

NORTH LAKE COLLEGE**5001 N. MacArthur Blvd.****Irving, Texas 75038-3899****DALLAS COUNTY COMMUNITY COLLEGE DISTRICT****COURSE SYLLABUS****TECA 1354.7426/9005****Fall 2011****Liberal Arts Office: A-310****972-273-3481****Call the office for hours of operation.**

This course syllabus is intended as a set of guidelines for TECA 1354. Both North Lake College and your instructor reserve the right to make modifications in content, schedule, and requirements as necessary to promote the best education possible within prevailing conditions affecting this course.

Instructor:**Angelo Alcala, Ph.D.****aalcala@dcccd.edu****(please allow a 24 hour response time for email)****972-273-3438****K303C**

**Office Hours: MW 9:00 – 10:00 & F 9:30 – 10:00 (North Campus) &
12:10 – 1:40 (Central Campus); TR 9:00 – 11:00 & 12:30 – 1:30
or by appointment**

Course Information**Course title: Child Growth and Development****Course number: TECA 1354****Section number: 7426****Credit hours: 3****Class meeting time: Internet-based****Course description:**

A study of the physical, emotional, social, and cognitive factors impacting growth and development of children through adolescence. Students will be required to submit to a criminal background search as prescribed by the program and campus in which they are enrolled for this class. (3 Lec.)

Prerequisite: Developmental Reading 0093 or English as a Second Language (ESOL) 0044 or have met the Texas Success Initiative (TSI) standard in Reading.

Required Textbook

McDevitt, T.M. & Ormrod, J.E., (2010) *Child development and education*, fourth edition, Upper Saddle River: Pearson Education.
ISBN 13: 9780138158408 ISBN 10: 0138158401

Course Objectives

- Students who successfully complete this course will be able to:
- Identify various child development theories
- Observe children and draw conclusions regarding their development
- Describe the application of theory in the classroom setting
- Reflect on the process of teaching

Specific Course Learning Outcomes

- demonstrate critical thinking skills
- understand child development of it relates to education
- address the various types of development

Course Outline

- Physical Development
- Cognitive Development
- Language Development
- Intelligence
- Literacy
- Emotional Development
- Social Development
- Families

Means of Assessment of Course Learning Outcomes

Learning outcomes will be assessed via written papers, quizzes, and exams.

Exams and Assignments

Course Portfolio	220 pts
Self Introduction	25 pts
School Site Information	25 pts
Comparison/Contrast Summary	70 pts
Course Project	100 pts
Assignments (6 @ 20 pts)	120 pts
Discussion Board Assignments (3 @ 50)	150 pts
Quizzes (11 @ 10 pts)	110 pts
Tests (4 @ 100 pts)	400 pts
Total	1000 pts

Grading Scale

A = 900 - 1000; B = 800 - 899; C = 700 - 799; D = 600 - 699; F = 599 and below

Discipline/ Course/ Department/Policies

CLASS POLICIES:

ASSIGNMENTS: Assignments are to be submitted via eCampus on or before the due date. Assignments are listed in the semester schedule. Late work (assignments and quizzes) will not be accepted. There are no make-up exams.

ONLINE CONDUCT: Discussion Board responses, emails, and all other correspondence among faculty and students enrolled in this class are expected to conform to the level of conduct that would be expected in a regular classroom. Students should feel free to express disagreement with the instructor and other students but it must be done in a manner which is not verbally abusive, threatening, or harassing. Communication among students is encouraged but must end if one of the parties requests that it be terminated.

Students are not to send unsolicited email espousing a cause, religion, or activity to other class participants and are not to add other class participants to any listserves or other entity which distributes unwanted email or material. Additionally, students will refrain from the use of attachments when communicating with others in this course in an effort to prevent the spread of a possible computer virus/bug.

Violation of these guidelines may result in disciplinary action against the offending student.

INSTITUTIONAL POLICIES

ACADEMIC DISHONESTY

The Student Code of Conduct prohibits academic dishonesty and prescribes penalties for violations. According to this code, which is printed in the college catalog, "academic dishonesty", includes (but is not limited to) cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion".

Academic dishonesty may result in the following sanctions, including, but not limited to:

1. A grade of zero or a lowered grade on the assignment or course.
2. A reprimand.
3. Suspension from the college.

NOTIFICATION OF ABSENCE DUE TO RELIGIOUS HOLY DAY(S)

Students who will be absent from class for the observance of a religious holiday must notify the instructor in advance. Please refer to the Student Obligations section of the college catalog for more explanation. You are required to complete any assignments or take any examinations missed as a result of the absence within the time frame specified by your instructor.

REQUIREMENTS OF THE AMERICANS WITH DISABILITIES ACT

North Lake College provides academic accommodations to students with disabilities, as defined under ADA law. It is the student's choice and responsibility to initiate any request for accommodations. If you are a student with a disability who requires such ADA accommodations, please contact North Lake College's Disability Services Office in person (A430) or by phone at 972-273-3165. <http://www.northlakecollege.edu/resources/disability.html>

DROP POLICY

If you are unable to complete this course, you must officially withdraw by Thursday, November 17, 2011. Withdrawing is a formal procedure which you must initiate; your instructor cannot do it for you.

All Dallas County Community Colleges charge a higher tuition rate to students registering the third time for a course. This rule applies to the majority of credit and Continuing Education / Workforce Training courses. Developmental Studies and some other courses are not charged a higher tuition rate. Third attempts include courses taken at any DCCCD college since the fall 2002 semester. For further information, go online to: <http://www.DCCCD.edu/thirdcourseattempt> .

FINANCIAL AID STATEMENT

Students who are receiving any form of financial aid should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate are also subject to this policy.

To apply for financial aid in the DCCCD, students must complete FAFSA (Free Application for Federal Student Aid) on the web at <http://www.fafsa.ed.gov> .

STOP BEFORE YOU DROP

For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop.

You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions.

Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a "W". Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access:

<https://www1.dcccd.edu/coursedrops>

RESOURCES

COUNSELING SERVICES

Counseling services for personal issues are provided to all students currently enrolled at North Lake College. These services are provided by licensed professionals who are bound by confidentiality (within ethical parameters) at no charge. With the assistance of a counselor, students are able to identify, understand, resolve issues and develop appropriate skills. To make an appointment call 972-273-3333 or visit A311.

THE ACADEMIC SKILLS CENTER (ASC)

The ASC is designed to provide assistance to students in the following areas:

- Labs for students enrolled in foreign language, Developmental Reading, and ESOL courses. One-on-one tutoring available.
- The Writing Center can help students clarify writing tasks, understand instructors' requirements, develop and organize papers, explore revision options, detect grammar and punctuation errors, and properly use and document sources. Rather than merely editing or "fixing" papers, tutors focus on helping students develop and improve their writing skills.
- The Online Writing Lab (OWL) allows students to submit papers to our writing tutors electronically and get feedback within 24-72 hours. The OWL can be accessed through eCampus. After logging on to eCampus, click on the Community Tab at the top. Type "OWL" in the search field and click "Go." Next, click on the double drop-down arrows *next to* "NLC-OWL2," and then click "Enroll." Once enrolled, students can receive services from the OWL.

For more information or to schedule a tutoring appointment, come by A-332 or call 972-273-3089.

TEACHER RESOURCE ROOM (A212): Materials and resources available for check out for all students enrolled in EDUC or TECA courses.

Exemplary Educational Objectives

Texas Educator Standards are ways of determining how well a teacher can achieve the goals set out by the Texas Department of Education. The following is a listing of the Pedagogy and Professional Responsibilities Standards (EC – 12)

1. The teacher designs instruction appropriate for all students that reflect an understanding of relevant content and is based on continuous and appropriate assessment.
2. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
3. 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.
4. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Core Curriculum Intellectual Competencies

TECA 1354 is considered part of the Core Curriculum. The course satisfies the following Core Curriculum Intellectual Competencies defined by the Texas Higher Education Coordinating Board:

1. **READING:** Reading at the college level means the ability to analyze and interpret a variety of printed materials -- books, articles, and documents.
2. **WRITING:** Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience.
3. **LISTENING:** Listening at the college level means the ability to analyze and interpret various forms of spoken communication.
4. **SPEAKING:** Speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience
5. **CRITICAL THINKING:** Critical thinking embraces methods of applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies.
6. **COMPUTER LITERACY:** Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information.

INTASC Standards for Licensing Beginning Teachers

Principle 1: Knowledge of Subject Matter

The teacher understands the central concepts, tools inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.

Principle 2: Human Development and Learning

The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development

Principle 3: Diversity in Learning

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle 4: Variety of Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encouragement students' development of critical thinking, problem solving, and performance skills.

Principle 5: Motivation and Management

The teacher uses understanding of individual and group motivation and behavior to create a learning environment that encourages positive and social interaction, active engagement in learning, and self-motivation.

Principle 6: Communication Skills

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle 7: Instructional Planning Skills

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Principle 8: Assessment

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure continuous intellectual, social, and physical development of the learner

Principle 9: Reflection and Responsibility

The teacher is a reflective practitioner who continually evaluates the effects of her or his choices and actions of others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle 10: Relationships and Partnerships

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Course Calendar for TECA 1354 Fall 2011

Opening Date	Course Tasks	Recommended Completion Date
Aug 29	Introductory Module <ul style="list-style-type: none"> • Introductory Assignment • Read the syllabus • Review the calendar • Explore the course • Read the first assigned chapter 	Sept 4
Sept 5	Module 1: Chapter 1 (Basic Issues in Child Development; Theory Defined) <ul style="list-style-type: none"> • Read the chapter • View PowerPoint presentation • Complete and Post Self Introduction (for rubric, access Components of the Course Portfolio in the main menu) • Take Quiz 	Sept 11
Sept 12	Module 1: Chapter 2 (Basic Research Practices and Concerns Regarding Children and Adolescents) <ul style="list-style-type: none"> • Read the chapter • View PowerPoint presentation • Read/complete Case Study – The Study Skills Class pg. 59-60 (compare your responses with those in the appendix; this is to be turned in; for the rubric click on the Course Documents section of the main menu) • Take Quiz 	Sept 18
Sept 19	Complete Module 1 Test This Week (chapters 1 & 2)	Sept 25 (closing date for all parts of this module; all assignments, quizzes, and tests for Module 1 are to be completed by this date)
Sept 26	Module 2: Chapter 3 (The Influence of the Family on Child Development) <ul style="list-style-type: none"> • Read the chapter • View PowerPoint presentation • Submit the School Site Information (for rubric, access Components of the Course Portfolio in the main menu) • Take Quiz 	Oct 2
Oct 3	Module 2: Chapter 5 (Brain Development and Learning; Physical Development from Birth through Adolescence) <ul style="list-style-type: none"> • Read the chapter • View PowerPoint presentation • Read Case Study – Lucy pg. 187-188 (compare your responses with those in 	Oct 9

	<p>the appendix; this is to be turned in)</p> <ul style="list-style-type: none"> • Take Quiz 	
Oct 10	<p>Complete Module 2 Test This Week (chapters 3 & 5)</p> <p>Participate in the Discussion Board: Brain Research (Experiments)</p>	Oct 16 (closing date for all parts of this module; all assignments, quizzes, and tests for Module 2 are to be completed by this date)
Oct 17	<p>Module 3: Chapter 6 (Piaget's Stages of Development; Vygotsky's Zone of Proximal Development)</p> <ul style="list-style-type: none"> • Read the chapter • Submit the Comparison/Contrast Summary (for rubric, access Components of the Course Portfolio in the main menu) • Take Quiz 	Oct 23
Oct 24	<p>Module 3: Chapter 7 (The Information Processing Theory; Learning Strategies)</p> <ul style="list-style-type: none"> • Read the chapter • View PowerPoint presentation • Read/complete Case Study –The Library Project pg. 269-270 (compare your responses with those in the appendix; this is to be turned in) • Take Quiz 	Oct 30
Oct 31	<p>Module 3: Chapter 8 (Theories of Intelligence; The Influence of Nature v. Nurture on Intelligence)</p> <ul style="list-style-type: none"> • Read the chapter • View PowerPoint presentation • Submit the Course Project (for rubric, access Components of the Course Portfolio in the main menu) • Take Quiz 	Nov 6
Nov 7	<p>Complete Module 3 Test This Week (Chapters 6, 7 & 8)</p> <p>Participate in the Discussion Board: Self-Assessment: Multiple Intelligences</p>	Nov 13 (closing date for all parts of this module; all assignments, quizzes, and tests for Module 3 are to be completed by this date)
Nov 14	<p>Module 4: Chapter 9 (Children and the Development of Language with a Basic Introduction to Bilingual Education and ESOL)</p> <ul style="list-style-type: none"> • Read the chapter • View PowerPoint presentation • Read/complete Case Study – Boarding School pg. 351 (compare your responses with those in the appendix; this is to be turned in) • Take Quiz 	Nov 20
Nov 21	<p>Module 4: Chapter 10 (Reading and Writing Development)</p> <ul style="list-style-type: none"> • Read the chapter • View PowerPoint presentation • Read/complete Case Study – Beating the 	Nov 27

	Odds pg. 399 (compare your responses with those in the appendix; this is to be turned in) <ul style="list-style-type: none"> • Take Quiz 	
Nov 28	Module 4: Chapter 11 (Erikson's Theory of Psychosocial Development; Attachment, Emotion, and Temperament/Personality) <ul style="list-style-type: none"> • Read the chapter • View PowerPoint presentation • Read/complete Case Study – The Girly Shirt pg. 439 (compare your responses with those in the appendix; this is to be turned in) • Take Quiz Participate in the Discussion Board: Biopoem	Dec 4
Dec 5	Module 4: Chapter 12 (Sense of Self; Social Cognition) <ul style="list-style-type: none"> • Read the chapter • View PowerPoint presentation • Take Quiz 	Dec 11 (closing date for all parts of this module; all assignments and quizzes for Module 4 are to be completed by this date)
Dec 12 - 13	Complete Module 4 Test (Chapters 9, 10, 11 & 12) THE TEST IS AVAILABLE DECEMBER 12 THROUGH DECEMBER 13 ONLY...PLEASE TAKE THE TEST BETWEEN THESE TWO DATES	Dec 13

Exams and Assignments

Course Portfolio	220 pts
Self Introduction	25 pts
School Site Information	25 pts
Comparison/Contrast Summary	70 pts
Course Project	100 pts
Assignments (6 @ 20 pts)	120 pts
Discussion Board Assignments (3 @ 50)	150 pts
Quizzes (11 @ 10 pts)	110 pts
Tests (4 @ 100 pts)	400 pts
Total	1000 pts

Grading Scale

A = 900 - 1000; B = 800 - 899; C = 700 - 799; D = 600 - 699; F = 599 and below