

EDUC 135 CHILD GROWTH AND DEVELOPMENT

Spring 2015

Montgomery College
Early Childhood Education
Takoma Park Campus CRN 31206

Instructor Information:

Anita Weisburger

Classroom: FH109 Class Schedule: Tuesdays, Thursdays 9:30-10:45 a.m.

Email: Anita.Weisburger@montgomerycollege.edu (best way to reach instructor)

Phone: 240-567-1337

Office Hours: Tuesdays, Thursdays 11:00 – 12:15; also by appointment

Office Location: Commons 202

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### Course Purpose

This course provides you with an understanding of the principles of child growth and development necessary to work in programs serving children from infancy through age eight. It emphasizes the physical, intellectual, emotional and social development of children and the implications of these areas for developmentally appropriate teaching practices in educational settings. Attention is given to observation methods, assessment techniques and experiences in interacting with children in a learning environment. It provides 45 of the 90 classroom hours needed to become senior staff/early childhood teachers in programs licensed by the Maryland State Office of the Child Care Licensing and Regulations. **Fifteen hours of documented field experience are required.** *Assessment levels: ENGL 101/101A, READ 120. 2.5 hours lecture/discussion each week.*

### Student Outcomes

By the end of this course, students will have:

1. Discussed the major principles of several theories of child development and learning.
2. Identified ways teachers can use each theory to enhance children's development and learning.
3. Articulated areas of development and individual differences in children's growth and learning.
4. Outlined the milestones of physical growth and motor development of children from birth to eight years of age.
5. Explained the cognitive development of children from birth to eight years of age.
6. Outlined the milestones of language development of children from birth to eight years of age.
7. Described the social and emotional development of children from birth to eight years of age.
8. Described the multiple influences on children's development and learning.
9. Identified methods of child study and used observation methods to study children effectively.
10. Observed, documented, and evaluated a child's learning and development in an authentic classroom setting.

## Resources

### Textbook :

Puckett, Margaret, B...[et.al.] (2013). *The Young Child: Development From Prebirth through Age Eight* (6<sup>th</sup> Ed.). New Jersey: Pearson Education, Inc. (ISBN #9780132944014)

### Library:

This is one of the richest resources for you. Some leading journals of early childhood education are available in the library and online. You will want to familiarize yourself with the MC library and make use of it as you will rely on professional journals to support your learning.

### Learning centers:

The centers are available on campus to provide extra support for your success at Montgomery College. The tutoring programs include such areas as reading, writing, mathematics, and science. There is no charge for the services. Please check each center's hours online at [www.montgomerycollege.edu](http://www.montgomerycollege.edu) (click on Student Services).

### Helpful websites:

[www.researchconnections.org](http://www.researchconnections.org) *Research Connections* promotes high quality research and use of that research in early childhood policy and practice.

[www.srcd.org](http://www.srcd.org) *Society for Research on Child Development* is an excellent source for the latest research on child development.

[www.fpg.unc.edu](http://www.fpg.unc.edu) *National Center for Early Development and Learning* searches research and select summaries of the latest research.

[Child Development Institute \(CDI\)](http://www.cdi.org) This site provides information on child development from a variety of public, private, and government sources.

[www.marylandfamilynetwork.org](http://www.marylandfamilynetwork.org) Monthly newsletter provides research on child development.

<http://libguides.montgomerycollege.edu/apa> This site provides examples of the APA style citation.

### Cancellation of Classes:

On occasion, Montgomery College will announce a late opening or early closing of a specific campus or the entire College because of weather conditions or other emergencies. Since classes begin at the various times throughout the day, a late opening or early closing may occur during a scheduled class period. MC policy on late opening/early closing is as follows:

- If the College opens or closes at a time when more than 50% of a class period will be missed, that class will be cancelled for the day. For example, if the College is closing at 5:00 p.m., a class that begins at 4:45 p.m. would not meet.
- If less than 50% of a class will be missed, that class will meet for the remaining portion of its regularly scheduled time. For example, if the College opens at 11:00 a.m., a class that begins at 10:55 a.m. will meet, starting at 11:00 a.m.
- For the most up-to-date information regarding College openings, closings, or emergencies, all students faculty, and staff are encouraged to sign up for email and text alerts via the Montgomery College MC ALERT at <https://alert.montgomerycountymd.gov/index.php?CCheck=1>.

In addition, you may call the College Response Center at (240) 567-5000 for information about closings or delayed openings because of inclement weather. You can also receive inclement weather information via local radio or television stations or by subscribing to [www.schoolsout.com](http://www.schoolsout.com).

### **Students with Special Needs:**

Students who may need special accommodations due to a learning difference are advised to make an appointment to see me during my office hours. A letter from Disability Support Services authorizing your accommodations will be needed. Any student who may need assistance in the event of an emergency evacuation must identify himself/herself to the Disability Support Services Office; guidelines for emergency evacuations for individuals with disabilities are found at:

<http://www.montgomerycollege.edu/dss/evacprocedures.htm>

The Disability Support Services Office is in ST 133; a DSS counselor can be reached at **(240) 567-1480**.

## **Class Policies**

### **Attendance:**

Class participation is essential to the learning experience; therefore, attendance is expected for all class meetings. **More than three absences will negatively impact your grade in this course.** In the event of a foreseen absence, it is your responsibility to notify me **prior** to your absence. When you are absent, you are responsible for producing any in-class work that is missed. It is your responsibility to make arrangements to get the missed assignments and handouts. Due dates are final. If you are absent the day an assignment is due, it is your responsibility to email the assignment the day it is due. Any student who misses more than three classes is in jeopardy of failing the course. **Leaving 15 minutes early or arriving 15 minutes late will count as an absence.**

### **Withdrawal from Class**

To withdraw from this course or to make any change in your schedule, you must file a Change of Schedule Form, signed by your instructor, with the Admissions Office. If you stop attending classes without filing the form, you will be assigned an "F" in this course. **Please check your MyMC account for the specific deadline to "Drop with W(ithdrawal)" for this semester.**

### **College Email:**

Student e-mail (MyMCUser id@montgomerycollege.edu) is the official means of communication for the College. **It is expected that you check your student e-mail regularly and frequently**, as you are responsible for information and announcements that will be sent to you from the College. For this class, student e-mail will be used in situations in which timing is essential. **All assignments must be turned in as hard copy during regular class times (unless otherwise prearranged).** **If you contact me through e-mail, you must use your student e-mail account** (rather than an email account such as yahoo, hotmail, gmail, etc.) so that I can recognize you as a student. Finally, please be advised that for security reasons MC discourages professors from sharing or discussing grades with students online.

### **Class Conduct:**

Students are expected to conduct themselves in a respectful and professional manner. The interference of class discussions and lectures will not be tolerated. All persons and opinions are to be respected.

Food is not allowed in class. However non-alcoholic beverages are welcomed.

Cell phone use is prohibited during class; therefore cell phones must be turned off during class time.  
(unless prearranged in the case of an emergency)

### **Academic Dishonesty:**

Acts of cheating, fabrication, plagiarism and helping of others to commit such acts are all forms of academic dishonesty. These acts could result in a disciplinary action that may include, but is not limited to, suspension or dismissal. You may consult the Student Handbook for additional information on this topic. Please note that academic dishonesty is taken seriously and comes with grave consequences. It is strictly enforced at the college level and in this class.

*\* Note: please review the online section of the library's website that discusses **plagiarism**. You are expected to understand what plagiarism is and what the consequences are for acts of plagiarism. The web address is:*  
<https://www.softchalkcloud.com/lesson/serve/cafVBuijknhpyr/html>.

## **Grading**

Your grade for EDUC 135 will be based on the following criteria:

### **Professionalism:**

Hand in assignments on time. **Late assignments will not be accepted**, as due dates for all assignments are noted during the first week of class.

Assignments will be presented with neatness and organization. **Please note that no assignments will be accepted via email (turn in hard copies during class meeting time, unless prearranged).**

Answer tests honestly. Do not plagiarize.

Demonstrate willingness to improve.

**Participation:** Active involvement will make a difference in learning and grades. Active involvement means asking questions, helping others and participating in group discussions and group activities. Take good notes during class.

**Performance:** Letter grades coincide with the number of points a student receives on assignments. Points will total **310**.

Again, three unexcused absences will result in the lowering of your final grade by one letter. For example, if your final grade would have been A, it will be reduced to a B. Four unexcused absences may result in an "F" in this course. The student will not receive the penalty if s/he can provide official documentation for an urgent absence.

## **Grading\***

### **Letter grades**

A = 279-310 (excellent)

B = 248-278 (good)

C = 217-247 (average)

D = 186-216 (just passing)

F = 185 and below (unacceptable for course credit)

### **Grading in Each Assignment**

|                                                   |    |
|---------------------------------------------------|----|
| Quiz 1                                            | 10 |
| Quiz 2                                            | 10 |
| Quiz 3                                            | 10 |
| Chapter Review (one per chapter, 3 points each)   | 36 |
| Mid-Term Exam                                     | 30 |
| Final Exam                                        | 25 |
| Journal Note Folders (5 pts./ea)                  | 20 |
| Dr. Seuss Event                                   | 7  |
| Journals (4 scored Journal Entries at 8 pts./ea.) | 32 |
| Child Case Study Report                           | 69 |
| Child Case Study Oral Presentation                | 15 |
| Independent Interest Project                      | 21 |
| Attendance & Class Participation                  | 25 |

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**Total = 310**

\* **Please note that for security reasons, no grades will be provided to the student via email.**

❧ ❧ TENTATIVE CLASS SCHEDULE ❧ ❧

| <u>DATE</u> | <u>TOPIC</u>                                    | <u>READING DUE</u> | <u>ASSIGNMENT DUE</u><br>(review activity for each chapter) |
|-------------|-------------------------------------------------|--------------------|-------------------------------------------------------------|
| 1/27        | Course Introduction                             |                    |                                                             |
| 1/29        | What is ECD?                                    | Chapter 1          | Find an observation location!                               |
| 2/3         | Why study ECD?                                  |                    |                                                             |
| 2/5         | Where, When & How of ECD;                       | Chapter 2          | Quiz 1                                                      |
| 2/10        | Physical/Motor of Infant                        | Chapter 5          |                                                             |
| 2/12        | Physical/Motor of 1-3                           | Chapter 8          | Folder 1                                                    |
| 2/17        | Physical/Motor of 4-5                           | Chapter 11         |                                                             |
| 2/19        | Physical/Motor 6-8;                             | Chapter 14         | Journal 1 (CS#1, 5, 6)                                      |
| 2/24        | Social & Emotional Infant                       | Chapter 6          | Folder 2                                                    |
| 2/26        | Social & Emotional 1-3                          | Chapter 9          | Quiz 2                                                      |
| 3/3         | Social & Emotional 4-5                          | Chapters 12        |                                                             |
| 3/5         | Social & Emotional 6-8                          | Chapters 15        | Journal 2 (CS#2,3,4,10)<br>Dr. Seuss Reading Event          |
| 3/10        | Mid-Term Review                                 |                    | Folder 3                                                    |
| 3/12        | Mid-Term Exam                                   |                    | Mid-Term Exam                                               |
| 3/16-3/20   | <b>M C S P R I N G B R E A K</b>                |                    |                                                             |
| 3/24        | Cognitive/Language of Infant                    | Chapter 7          |                                                             |
| 3/26        | Cognitive/Language of 1-3                       | Chapter 10         | Journal 3 (CS#7,8,9, 11)                                    |
| 3/31        | Cognitive/ Language of 4-5                      | Chapter 13         |                                                             |
| 4/2         | Cognitive/ Language of 6-8;                     | Chapter 16         | Quiz 3                                                      |
| 4/7         | Library                                         |                    | Folder 4                                                    |
| 4/9         | Understanding Family,<br>Community and Culture; | Handout            | Independent Interest<br>Project Part I Due                  |
| 4/14        | Understanding Family, cont.                     |                    | Journal 4 (CS# 12,13,14)                                    |
| 4/16        | Case Study Check –in                            |                    |                                                             |

| <u>DATE</u>        | <u>TOPIC</u>                                                                                                                                                                                                                                       | <u>ASSIGNMENT DUE</u>           |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| 4/21               | Independent Interest Project Presentations<br>You will present your Individual Interest Project to your classmates, discuss why your project is developmentally appropriate for the intended audience, and explain the theory behind your project. | Interest Project Present        |
| 4/23               | Independent Interest Project Presentations                                                                                                                                                                                                         |                                 |
| 4/28               | Case Study Work Time/Group Time                                                                                                                                                                                                                    |                                 |
| <b><u>4/30</u></b> | <b><u>CHILD CASE STUDY DUE/Presentations</u></b>                                                                                                                                                                                                   | <b>Case Study Presentations</b> |
|                    | You will orally present the findings of your Case Study to your classmates this week.                                                                                                                                                              |                                 |
|                    | <b>Due:</b> Child Case Study Report, complete folder of all graded Journal Entries, and accompanying yet-be-scored rubric (including Self-Score).                                                                                                  |                                 |
| 5/5                | Complete Case Study Presentations                                                                                                                                                                                                                  |                                 |
| 5/7                | Child Case Study Review: Applying What You Learned and Where Do We Go From Here Discussion and Student Reflection                                                                                                                                  |                                 |
|                    | <b>Final Review</b>                                                                                                                                                                                                                                |                                 |
| <b><u>5/14</u></b> | <b><u>Thursday, May 14: Final Exam 8:00 – 10:00 a.m.</u></b>                                                                                                                                                                                       |                                 |

## **Course Requirements**

### **I. Fifteen Hours of Field Experience/Observation**

**Fifteen hours of field experience/observation, in total, are required for this course.** You cannot pass this course without the completion of these fifteen hours. Typically, students attend their field placements once each week for 10 weeks. However, once you've successfully completed and received my comments on Journal Note Folders 1 and 2, you may begin going twice a week for your observations if that works into your schedule. Each observation should last 90 minutes: you will need to make 10 visits in order to complete the required 15 hours and the required Journals (see below). The attached **Time Sheet must be signed by the classroom teacher after each visit.**

You can choose a field site on your own. The field site must be chosen from **one** of the following programs: infant/toddler, preschool, kindergarten, and primary grades in any school or child care setting (e.g., Head Start and Montessori). You should contact the school with the contact letter provided in class. During the observations, you must follow the guidelines below.

#### **Guidelines for the Field Experience/Observation (see handout):**

You (students) are required to complete a Criminal History Disclosure Statement Form, have it notarized, and submit to me **before** contacting the center or school. You may not enter a classroom until you have returned this form to me. Notaries are available at many locations including UPS stores and banks for a nominal fee from \$2 to \$3 (or see Ivy Devers in Admissions). You should reach out to the school with a contact letter from your instructor. During observations, you must follow the Observation Guidelines distributed in class. Bring the hard copy of Observation Guidelines with you when you contact the center/school. Share it with the administrator upon request.

1. Do not participate in any classroom or school related duties while observing. Even if you and/or the classroom teacher would like you to participate in the classroom or school-level activities, you may not—for several reasons. First, you are in the classroom to observe and learn as a student, not to work and teach. We want you to gain as much knowledge and skill as possible via your observations. Second, there are strict rules about who is responsible for children in schools and child care centers and you are not covered by any license or permission, should anything happen to a child while you are in the classroom or school. Even if the teacher you are observing needs you to watch his or her class for just a few minutes, you cannot say yes. You must remain firm on these grounds in order to protect yourself and the children. You are NOT a substitute teacher or a student teacher/intern...yet!
2. Be unobtrusive. You should find a quiet spot that doesn't intrude on the children's space. Use simple words or gestures to respond to the children, but do not initiate conversations with them or play with them. Do your best not to disrupt the teaching/learning process. Ask your questions as you check out in the front office or leave a note in the teacher's mailbox requesting a time to meet. (NOTE: If you leave the teacher a note, please be sure to include your name, identify yourself as a Montgomery College student, your contact information, and a brief statement regarding why you'd like the teacher to contact you.



3. Select one child to be the subject of your observations this semester and assign that child a **pseudonym**. For confidentiality purposes, do **NOT** use the child's real name. Give all children you refer to in your study a pseudonym (such as siblings, classmates).
4. Observe and record your subject's actions and statements objectively and as completely as possible. Your notes should reflect only what actually happened. In other words, write only what you actually see (behaviors) or hear (exact words) and save the analysis and your interpretation for later. In essence, you are collecting raw data.
5. After each field experience visit, re-read your notes and type them up as anecdotal entries for your Journal. (Your Journal is actually a pocket folder. You will keep your word-processed Journal Notes in this folder.) You should be collecting 6-8 anecdotes per 90 minute visit. After you have written your observations in anecdotal format, use the margins of your Journal pages (*or embed within the typed text, but set off within parentheses*) and identify examples of concepts and theories we have either discussed in class or you have read in your text, course handouts, or in professional journals. Briefly explain why you believe the subject's behavior or the anecdote illustrates the concept or strategy you have identified. Keep all of your Journal Notes in the folder at all times: you will turn in the folder at several checkpoints, including on each Journal due date. **Your Journals will provide the base for developing your Child Case Study Report.**
6. If you are a witness to a child abuse incident or are given reliable information about a child who is being abused or neglected, you are required by law to report it. You should first try to contact the center director/principal of the school. If that is not possible, you can make an anonymous report by calling the Montgomery County Child Abuse Hotline at (240) 777-4417.

## II. Child Case Study (see rubric handout)

The Child Case Study is designed to be a culminating activity for this course. You are required to write a Child Case Study report based on the journal entries from 15 hours of observations. You will need to reflect on and consider all that you have learned throughout the semester in order to satisfactorily complete this assignment. Because the focus of professionals who work with young children is the *whole child*, this assignment will focus on all aspects of the child (your "subject") observed over the course of the semester. You are asked to thoughtfully consider what you've learned and observed about your subject, apply what you've learned in this class, and make statements about the development of and suggestions for the further development of your subject. Please see the set of directions and the scoring rubric distributed in class for specific details.

## III. Journals (32 pts total; 4 Scored Journals @ 8 pts. each)

As noted above, all students are required to complete an extensive field experience. By the end of the semester, you will have turned in 4 Journals, each one consisting of approximately 6-8 anecdotes that reflect your objectively recorded data on your subject.

Each week you will turn in your Journal Notes. Keep all notes together in one folder. Be sure that your name is on your folder. Place the new Journal notes in the left side pocket: old Journal Entry notes go in the right side pocket. Journal folders will be returned the next week (or the next class session) with comments and directive feedback. **Please use my comments and feedback to improve your anecdotal writing: I want you to be successful!** ☺ As stated above, these entries (as well as the notes you take after you've turned in the four Journals) will serve as the foundation for your Child Case Study Report.

► **Journals: Format and Content:** During each visit, you will collect approximately **6-8 anecdotes**. In each anecdote you will objectively record what you observe your subject do and say. Each visit's set of 6-8 anecdotes becomes one set of Journal Notes. This semester you will use the notes to write four Journals (consisting of the 6-8 objectively recorded anecdotes) approximately every four times you observe your child. This will give you a good number of anecdotes to choose from to address the specific questions set out in the Class Schedule for each Journal. Please see the "Tentative Class Schedule" for due dates for each Journal. Note that you will continue your field experience after you have completed the four Journals. You will use the remaining visits to gather any additional information you need to successfully complete the Child Case Study assignment and to complete the required 15 hours of observation. **Each Journal must begin with the following:**

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- Subject's pseudonym
  - Age/Grade level
  - Name of Field Experience Site
  - Date of visit
  - Arrival and Departure times of the visit
- 

You will then **focus** on the questions that were assigned for each Journal. *Remember that one of the common elements of observation is focus: 1) What do you want to know, 2) Whom/what do you want to observe (in this case it is the child), 3) What aspect of behavior do you want to know about (these would be the questions that are specifically assigned) (Gordon & Brown, 2008).* Anecdotes need to include not only what your subject does and says, but also the response(s) of others to your subject and your subject's response(s) to that, as appropriate.

Notes taken during anecdotal observations must be word-processed using correct grammar, punctuation, and paragraph formation. Careful attention should be given so that anecdotes are objective. *If you must include personal opinions or insights as you write your observations, be sure to place them within brackets [ ] and in italics.* Otherwise, subjective comments are neither useful nor desired: they will bias your later analysis and negatively impact your Journal grade.

You may -- and you are encouraged to -- include a section entitled "Reflections" at the end of your Journal Notes to record thoughts you have based on that which you observed that day. The "Reflections" section is a good place to include questions or thoughts you want to remember to raise in class and to record any insights you've gained, especially with regard to the Child Case Study question item #s 12-14. (See the Child Case Study Directions for more information regarding the Reflections section.)

**NOTE:** You will resubmit all of your Journals (as well as the additional notes you will take after you've completed your four Journals) when you turn in your Child Case Study Report. Therefore, you must write objective and detailed anecdotes based on your observations for each visit and analyze them as well as all additional notes in order to ensure that your Child Case Study Report fulfills the course requirements.

► **The score for each of your four Journals will be based upon the following:**

- \_\_\_\_\_ Each Journal contains 6-8 anecdotes.
- \_\_\_\_\_ Each anecdote is objectively recorded and is without bias or interpretation.
- \_\_\_\_\_ Each anecdote is sufficiently detailed and recorded accurately (so that the reader has a clear understanding of that which the subject said and/or did).
- \_\_\_\_\_ Anecdotes are analyzed accurately, using all of the theories and/or concepts that thus far have been discussed in class or described in the textbook or handouts.
- \_\_\_\_\_ Anecdotes are written using correct grammar, punctuation, and sentence structure. It must be typed and double spaced.

#### IV. Quizzes and Exams

This course includes three quizzes, a mid-term and a final exam. See your Tentative Class Schedule for dates. The exams will include the content identified in the Tentative Class Schedule. The instructor reserves the right to amend the content of the exam after announcing such changes in advance to the class. **There will also be a chapter review/test prep given for each chapter.**

#### V. Class Participation

EDUC 135 students are expected to prepare well for each class session and arrive on-time, bringing their textbook and all materials needed for each class session. During class, students are expected to contribute meaningfully to class discussions. Students' final grades will be impacted by their ability to participate meaningfully, attend regularly, and adhere to **Classroom Conduct** expectations.

#### VI. Reading at the Early Learning Center

You will sign-up to read a Dr. Seuss book in honor of the annual celebration at the campus-based child care center. After reading to the children there, you will submit a brief review and reflection. Specific instructions to be provided in class.

#### VII. Independent Interest Project ( Part I and Part II)

This activity is designed to help students apply the theoretical knowledge gained from the course. Examples of the type of activity you may propose will be provided, however, these are only suggestions: you are encouraged to think creatively about this project. If you choose to develop your own project, please set up an appointment with the instructor to discuss *before* you start working on it. **If you choose to work with a partner, please note that each of you will need to turn in an explanation of who did what for the project, how you decided who would do which component(s), and an explanation of why both of you believe the division of labor was equal. You must be equally involved in the project's research, construction, and theoretical explanation.**