

# SOUTHWESTERN ASSEMBLIES OF GOD UNIVERSITY

## HDV 2113 Child Growth and Development

Instructor: Dr. Darren Daugherty

Fall 2005

### Course Syllabus

#### Course Description

Basic principles of development and learning from conception through grade 4. Encompasses the young child's cognitive, language, social, emotional, spiritual, and physical development from a multicultural and developmentally appropriate perspective.

#### Course Objectives

Upon completion of this course, the student will know and understand the material designated by the Professional Development Standards, grades EC-12

Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

1.1k, 1.2k, 1.3k, 1.4k, 1.5k, 1.6k, 1.7k, 1.9k, 1.12k, 1.13k, 1.14k, 1.16k, 1.20k, 1.23k, 1.24k, 1.25k, 1.27k; 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.16s, 1.20s, 1.21s, 1.22s, 1.23s, 1.26s

Standard II: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

2.1k, 2.2k, 2.3k, 2.4k, 2.5k, 2.6k, 2.14k, 2.15k, 2.16k, 2.18k, 2.19k, 2.20k, 2.21k, 2.22k, 2.23k; 2.1s, 2.2s, 2.3s, 2.4s, 2.17s, 2.18s, 2.19s, 2.20s, 2.21s

Standard III: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process and timely, high-quality feedback.

3.3k, 3.5k, 3.7k, 3.9k, 3.12k, 3.15k, 3.16k; 3.3s, 3.9s, 3.15s, 3.18s, 3.19s, 3.20s

Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

4.1k, 4.2k; 4.1s, 4.2s, 4.4s

You can find the full listing for the Professional Development Standards grades EC-12 at <http://www.sbec.state.tx.us> under Educator Standards and Frame.

## Texts

Required: Trawick-Smith, Jeffrey, Early Childhood Development, A Multicultural Perspective, 3<sup>rd</sup> Edition. Upper Saddle River, New Jersey: Prentice-Hall Inc., 2003

Recommended: Bredekamp, Sue, and Copple, Carol, Eds. Developmentally Appropriate Practice in Early Childhood Programs, Revised Edition. Washington, DC: National Association for the Education of Young Children, 1997

## Course Requirements

Each student is required to do the following:

1. Chapter reading assignments: Chapter assignments must be completed before the beginning of class (see course plan). Each student will do 9 of these assignments, but all students are to read each chapter. Students with last names ending in A-K will do the assignments for the odd-numbered chapters. Students with last names ending in L-Z will do the assignments for the even-numbered chapters. Students are to log on to the textbook's companion website ([www.prenhall.com/trawick](http://www.prenhall.com/trawick)) and complete the practice quiz and essay questions. All quiz results and essay responses should be e-mailed to the instructor before the class in which the chapter will be covered. ([ddaugherty@sagu.edu](mailto:dougherty@sagu.edu)). **Please bring a printed copy with you for class discussion.**
2. Class participation and activities: Each class period will include a class activity. Students will be given points based on activity participation.
3. Observational Study: Each student will complete an observation of two children based on one of the choices displayed on the first day of class. A paper will be written, which will include the setting of the observation, analysis of observed behaviors (using theoretical perspectives found in the coinciding chapter), and comparison/contrast of observed developmental abilities. Paper is to be 3-4 pages in length. Student will present a short summary to the class (5 minutes) as the instructor serves as the interviewer. Signing up for the topics will be done on the first day of class.
4. Group Project (unit): Students will work in groups to prepare thematic units that will include a range of activities to be used in the early childhood, kindergarten, and primary classrooms. The NAEYC textbook is to be used as a resource for these group assignments. Group presentations will be 15 minutes, during which each group is

welcome to simulate a children's classroom experience. See class handout for further instructions.

5. Complete 2 exams. Students with perfect attendance (present during both halves of every class) will be exempt from the final exam and will receive 100 points.

### Course Plan

#### **Date Topics and Assignment Due Dates**

Sep 6	Introduction (CLASS 1)
Sep 13	Study, History and Theories - Chapters 1-3 (chapters 1-2, CLASS 2) Let out early due to spiritual saturation <b>Due: Chapter quizzes and essay questions, 3 Observations</b>
Sep 20	Infants - Chapters 4,5 (chapter 3, CLASS 3) <b>Due: Chapter quizzes and essay questions, 3 Observations</b>
Sep 27	Infants - Chapters 6, 7 (chapters 4, 5, 6, CLASS 4) <b>Due: Chapter quizzes and essay questions, 3 Observations</b>
Oct 4	Preschoolers - Chapters 8, 9 (chapters 7, 8, 9, CLASS 5) <b>Due: Chapter quizzes and essay questions, 3 Observations</b>
Oct 11	Preschoolers - Chapter 10, 11 (CLASS 6) <b>Due: Chapter quizzes and essay questions, 3 Observations</b>
Oct 18	Preschoolers - Chapter 12, 13 (CLASS 7) <b>Due: Chapter quizzes and essay questions, 3 Observations</b>
Oct 25	Primaries - Chapter 14 (CLASS 8) <b>Due: Chapter quizzes and essay questions, 3 Observations</b> <b>Exam #1</b>
Nov 1	Primaries - Chapter 15, 16 (CLASS 9) <b>Due: Chapter quizzes and essay questions, 3 Observations</b>
Nov 8	No Class – Breakthrough
Nov 15	Primaries – Chapter 17 (CLASS 10) <b>Due: Chapter quizzes and essay questions, 3 Observations</b>
Nov 22	Thanksgiving break

Nov 29 Working with Families – Chapter 18 (CLASS 11)  
**Due: Chapter quizzes and essay questions, 3 Observations**

Dec 6 **Due: Group presentations (CLASS 12)**

Dec 13 Final Exam (6:00pm)

### **Grading**

Grades	
Chapter practice quizzes	18% (20 points ea. X 9 = 180)
Chapter essay questions	27% (20 points ea. X 9 = 270)
Class activities	20% (20 points ea. X 10 = 200)
Observational Study	10% (100 points)
Exam	10% (100 points)
Group project	15% (150 points)
Final exam	10% (100 points)

Grading Scale	
900-1000	A
800-899	B
700-799	C
600-699	D
Below 600	F

### **Final Exams**

During the final exam week, a final exam will be administered in class at the time that the University has established as printed in the class schedule. No final exam will be given prior to final exam week. Students with conflicting exam schedules may arrange with the professor (subject to professor approval) to take an exam at an alternate time. The arrangement must be done prior to exam week. The alternate exam time is published by the Registrar.

Graduating seniors with a grade of B or higher within a course may be exempted from the last examination of the course if the professor designates it as a comprehensive final exam. However, a graduating senior with a grade of B or higher within a course, at the professor's prerogative, may or may not be exempted from a unit exam given during the final exam week.

### **Class Policies**

#### 1. Class Attendance

Southwestern's on-campus academic program is designed as an in-class learning experience. In this type of instructional setting, the ability to pass examinations and complete outside projects is only a partial measure of the student's knowledge, skills, understanding, and appreciation of the subject matter. Therefore, students are required to maintain regular and punctual class attendance.

Absences which exceed twenty percent (20%) of the number of times that a class meets per semester, (8 absences for classes meeting 3 times per

week, 6 absences for classes meeting 2 times per week, and 3 absences for classes meeting 1 time per week), regardless of the nature or reason for the absences, will result in the student being administratively dropped automatically from the course, receiving a grade of "W". The student will be assessed the established course withdrawal fee. A student who is absent from a class is totally responsible to make the appropriate advanced arrangements with the faculty member for possible make up work. The faculty member will have the prerogative to determine if a student may make up any examinations or outside assignments based upon the reason for a student's absence and when the make up work must be completed. However, no point reduction will be assessed to a student's final grade for absenteeism.

## 2. Tardy

Students missing fifteen minutes of a class will be counted as absent for that session. Every three tardies acquired in classes that meet three times a week and every two tardies acquired in classes that meet twice a week will be considered as an absence. The student is responsible, at the end of class, to identify his/her tardiness to the professor.

## 3. Late work

Ten percent of the assignment's total point value will be deducted each day the assignment is late.

### **Tips for Students**

As you observe in the classrooms, watch for ideas for lesson plans, bulletin boards, and management techniques.

If you are going to be absent from class, you must make arrangements to turn in any assignments on the due date.

### **Office Hours and Availability**

I am available to meet with you during regular office hours (MWF 2:45-4:45pm; TT 3:15-4:15pm), or by special appointment at other times. Be sure to seek help immediately if you are having difficulty with this course. I am here to help you.

**If you misplace your syllabus or assignment sheets, see the instructor's website ([www.Darren.Daugherty.net](http://www.Darren.Daugherty.net)).**

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