THE UNIVERSITY OF TEXAS AT SAN ANTONIO
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

ECE 3143.001 – Child Growth & Development
Dates: Spring 2010  Day: Wednesday
Time: 11:00 – 1:45  Main Bldg. 0.414

Instructor: Tinney Leveridge MA. Ed
Communication through Blackboard
Office hours: By appointment

CATALOG DESCRIPTION

Concurrent enrollment in ECE 3313 and ECE 3603
Completion of fieldwork (interviews) and all assignments are a requirement for completion of the course.

ECE 3143 Child Growth & Development (3 Hour Credit.)

“This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate. I will make my best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.”

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

The Quality Enhancement Plan (QEP) is a course of action designed to enhance student learning and is a required component of the accreditation process conducted by the Southern Association of Colleges and Schools (SACS).

The UTSA QEP Quantitative Scholarship: From Literacy to Mastery provides you with the skills needed to evaluate and interpret data, understand risks and benefits, and make informed decisions in your personal and professional lives. The plan focuses on integrating quantitative reasoning and communication skills in existing courses across the undergraduate curriculum.

The SACS team will visit UTSA during March 23-25, 2010 to review the reaccreditation plan. All UTSA students, faculty, and staff are encouraged to learn more about the QEP by visiting the website www.utsa.edu/qep

**ECE 3143 EDUCATOR STANDARDS**

**PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES EC-GRADE 6**

*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.

**The beginning teacher knows and understands:**

1.1k. The intellectual, social, physical, and emotional developmental characteristics of students in early childhood through grade 6

*Including:*

- factors affecting the physical growth and health of students in early childhood through grade 6 (e.g., nutrition, sleep, prenatal exposure to drugs, abuse) and the impact of students’ physical growth and health on their development in other domains (i.e., cognitive, social, physical, emotional)
- factors affecting the social and emotional development of students in early childhood through grade 6 (e.g., lack of affection and attention, limited opportunity for verbal interactions, changes in family structure) and the impact of students’ social and emotional development on their development in other domains
- the stages of play development (i.e., from solitary to cooperative) and the important role of play in a student’s learning and development
- developmental changes in a student’s thinking (i.e., from primarily concrete thinking to the ability to reason and think logically, to understand cause and effect, and to organize information systematically)
how development in any one domain (e.g., cognitive, social, physical, emotional) impacts development in other domains;

**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.

1.2k The implications of students’ developmental characteristics for planning appropriate instruction

Including:

- the lifelong impact of the experiences provided in early childhood through grade 6 on individual development and on society
- the wide range of individual developmental differences that characterizes students in early childhood through grade 6 (e.g., resulting from different rates of development in various domains) and the implications of such developmental variation for instructional planning
- how developmental characteristics of students in early childhood through grade 6 (e.g., attention span, need for physical activity and movement) impact learning and performance
- the importance of helping students in early childhood through grade 6 apply decision-making, organizational, and goal-setting skills (e.g., selecting learning centers to work in, putting materials away in the appropriate place, completing a self-initiated project)
- students’ reliance on concrete thinking, motor and sensory input, and direct experience for development of skills and knowledge, and the implication of such understanding for instructional planning and assessment
- how to use knowledge of the developmental characteristics and needs of students in early childhood through grade 6 to plan meaningful, integrated, and active learning and play experiences that promote the development of the whole child
- the rationale for appropriate grade-level education and how schools are structured to address the characteristics and needs of young adolescents
- the young adolescent years as a transitional stage in which students may exhibit characteristics of both older and younger children and the importance of those years for developing crucial skills and attitudes (e.g., working and getting along with others, respecting diversity, making a commitment to continued schooling)
- the wide range of individual developmental differences that characterizes students and the implications of such developmental variation for instructional planning
- challenges for students during later childhood and early adolescence (e.g., self-image, physical appearance, eating disorders, feelings of rebelliousness) and effective ways to help students address those challenges
- ways in which student involvement in risky behaviors (e.g., drug and alcohol use, gang involvement) impacts development and learning
- the effects of social and emotional factors (e.g., interactions with peers, search for identity, questioning of principles and expectations, parental divorce, homelessness) on student development and on teaching and learning
- how to use knowledge of cognitive changes in students (e.g., emergence and refinement of abstract thinking and reasoning, reflective thinking, and increased focus on the world beyond the school setting) to plan instruction and assessment that promote learning and development
- how developmental characteristics of students impact learning and
performance and how to apply knowledge of students’
developmental characteristics and needs to plan effective learning
experiences and assessments
• the importance of helping students apply decision-making,
organizational, and goal-setting skills;

1.3k Characteristics and instructional needs of students with varied backgrounds, skills,
interests, and learning needs;
1.4k Different approaches to learning that students may exhibit and what motivates students to
become active, engaged learners;
1.5k Cultural and socioeconomic differences and the significance of those differences for
instructional planning; and
1.6k Appropriate strategies for instructing English language learners.

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

The beginning teacher knows and understands:
2.1k The importance of creating a learning environment in which diversity and individual
differences are respected;

2.2k The impact of teacher-student interactions and interactions among students on classroom
climate and student learning and development; and

2.3k Ways to establish a positive classroom climate that fosters active engagement in learning
among students.
2.4k The importance of communicating enthusiasm for learning and

2.5k The necessity of communicating teacher expectations for student learning.

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

Interacting and Communicating with Families
The beginning teacher knows and understands:

4.1k The importance of families’ involvement in their children’s education
and
4.2k Appropriate ways for working and communicating effectively with
families in varied contexts.

Application: What Teachers Can Do

Teachers of Students in Grades EC–6

Interacting and Communicating with Families
The beginning teacher is able to:

4.1s Interact appropriately with families that have diverse characteristics, backgrounds, and needs;
4.2s Apply procedures for conducting effective parent-teacher conferences;
4.3s Communicate with families on a regular basis to share information about students’ progress and respond appropriately to families’ concerns; and
4.4s Engage families in their children’s education and in various aspects of the instructional program.

**EC-6 GENERALIST HEALTH STANDARDS**

*Standard I.* The health teacher applies knowledge of both the relationship between health and behavior and the factors influencing health and health behavior.

1.1k Health-related behaviors and how they promote or compromise health;
1.2k Types of foods and nutrients, principles of nutrition, and how to apply principles of nutrition to ensure a balanced diet;
1.5k Components of fitness and how to maintain and improve fitness;

*Standard II.* The health teacher communicates concepts and purposes of health education.

2.4k The role of knowledge, skills, and attitudes in shaping patterns of health behavior;
2.5k The role of the teacher within a coordinated school health education program;
2.6k The kinds of support needed by the teacher from administrators and others to implement a coordinated school health program; and
2.7k The importance of modeling positive health behaviors.

**PHYSICAL EDUCATION GENERALIST EC-6**

*Standard II.* The physical education teacher understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.

2.4k Key principles and concepts (e.g., cardiovascular endurance, muscular strength, flexibility, weight control, conditioning, safety, stress management, nutrition) and their significance in relation to physical activity, health, and fitness;
2.5k The benefits of an active lifestyle;
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;
- Analyze different parents families and children from a multicultural perspective; and
- Identify and reflect on major social issues that affect child growth and development.

REQUIRED TEXTBOOK


SUGGESTED MANUAL


COURSE REQUIREMENTS

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. It is the student’s responsibility to sign the class roster. 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 unexcused absence is allowed in this course. Upon the second unexcused 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 are not considered an "emergency" ("emergency" is left to the discretion of the instructor). In addition, 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 group's assignment grade.
Professionalism

Students are expected to demonstrate professional conduct during class sessions. In order to minimize distractions, students should not leave the room during class unless an emergency arises. **Students will refrain from engaging in individual conversations during lectures or class discussions.** Please turn-off all cell phones and do not send text messages during class. **Students may use laptop computers to take notes with instructor approval only. Students must refrain from checking their email or surfing the Internet during class lectures and presentations.** In addition, **students must not study or do work for this class or another class during class time.** Any other discipline issues will be managed as the UTSA Faculty Handbook specifies. Any incident of student dishonesty will be managed as outlined in the UTSA Student Guide (Faculty Handbook, Section 2.37, pp. IV-3li-vi). In addition, Fitness to Teach penalties will be applied, as specified in the Quick Link on the homepage for the College of Education and Human Development, [http://coehd.utsa.edu/] (See “Fitness to Teach” policy document located in the department website - http://www.utsa.edu/hop/chapter5/5-17.cfm).

Expectations

Communication through Blackboard

It is the student’s responsibility to check Blackboard on a daily basis throughout the semester. The instructor will often post important messages regarding assignments, schedules, and fieldwork through the Blackboard mailbox. Frequently these messages require immediate responses from the student. Blackboard will be the only means of communication between the student and instructor and will be monitored every day.

Submission of Coursework

All assignments will be submitted on-line through the UTSA Blackboard System. No paper copies of work will be accepted.

Do not send a zip file. That is a file created by a program such as WinZip that takes one or more documents and compresses them into a single file. I do not want a zip file, I want a file that is created and saved either by Microsoft word 2000 or created by a later version of Microsoft word such as Microsoft word 2007. If you use Microsoft word 2007, you need to save your document in Microsoft word 2000-2003 compatibility format. **The file that you send me must have the file extension (.doc).**
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.

Quality of Work

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, Geneva, New York). Font size must be 12 point and all work should be doubled spaced. Do not use bold lettering. Title pages/cover sheets, including your 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. Various skills workshops that they run along with individual advising may prove extremely helpful such as writing skills. The TRC is located in MS 1.02.02 "UNDER THE BLUE AWNING". You can reach them via the web (www.utsa.edu/trcss) or by phone (458-4694). Full credit cannot be earned for work that does not meet these standards.

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). Since most of the assignments for this course are field-based experiences, it is important that the students begin looking for research sites ASAP. Grades on late assignments, which have been approved by the instructor, will be reduced by 10 points. 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. In order to minimize distractions, students should not leave the room during class unless an emergency arises. Students should also refrain from engaging in individual conversations during lectures or class discussions. Any other 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.

**Student Evaluation**

Using a criterion reference point system, individual project and final grades will be calculated as follows:

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>3 On-line Quizzes @ 25 points each</td>
<td>75</td>
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<tr>
<td>15 In-class activities @ 2 points each</td>
<td>30</td>
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<tr>
<td>Assignment #1 – Article Review</td>
<td>25</td>
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<tr>
<td>Assignment #2 – Child Care Director Interview</td>
<td>30</td>
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<tr>
<td>Assignment #3 – Family Interview</td>
<td>30</td>
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<tr>
<td>Assignment #4 – Research Paper/Mini-Workshop</td>
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**TOTAL**                                           **250 POINTS**

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

Quizzes – 75 points (3 Quizzes at 25 points each)

Three multiple-choice quizzes will be given throughout the semester. Quizzes will be taken on-line at computer labs at the 1604 or DT campus. **THE QUIZZES ARE NOT OPEN BOOK. THE USE OF TEXTBOOKS, CHAPTER POWERPOINT SLIDES, OR NOTES IS PROHIBITED.** Students who violate university rules and commit acts of scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. Quizzes will be given solely at the time indicated on the course schedule. Quizzes may not be taken at any other time. Students will have 60 minutes to take the quiz. Quizzes are taken in Blackboard under “Assessments”. For chapter study guides and practice quizzes go to [http://www.prenhall.com/trawick](http://www.prenhall.com/trawick).

Extra Credit

Each student has the opportunity to receive +3 extra credit points for each quiz. Extra credit essay questions will be posted on the Blackboard.

In Class Activities – 15 at 2 points each for a total of 30 points

In class activities will be assigned during class and cannot be duplicated outside of class. Credit will only be given if these activities are done in class the day the activity is assigned.

Assignment #1 – Article Review (25 points)

Find an article in a current peer-reviewed journal (last 5 years, which is between 2005 - 2010) that is based on a theory or theories of child development (refer to Chapter 3 in your text). **Your article must be retrieved from the UTSA library website.** 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 include headings 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?

Assignment #2 – Childcare Director Interview (30 points)

Interview a director of a childcare center or preschool. Ask questions about the diversity of children and families served by the program, relying on concepts presented in chapter one. Ask about methods for accommodating diversity in the classroom and how they communicate with parents who speak a different language. Include a cover sheet and cite the interview according to the APA manual (Page 179 of the APA manual, 6th edition, under “Personal Communications”). Write a two-page (double-spaced) report of your interview using a question and answer format, based on the following questions (you may add additional questions):

- To what degree do children served by the program have unique or diverse needs, as defined in chapter one?
- Are children with special needs served? Which disabilities or delays are represented?
- Is there cultural/ethnic diversity among children and families served? Which ethnic groups are represented? Are children of historically underrepresented groups enrolled in the program?
- Does the program serve families of diverse socioeconomic backgrounds?
- What strategies are used to accommodate the needs of all individuals served?

Source: [http://www.prenhall.com/trawick](http://www.prenhall.com/trawick)

Assignment #3 – Family Interview (30 points)

Identify one family with young children who are of different cultural and socioeconomic background from your own. Interview parent(s) regarding child-rearing beliefs and methods of child rearing. Ask questions about responses to crying, carrying practices, and teaching interactions, as discussed in chapter 18. Also ask about the roles of all those living in the home who have child care responsibilities, including siblings, relatives, and friends. Questions should also be asked about children’s development including linguistic, cognitive, social, emotional, and physical. Do not use those terms but think of questions that will yield the information you need. Include a cover sheet and cite the interview according to the APA manual (Page 179 of the APA manual, 6th edition, under “Personal Communications”). Write a two-page (double-spaced) report of your interview using a question and answer format.
Assignment #4—Research Paper/PowerPoint Presentation and Mini-Workshop (60 points)

Groups will draw for a chapter and each group member will select one topic from a list provided by the instructor to research. Each person will write a 7-page research paper using APA 6th edition of the topic selected and conduct a PowerPoint Presentation and a Mini-Workshop.

❖ **Research Paper**
  - **Cover Sheet**
  - **7-pages (or longer) research paper** should include:
    - **Introduction**— How does the topic affect child growth and development?
    - **Summary of research**—What did you find out? Use at least 11 different sources for your research including (but not limited to) scholarly articles, newspaper articles, Internet websites, interviews, etc. One of your 11 sources must be your Trawick-Smith textbook. **At least 3 sources must be from scholarly journals retrieved from the UTSA library website and be current research dated between 2005 - 2010.**
    - **Analysis**—Your personal evaluation of the data you gathered.
    - **Conclusion**—What are your new insights about the topic studied? What new questions and/or recommendations do you have for further research in the topic?
  - **Reference Page**
    All references listed in your reference page must also be cited within the body of your research paper and any reference cited in the body of your research paper must be included in your reference page. Refer to APA manual and do not use first person when writing your research paper.

❖ **Power Point Presentation**
  - Conduct a PowerPoint Presentation based upon your research findings. **Do not read your PowerPoint.** Your PowerPoint should only be a guide for your discussion of your research. Include an introductory slide that states first and last name and the topic being covered. A reference slide is required and should be the last slide in your presentation. It should include all sources used to make your presentation and come from the sources used for your research paper. You will not necessarily include “all” sources from the research paper; you decide what you want to discuss from your research (all of it would take too long). The use of realia (real objects) is required as part of your presentation.

❖ **Mini-Workshop**
  - Conduct a hands-on activity about your topic that gets the entire class involved.
  - Professional dress is required and your PowerPoint Presentation and Mini-Workshop should last 25 minutes combined.
  - Research paper is due on Blackboard the day you make your presentation.
  - Grades will be based on the following criteria:
    - **Cover Sheet**
    - **At least 7 pages or more in your research paper**
    - **Reference page**
    - **At least 11 references**
    - **Trawick-Smith text listed as one of your references**
    - **At least 3 scholarly journals retrieved from the UTSA library website**
    - **Current research from 2005 – 2010**
    - **APA used correctly (6th edition)**
    - **Well designed and implemented PowerPoint presentation of your research**
    - **The use of realia during your PowerPoint Presentation**
    - **Introductory slide and reference slide in your PowerPoint Presentation**
    - **Mini-Workshop using a hands-on activity for entire class participation**
    - **25 minute PowerPoint Presentation and Mini-Workshop combined**
    - **Professional dress**
<table>
<thead>
<tr>
<th>Date</th>
<th>Agenda</th>
<th>Activities/Assignments/Quizzes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed., Jan. 13</td>
<td>Syllabus/ Assign Groups (7 groups)</td>
<td>Activity #1</td>
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<td></td>
<td>Draw for Chapter Presentations</td>
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<td>Wed., Jan. 20</td>
<td>Plagiarism Video / UTSA On-line Library</td>
<td>Activity #2</td>
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<td>Chapter 1 – Studying Early Childhood Development</td>
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<td>Chapter 3 – Theories of Child Development</td>
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<tr>
<td>Wed., Jan. 27</td>
<td>Chapter 2 – Historical Perspectives &amp; Research in Early Childhood Development</td>
<td>Activity #3</td>
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<td>Chapter 3 – Theories of Child Development</td>
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<tr>
<td>Wed., Feb. 3</td>
<td>Chapter 4 – Genetics, Prenatal Development, and Birth</td>
<td>Activity #4</td>
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<td>Chapter 5 – The Newborn</td>
<td>Quiz 1 (Ch. 1-3) On-line</td>
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<td>Chapter 6 – Infant Physical Growth and Brain Development</td>
<td>Thur 8:00 am– Tues 8:00 pm</td>
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<td>Chapter 7 – Cognitive Development in Infancy</td>
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<tr>
<td>Wed., Feb. 10</td>
<td><strong>Chapter 5 PowerPoint Presentation and Mini-Workshop (Assign. #4) 25 minutes per person</strong></td>
<td>Activity #5</td>
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<td>Assignment #1 Due</td>
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<td>*Can be submitted early</td>
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<tr>
<td>Wed., Feb. 17</td>
<td>Chapter 6 – Infant Physical Growth and Brain Development</td>
<td>Activity #6</td>
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<td>Chapter 7 – Cognitive Development in Infancy</td>
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<td>Wed., Feb. 24</td>
<td><strong>Chapter 6 PowerPoint Presentation and Mini-Workshop (Assign. #4) 25 minutes per person</strong></td>
<td>Activity #7</td>
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<td>Assignment #1 Due</td>
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<td>Wed., March 3</td>
<td><strong>Chapter 7 PowerPoint Presentation and Mini-Workshop (Assign. #4) 25 minutes per person</strong></td>
<td>Activity #8</td>
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<td>Assignment #1 Due</td>
<td>Quiz 2 (Ch. 4-7) On-line</td>
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<td>*Can be submitted early</td>
<td>Thur 8:00 am– Tues 8:00 pm</td>
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<td>Wed., March 10</td>
<td>Chapter 8 – Infant Language and Literacy</td>
<td>Activity #9</td>
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<td>Chapter 9 – Infant Social and Emotional Development</td>
<td>Assignment #2 Due</td>
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<td>Assignment #2 Due</td>
<td>*Can be submitted early</td>
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<td>Wed., March 17</td>
<td>Spring Break</td>
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<tr>
<td>Wed., March 24</td>
<td><strong>Chapter 8 PowerPoint Presentation and Mini-Workshop (Assign. #4) 25 minutes per person</strong></td>
<td>Activity #10</td>
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<td>Wed., March 31</td>
<td><strong>Chapter 9 PowerPoint Presentation and Mini-Workshop (Assign. #4) 25 minutes per person</strong></td>
<td>Activity #11</td>
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<td>IDEA</td>
<td>Assignment #3 Due</td>
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<td>*Can be submitted early</td>
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<tr>
<td>Wed., April 7</td>
<td>Chapter 10 – Preschool Physical and Motor</td>
<td>Assignment #3 Due</td>
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<td>Assignment #3 Due</td>
<td>*Can be submitted early</td>
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<td>Wed., April 14</td>
<td>Chapter 11 – Cognitive Development</td>
<td>Activity 13</td>
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<td>Wed., April 21</td>
<td><strong>Chapter 10 PowerPoint Presentation and Mini-Workshop (Assign. #4) 25 minutes each</strong></td>
<td>Activity #14</td>
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<td>Wed., April 28</td>
<td><strong>Chapter 11 PowerPoint Presentation and Mini-Workshop (Assign. #4) 25 minutes each</strong></td>
<td>Activity #15</td>
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<tr>
<td>Tues., May 4</td>
<td>Final – Quiz 3 (Ch. 8-11)</td>
<td>1:30 PM – 4:00 PM</td>
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