating yourself on the quality of your participation both in preparing for class, and participating in class. These exit slips will be used in conjunction with the instructor's daily evaluation to determine the number of points earned for each class. This is also true for days class is held online. Points awarded will be based on submission of online assignments, Moodle logs and participation in forums.

Reasonable Accommodation

Accommodations are provided to students with diagnosed disabilities through the access office; contact **Linda Pete** (406) 275-4968. 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.

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

SKC Retention

The SKC Retention Team consists of SKC staff and faculty who provide student-centered support services on a daily basis. The SKC Retention Team is here to help you

to be successful in reaching your educational goals. You can contact the SKC Retention Team yourself, or your instructor may refer you (for example, if you "disappear" from class or they are concerned about your attendance and performance). *Debbie L. Bell, SKC Retention Coordinator* (Bookstore Annex, 275-4928, Email: retention@skc.edu)

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.

Credit Hours

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 four credit course, you are expected to spend four hours in class and a minimum of eight hours on observations, homework and readings related to this course outside of class each week).

Human Growth and Development
Dynamic Course Outline and Assignment Descriptions

Note: Readings are due each week on **Tuesday**. Observations and other out of class assignments are due each week on **Thursday**. Please refer to Moodle for the most up to date course outline as topics are subject to change, and assignment descriptions will be the most in depth.
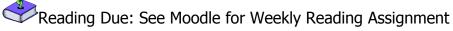
Week One (9-29 & 10-1)

Welcome ☺
Warm Up
Course/Class Introductions
Review Course Syllabus and Outline
Tour the Handouts
Child Development Principles
& Theories

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 uploaded to Moodle by Thursday. You need an email account and Moodle account set up. **If you do not already have these accounts with SKC, please see the IT Department today as Moodle will be an ongoing part of our class.**

Week Two (10-6 and 10/8)

Warm Up

Introductions to Fetal and Infant
Brain Development Video: In the Womb
Observing Children
The Prenatal Period and Birth
Assessing Infants at Birth
Discoveries of Infancy
Possible Classroom Guests
In Class Assignments

Homework

Reading Due: See Moodle for Weekly Reading Assignment
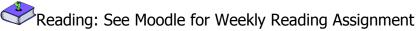
*Assignment One

- Conduct a Running Record. This will be explained and described in depth in class. All handouts for your Observation Assignments are share on Moodle as well.

Week Three 10-13 (face to face) and 10-15 (online-See MOODLE)

Guest Speaker: Cindy O'Dell Understanding the Brain

Temperaments
Responsive Caregiving
Attachment
In Class Assignments

Homework

Reading: See Moodle for Weekly Reading Assignment

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*Assignment Two

- Complete an observation of an infant or toddler interacting with objects or people. After observing for 15 minutes using a running record, describe the types of learning discoveries (as explained in class) you observed.

    OR

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

- Remember: The running record describes what you see, hear etc. and the summary explains what you think about it based on what you are learning.

Week Four (10-20 & 10-22)—ONLINE—see MOODLE

Physical Development
Language Development
In-Class Assignments

Reading: See Moodle for Weekly Reading Assignment
Special Note: Online work is replacing our face-to-face interaction time. Please stay active in discussions and post your assigned work early enough for your peers to comment and discuss them with you. Your participation is graded based on activity on your moodle log as well as substance in your posts.

Week Five (10-27 & 10-29) (Possible Visit from St. Ignatius H.S. students and Field Trip to SKC Childcare & Preschool)

Warm Up
Cognitive Development: Piaget and Vygotsky
In Class Assignments

Homework

Reading: See Moodle for Weekly Reading Assignment

*Assignment Three: **Language Development or Physical Development**

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

OR

Conduct a Physical Development Observation of a toddler or preschooler and complete the summary form.

Week Six (11-3 & 11-5)

Warm Up
Social Development
Stages and Types of Play
In Class Assignments

Observation 3 Due Nov 5th

Update Outline
Philosophy Paper Assiged.

Reading: See Moodle for Weekly Reading Assignment

Week Seven 11-10 & 11-12 (Thursday ONLINE-see MOODLE)

Warm Up
Developmental Stages of
Children's Drawings
Emotional Development
Erikson's Theory
Possible Field Trip to SKC Childcare and Preschool
In-Class/Online Assignments

Homework

Reading: See Moodle for Weekly Reading Assignment

*Assignment Four: **Observation of Child Development Summary
(Elementary and Early TEP II Requirements)**

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

OR

Complete an observation (using a running record) of a child in elementary school while interacting and playing with others; then complete the summary form.

Week Eight (11-18 & 11-20)

Due: Philosophy Paper***See Below
Warm Up
The School Age Child
Moral Development
In-Class Assignments

Homework

Reading: See Moodle for Weekly Reading Assignment

*Assignment Five: **Children's Drawing**

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

Philosophy Paper and Reflective Written Analysis (RWA 1): Teacher candidates will submit a complete philosophy paper, and a complete RWA (two papers) in preparation for the portfolio process. The papers will describe the principles, theories, beliefs, and practices uses by the candidate to promote student learning (InTASC Principle 1: Learner Development). A rubric for these assignments is attached to the syllabus. The Philosophy Paper is due in Week 8 and the RWA is due in Week 10. All papers will be completed using APA formatting for paper format, references and citations.

Week Nine (11-25) 11-27 No School Thanksgiving
                              Warm Up
                              Maslow's Theory
                              Bloom's Taxonomy
                              In-Class Assignments

   Homework

Reading: See Moodle for Weekly Reading Assignment

* **Assignment Six: TEP II Requirement-Observation Summary of Child Development**
   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 Ten (12-2 & 12-4)
                         Due Thursday: Reflective Written Analysis****
                              Warm Up
                              Sexual Development
                              Adolescence
                              Possible Field Trip to St. Ignatius High School

Reading: See Moodle for Weekly Reading Assignment

Week 11: (12-9 and 12-11)
No Late Assignments accepted after the start of the last day of class.
Applying Child Development to Developmentally Appropriate and Individually Appropriate Practices

Reading: See Moodle for Weekly Reading Assignment

Assignment Seven (Due Tuesday this week).
   Observe adolescent behavior at a school or school function; answer the questions on the handout.

WRAP UP Content/ Teacher Candidate Conferences and Final Celebrations

Reflective Written Analysis
EDUC 240

Teacher Candidate_____ Instructor: Nanci Waterhouse_____ **Score:**_____

Date_____

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.			
Level of Performance:	**0 Unacceptable**	**1 Developing**	**2 Proficient**	**3 Exemplary**
Documentation:				
Reflective Written Analysis (RWA) of your strengths related to InTASC Principle 1. (Include the InTASC Principle/Standard at the top of a 1-2 page essay. (1) Explain how the principle is important in your teaching; (2) describe ways you have implemented the principle in your lessons and/or what you plan to do when you teach; (3) conclusion should reinforce your belief in the principle and make a reference to the artifacts/evidence in that section of the portfolio). *Updated unless proficient in Stage 1.	One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding.	Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the importance of the Principle; little information relevant to implementation of the Principle; or artifacts and/or life experiences described show limited relationship to the Principle.	Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle.	Candidate demonstrates the skills described as "Proficient" beyond the expected level of a novice teacher. This score is reserved for the candidate who demonstrates skills of an experienced teacher or one who is able to mentor others.

Philosophy Paper
EDUC 240

Teacher Candidate:

Date:

Instructor: Nanci Waterhouse Score_____

Criteria	Unacceptable 0	Developing 1	Proficient 2	Exemplary 3
Chapter 58 Professional Educator Preparation Program Standard 1(a) demonstrate an understanding of young children's (birth-age 8) characteristics and needs encompassing multiple interrelated areas of children's development and learning including physical, cognitive social, emotional, language and aesthetic domains as well as learning processes and motivation to learn.	Does not demonstrate an understanding of young children's (birth-age 8) characteristics and needs encompassing multiple interrelated areas of children's development and learning including physical, cognitive social, emotional, language and aesthetic domains as well as learning processes and motivation to learn.	Demonstrates a developing young children's (birth-age 8) characteristics and needs encompassing multiple interrelated areas of children's development and learning including physical, cognitive social, emotional, language and aesthetic domains as well as learning processes and motivation to learn.	Demonstrates a strong understanding of young children's (birth-age 8) characteristics and needs encompassing multiple interrelated areas of children's development and learning including physical, cognitive social, emotional, language and aesthetic domains as well as learning processes and motivation to learn.	Candidate demonstrates the skills described as "proficient" beyond the expected level of a novice teacher. This score is reserved for the candidate who demonstrates skills of an experienced teacher, or one who is able to mentor others.
Chapter 58 Professional Educator Preparation Program 1 (b) base their practice on coherent early childhood theoretical perspectives, current research about brain growth and development and the importance of play.	Does not describe how their practice will be based on coherent early childhood theoretical perspectives, current research about brain growth and development and the importance of play.	Somewhat describes how their practice will be based on coherent early childhood theoretical perspectives, current research about brain growth and development and the importance of play.	Clearly demonstrates how their practice will be based on coherent early childhood theoretical perspectives, current research about brain growth and development and the importance of play.	Candidate demonstrates the skills described as "proficient" beyond the expected level of a novice teacher. This score is reserved for the candidate who demonstrates skills of an experienced teacher, or one who is able to mentor others.

EDUC 240 **Observation of Child Development and Summary**
TEP 1 (K-8, P3, B-8, 5-12)

Student_____

Instructor: Nanci L. Waterhouse

Date: _____

	0 Unacceptable	1 Developing	2 Proficient	Exemplary (3)
InTasc Principle 1 (e). The teacher understands that each learner's cognitive, linguist, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.	Candidate may not describe the child's actions and behaviors objectively, or not at all. The summary explains what the candidate thinks but it may not be connected to children's development across domains.	Candidate somewhat describes the child's actions and behaviors in an objective manner though one or two examples of bias may be evident. The summary demonstrates some knowledge of child (or adolescent) development across the domains.	Candidate clearly describes through the running record the child's actions and behaviors objectively. The summary clearly demonstrates the meaning behind the behaviors, including the influences of development across domains.	Candidate demonstrates the skills described as "proficient" beyond the expected level of a novice teacher. This score is reserved for the candidate who demonstrates skills of an experienced teacher, or one who is able to mentor others.

Score:

Comments: