THE UNIVERSITY OF TEXAS AT SAN ANTONIO COLLEGE OF EDUCATION
AND HUMAN DEVELOPMENT
DEPARTMENT OF INTERDISCIPLINARY LEARNING AND TEACHING
ECE 3143 Child Growth and Development
Fridays 8-10:45 MB 0.414
Spring 2010

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Office Location: MB2.210
Phone: 210-458-5969
Email: melissa.siller@utsa.edu

Department of Interdisciplinary Learning and Teaching Mission:
The mission of the Department of Interdisciplinary Learning and Teaching is to foster the intellectual and professional growth and integrity of students and faculty through critical reflection and dialogue, civic responsibility, and leadership.

Goals:
The Department of Interdisciplinary Learning and Teaching will create a context that nurtures interdisciplinary learners who:

- Acquire and demonstrate content and discipline knowledge
- Demonstrate an awareness and acknowledgement of and engagement in research-based, reflective, culturally responsive practices
- Are producers, disseminators, and critical consumers of research
- Demonstrate an awareness and acknowledgment of and engagement in social justice and equitable practices
- Articulate their professional philosophy and demonstrate a strong professional identity
Course Description
(3-0) 3 hours credit.
Study of growth and development during early childhood. Review and integration of physical, psychological, social, language, and cognitive development affecting growth in children. Emphasis on multicultural perspectives of child development addressing culturally diverse populations and children with atypical patterns of development. (Formerly ECE 3123. Credit cannot be earned for both ECE 2103 and ECE 3123.)

Course Goals and Objectives
The primary goal of this course is to enhance students’ understanding regarding early childhood development in a diverse world in order to be highly effective teachers. Understanding how children grow and develop will help the preservice teacher understand the significance of developmentally appropriate practices.

In this course, the students will be able to:

- Identify and explain different child development theories from a multicultural perspective;
- Examine differences in temperament, physical growth, sociability, and intellectual competence as part of individual children's biological inheritance;
- Recognize different areas of development including social, emotional, cognitive, physical, and linguistic beginning in infancy through the primary years and how each affects learning and teaching;
- Analyze different families and children from a multicultural perspective; and
- Identify and reflect on major social issues that affect child growth and development.

Required Textbook
**STUDENTS MUST BRING TEXTBOOK TO CLASS**

**Course Requirements**
Students must submit and participate in all assignments for a grade in order to complete the course. Completion of fieldwork is also a requirement for completion of the course.

**Attendance**
Attendance of scheduled classes is mandatory for the completion of this course. In-class activities cannot be replicated outside of class sessions. If an absence is unavoidable, please notify the instructor prior to class or leave a message. The professor will take attendance at the beginning of the class. In order to be considered present for the class, the student must arrive on time and remain for the entire class period. Students who arrive more than 10 minutes late and leave more than 10 minutes before class is over are not allowed to sign the class roster and will be counted absent. **One absence is allowed in this course. Upon the second absence of a student, the student will receive a reduction in the final grade by one (1) letter grade. Each additional absence will result in a subsequent reduction of the final grade by an additional letter grade.** Note that travel plans, family reunions, weddings, etc. are not considered an "emergency" ("emergency" is left to the discretion of the professor). Attendance and participation to group meetings is also required. Each group must work together to agree on the best time to meet to work on assignments. If an absence is unavoidable, notify group members as well as the university instructor. Failure to do so will result in 5 points taken off (individually) from the final grade.

**Professionalism**
Students are expected to act professionally at all times including during class and at field experience sites. Students must dress appropriately when visiting field sites. Students must refrain from conversations during class. Please turn-off all
cell phones and pagers since they cause distraction. Do not send text messages during class. Students may use laptop computers to take notes; however, students must refrain from checking their email or surfing the Internet during class lecture. In addition, students must not study or do work for this class or another class during class time. (See “Fitness to Teach” policy document located in the department website - [http://www.utsa.edu/hop/chapter5/5-17.cfm](http://www.utsa.edu/hop/chapter5/5-17.cfm).)

**Reading Assignments**

Students are expected to prepare for classroom discussions and activities by completing assigned readings prior to coming to class. Such preparation will help them understand and internalize the content matter more effectively as well as actively participate in class discussions, activities, and group work. Activities and in-class assignments will be given throughout the semester that will be counted for a grade. Students must ensure that they are present since those activities will not be repeated.

A standard of written English appropriate for elementary teachers will be expected. All written work submitted must be of professional quality, neatly presented, grammatically correct, and free of spelling and punctuation errors. All written assignments should be prepared on a computer with appropriate word processing software. Facilities are available on campus for this purpose. To improve readability of papers, standard print styles should be used (e.g. Times). Font size must be 12 point and all work should be doubled spaced. Do not use bold lettering. **Title pages** must include name, course/section number and date are required for all written assignments. Pages should be stapled together. Please do not use folders or binders. **APA** format is required on all assignments and references must be cited on a separate reference page. The Tomás Rivera Center (TRC) provides an array of services to assist students in achieving learning success. The TRC provides training and assistance in such areas as study skills, test-taking strategies, note taking skills, etc. The TRC also has individual advising and tutoring for some courses. At the moment, tutoring is not available for this course but the
various skills workshops that they run along with individual advising may prove extremely helpful such as writing skills. The TRC is located in the University Center 1.01.02 (far west end of the UC). You can reach them via the web (www.utsa.edu/trcss) or by phone (458-4694).

**Submission of Assignments**
Assignments must be submitted on or before the specified due date. No late work will be accepted unless delay is unavoidable and the student has discussed the situation with the instructor prior to the due date (problems with the printer do not apply AND please do not print your paper during class it will be counted late). In such situations 10 points will be deducted from the assignment grade. If you are absent on the day an assignment is due, you should make arrangements to submit the assignment on time to avoid the loss of points for late submission. Assignments must be complete upon submission. No incomplete assignments will be accepted. No resubmissions will be allowed unless requested by the instructor.

**Policy on Scholastic Dishonesty**
Students are expected to demonstrate professional conduct during class sessions. Any discipline issues will be managed as the UTSA Faculty Handbook specifies. Students are expected to be above reproach in scholastic activities. Students who violate rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. Since scholastic dishonesty harms the individual, all students, and the integrity of the University, any incidence of student dishonesty will be managed as outlined in the UTSA Student Guide.

**Students with Disabilities**
Students with disabilities must be registered with the Office of Disability Services (MS 2.03.18, telephone 458-4157(Voice), 458-4981 TTY, UTSA Downtown BV 1.302 458-2816) in order to receive support services. If you need
accommodation for a disability, please contact me at your earliest convenience.

**Course Assignments and Examinations**

**Examinations – 100 points (4 exams at 25 points each)**
There will be four multiple choice examinations throughout the semester based on the textbook readings, class lectures, and any other material distributed by the instructor. An extra credit essay question is included for each exam.

**In-class Assignments – 20 points (4 assignments at 5 points each)**
There will be many class assignments throughout the course, but only 4 will be used for a grade. It is up to the student to be present at all times in class since there will be no opportunity to make up these assignments. These are random assignments.

**Assignment #1 – In person Childcare Director Interview**
Interview a director of a childcare center or preschool. Write a two-page (double-spaced) narrative report on your interview, based on the following questions:
1. Tell me about your center.
2. How do you believe children learn?
3. How do you believe children develop?
4. What type of curriculum does your center provide?
5. What type of strategies does your center use for different ages?
6. Describe the families served in your center.
7. How are parents involved in your center?
8. How are children who are second language learners or whose language in the home is other than English served by your center? Can you give me examples of different languages represented by the families served by your center?
9. How are children with disabilities served by your center? What type of disabilities?
10. Would you like to share with me other information regarding your center?

The narrative report is a synthesis of the information gained during the interview (DO NOT write the question and then the answers). Your paper should be a conversation in which you provide facts and reflection. Include your analysis of the child development theory the director applies. Include the contact information for the Director you interview.

Assignment #2 – Article Review
Find an article in a peer-reviewed journal that is based on a theory or theories of child development (refer back to Chapter 3 in your text). Using your own words, write a two-page (double-spaced) summary of the article. The summary should include three parts that are clearly labeled in the paper. Please indent five spaces at the beginning of each paragraph.
1) Introduction—What is the main goal of the article?
2) Summary—What is the article about and which child development theory does it represent or what theory is the underlying principle of the article?
3) Reflection—What do you think about the article?

A separate reference page is required. You may use one of the following early childhood journals:
- Young Children
- Dimensions
- Early Childhood Research Quarterly
- Childhood Education
- Early Childhood Development and Care
- International Journal of Early Childhood Education
Assignment #3 – Family Interview (Refer to Chapter 18 in your text)
Identify two families with young children who are of distinct cultural and socioeconomic backgrounds. Interview parents regarding child-rearing beliefs and methods of child rearing. Ask questions about responses to crying, carrying practices, and teaching interactions, as described in this chapter. Also ask about the roles of all those living in the home who have child care responsibilities, including siblings, relatives, and friends. Write a four-page (double spaced) narrative report on these interviews (2 pages per family), guided by the following questions.

1. How do these families differ in infant care beliefs and practices? How are they alike?
2. To what degree does culture affect similarities and differences in caregiving? Does family structure have an influence? Does the specific role of the caregiver (i.e., parent, grandparent, sibling) affect his or her practices and beliefs?
3. Who cares for children in these families? How do caretaking roles vary across these individuals? For example, do mothers differ from fathers in their interactions? Do grandparents differ from siblings?
4. Do parents or significant caregivers of these infants live outside the home? What role do these individuals play in infant care?

Source: [http://www.prenhall.com/trawick](http://www.prenhall.com/trawick)
Assignment #4 – Research Paper and Presentation

There are many issues that children face which may affect their growth and development. In groups you will select a topic from a given list. It is the group’s responsibility to connect the themes for the power point presentation. You will use text chapters as a guide, but your research should give additional information not found in the text. Students must find articles that discuss the topic selected. Each person in the group will write a 7-page research paper of the sub-topic selected by using different resources to collect data.

The following are the steps that will guide your paper:

1. Introduction—Includes the question that you want to study. Why is this topic important and relevant? Why do you think this is important? How does the topic affect child growth and development?

2. Summary of research—What did you find out? Use 10 different sources for your research including 5 scholarly articles from the journals listed above, one mainstream article, one newspaper article, and two Internet websites.

3. Analysis—Your personal evaluation of the data you gathered from the 10 different sources.

4. Conclusions—What are your new insights about the topic studied? What new questions do you have? What are some of the recommendations that you can present?

5. Reference Page (7-page paper and reference page must follow APA format).

**Reference page is not included in your 7-pages. Your reference page will be your 8th page.

6. Each group will develop a Power Point presentation to be shared with the class to present findings. Each person in the group will present their own findings and the PowerPoint should follow a logical progression of the main topic, bringing all sub-topics together into one large presentation. Do not read your PowerPoint. Your PowerPoint should only be a guide for your discussion of your research.
The use of *realia (real objects)* is required (brochures, hand outs, books, examples that help get your point across to the class, class activities, etc.)

Presentations will be scheduled throughout the semester and are listed in the class schedule.

7. You may use the following websites from the Children’s Defense Fund as you do your research:

http://cdf.convio.net/site/PageServer?pagename=research_CWMH
http://cdf.convio.net/site/PageServer?pagename=research_early_childhood

National Association for the Education of Young Children
http://www.naeyc.org/ece/critical.asp

Zero to Three
http://www.zerotothree.org/site/PageServer

Association for Early Childhood International
http://www.acei.org/

Department of Health and Human Services
http://www.cdc.gov/ncbdd/child/

8. THE PAPER IS DUE THE DAY YOU PRESENT YOUR POWER POINT
<table>
<thead>
<tr>
<th>DATE</th>
<th>READINGS</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td>January 8</td>
<td>Introductions &amp; Syllabus</td>
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<tr>
<td></td>
<td>Chapter 1</td>
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<tr>
<td>January 15</td>
<td>Chapters 2 &amp; 3</td>
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<td>Chapter 5</td>
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<td>Chapters 6 &amp; 7</td>
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<td>Chapter 8</td>
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<td>Chapter 11</td>
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**NOTE:** Remember all exams are closed book/notes and must be taken at a computer on campus.
STUDENT EVALUATION
Using a criterion reference point system, individual project and final grades will be calculated as follows:

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<th>POINTS</th>
<th>DUE DATE</th>
<th>GRADE</th>
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<td>Childcare Director</td>
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<td>Article Review</td>
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<td>Assignment #3</td>
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<td>Family Interview</td>
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TOTAL POINTS

Grade Distribution
A = 225 - 250
B = 200 - 224
C = 175 - 199
D = 150 - 174
F = 149 – below