Course Title: Child Growth, Development, & Learning
Course #: ECED 1110

Credit Hours: Three (3)
Semester: Spring 2022

Faculty: Mr. Franklin J. Elliott, M.Ed.   **E-mail**: felliott@navajotech.edu
Office: Chinle NTU: Building E: Room 107   **Office Phone**: 928-882-3146
Office Hours (face-to-face or online):

Office Hours: ((Insert Zoom Links))

Preferred Communication: Email
Modality: Hybrid
Class Location and Meeting Times: Chinle NTU: Building E: Room 106 & Zoom

Meeting Hours: Tuesday: 6:00 pm – 9:00 pm
- https://us02web.zoom.us/j/82464708905
  - Meeting ID: 824 6470 8905
  - Passcode: 549782
  - One tap mobile: 1-346-248-7799

Office Hours: Tuesday, Wednesday, & Thursday: 3:00 – 5:00 pm
- https://us02web.zoom.us/j/83995229446
  - Meeting ID: 839 9522 9446
  - Passcode: 458627
  - One tap mobile: 669-906-6833

Required Materials:

Textbooks:

Trawick-Smith, J. (2010). **Early Childhood Development: a multicultural perspective (7e)**. Pearson.
ISBN: 978-0-13-452295-1

Crain, W. (2011). **Theories of Development: concepts and applications (6e).** Routledge: Taylor &
Francis Group. ISBN: 978-0-205-81046-8

Tools:
Laptop and Internet Access: Every student is required to own a laptop/desktop with a
microphone and camera and have Internet access. Download the Zoom app onto your external
devices (phone, iPad, etc.).

Mission, Vision, and Philosophy

Mission: Navajo Technical University honors Diné culture and language, while educating for the future.

Vision: Navajo Technical University provides an excellent educational experience in a supportive, culturally diverse environment, enabling all community members to grow intellectually, culturally, and economically.

Philosophy: Through the teachings of Nitsáhákees (thinking), Nahátá (planning), Íína (implementing), and Siihasin (reflection), students acquire quality education in diverse fields, while preserving cultural values and gaining economic opportunities.

Course Description

The basic course in growth, development, and learning of young children, prenatal through age eight, provide students with the theoretical foundation for becoming competent early childhood professionals. The course includes knowledge of how young children grow, develop, and learn. Major theories of child development are integrated with all domains of development, including biological-physical, social, cultural, emotional, cognitive, and language. The adult's role in supporting each child's growth, development, and learning is emphasized.

Course Outcomes	Course Assessments
Articulate a comprehensive understanding of developmental stages, processes, and theories of growth, development, and learning.	
Make connections between theories of growth, development, and learning, and early childhood education practices birth through age eight.	
Explain teaching methods and relationship-based interactions that are grounded in developmentally appropriate practice, cultural sensitivity, and individual differences and diverse needs.	

Course Competencies:

This course is part of the New Mexico Early Childhood Education and Development Articulation Catalog of Courses and Program. The following objectives are taken from the New Mexico Public Education Department's Common Core Competencies for early childhood professionals. Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

- Incorporate understanding of developmental stages, processes, and theories of growth, development, and learning into developmentally appropriate practice. A.1

- Demonstrate knowledge of the interaction between maturation and environmental factors that influence physical, social, emotional, cognitive, and cultural domains in the healthy development of each child. A.2

- Demonstrate knowledge of the significance of individual differences in development and learning. Demonstrate knowledge of how certain differences may be associated with rate of development and developmental patterns associated with development delays and/or specific disabilities. A.3

- Demonstrate knowledge of the similarities between children who are developing typically and those with diverse abilities. A.4

- Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years. A.7

- Demonstrate knowledge of the developmental sequence of language and literacy, including the influence of culture and home factors. A.8

- Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternative means of communication. A.9

- Demonstrate knowledge of the relationship among emotions, behaviors, and communication skills to assist children in identifying and expressing their feelings in appropriate ways. A.10

- Use appropriate guidance to support the development of self-regulatory capacities in young children. A.11

Connections to Program Assessment (Course-Embedded Measures)
- Theories Development Book

Course Activities

Week	Topic	Assignments
1 January 18, 2022	Welcome to Class! Syllabus Review Review Blackboard Review: - Theories of Development Presentation expectations	Read: Ch. 1: Studying Early Childhood Development in a Diverse World.
2 January 25, 2022	Review: Ch. 1: Studying Early Childhood Development in a Diverse World.	Complete: Chapter 1 Questions Read: Ch. 2: Research & Assessment in Early Childhood Development Theories of Development: Review: Ch. 1: Early Theories: Preformationism, Locke, and Rousseau
3 February 1, 2022	Review: Ch. 2: Research & Assessment in Early Childhood Development	Complete: Chapter 2 Questions Read: Ch. 3: Theories of Child Development Theories of Development: Review: Ch. 4: Montessori's Educational Philosophy
4 February 8, 2022	Review: Ch. 3: Theories of Child Development	Complete: Chapter 3 Questions

| | | Read: Ch. 4: Genetics, Prenatal Development & Birth

Theories of Development: Review:
Ch. 5: Werner's Organismic & Comparative Theory |
|---|---|---|
| 5
February 15, 2022 | Review:
Ch. 4: Genetics, Prenatal Development & Birth | Complete: Chapter 4 Questions

Read: Ch. 5.: The Newborn

Theories of Development: Review:
Ch. 6: Piaget's Cognitive-Developmental Theory |
| 6
February 22, 2022 | Review:
Ch. 5: The Newborn | Complete: Chapter 5 Questions

Read: Ch. 6: Physical Growth of Infants & Toddlers

Theories of Development: Review:
Ch. 7: Kohlberg's Stages of Moral Development |
| 7
March 1, 2022 | Review:
Ch. 6: Physical Growth of Infants & Toddlers | Complete: Chapter 6 Questions

Read Ch. 7: Cognitive Development of Infants and Toddlers

Theories of Development: Review:
Ch. 8: Learning Theory: Pavlov, Watson, & Skinner |
| 8
March 8, 2022
Mid-Term | Review:
Ch. 7: Cognitive Development of Infants and Toddlers | Complete: Chapter 7 Questions

Read: Ch. 8: Infant and Toddler Language and Literacy

Theories of Development: Review:
Ch. 9: Bandura's Social Learning Theory |
| *
March 15, 2022
No Class | **Spring Break** | Enjoy your Break |
| 9
March 22, 2022 | Review:
Ch. 8: Infant and Toddler Language and Literacy

Sign Up:
-      Theories of Development Chapter | Complete: Chapter 8 Questions

Read: Ch. 9: Infants and Toddlers Social and Emotional Development

Theories of Development: Review:
Ch. 10: Vygotsky's Social-Historical Theory of Cognitive Development |
| 10 | Review: | Compete: Chapter 9 Questions |

March 29, 2022	Ch. 9: Infants and Toddlers Social and Emotional Development	Read: Ch. 10: Preschool Physical and Motor Development Theories of Development: Review: Ch. 11: Freud's Psychoanalytic Theory
11 April 5, 2022	Review: Ch. 10: Preschool Physical and Motor Development	Complete: Chapter 10 Questions Read: Ch. 11: Cognitive Development in the Preschool Years Theories of Development: Review: Ch. 12: Erickson and the Eight Stages of Life
12 April 12, 2022	Review: Ch. 11: Cognitive Development in the Preschool Years	Complete: Chapter 11 Questions Read: Ch. 12: Symbolic Thought: play, language, and literacy in the Pre-school years Ch. 13: Social & Emotional Development of Preschoolers Theories of Development: Review: Ch. 13: Mahler's Separation/Individuation Theory
13 April 19, 2022	Review: Ch. 12: Symbolic Thought: play, language, and literacy Ch. 13: Social & Emotional Development of Preschoolers	Complete: Chapter 12 Questions Chapter 13 Questions Read: Ch. 14: Physical Growth & Motor Development in the Primary Years Ch. 15: Cognitive Development in the Primary Years Theories of Development: Review: Ch. 15: Schachtel on Childhood Experiences Start your Theories of Development Presentation
14 April 26, 2022	Review: Ch. 14: Physical Growth & Motor Development in the Primary Years Ch. 15: Cognitive Development in the Primary Years	Complete: Chapter 14 Questions Chapter 15 Questions Theories of Development: Review: Ch. 17: Chomsky's Theory of Language Development

		Continue working on your Theories of Development Presentation
15 May 3, 2022	Start: - Theories of Development Presentations - Concept Maps	
16 May 10, 2022 **Final Exam**	Continue and Finish: - Theories of Development Presentation - Concept Maps **Final Exam**	

A = 100-90%
B = 89-80%
C = 79-70%
D = 69-60%
F = 59% or less

Grading Policy
Students must do their own work. Cheating and plagiarism are strictly forbidden. Cheating includes (but is not limited to) plagiarism, submission of work that is not one's own, submission or use of falsified data, unauthorized access to exams or assignments, use of unauthorized material during an exam, or supplying or communicating unauthorized information for assignments or exams.

Participation
Students are expected to attend and participate in all class activities. Points will be given to students who actively participate in class activities including guest speakers, field trips, laboratories, and all other classroom events.

Cell phone and headphone use
Please turn cell phones off **before** coming to class. Cell phone courtesy is essential to quality classroom learning. Headphones must be removed before coming to class.

Attendance Policy
Students are expected to attend all class sessions. If more than ten minutes late, students will be counted as absent. A percentage of the student's grade will be based on class attendance and participation. Absence from class, regardless of the reason, does not relieve the student of responsibility to complete all course work by required deadlines. Furthermore, it is the student's responsibility to obtain notes, handouts, and any other information covered when absent from class and to arrange to make up any in-class assignments or tests if permitted by the instructor. Incomplete or missing assignments will necessarily affect the student's grades. Instructors will report excessive and/or unexplained absences to the Counseling Department for investigation and potential intervention. **Instructors may drop students from the class after three (3) absences unless prior arrangements are made with the instructor to make up work and the instructor deems any excuse acceptable.**

Study Time Outside of Class for Face-to-Face Courses
For every credit hour in class, a student is expected to spend two hours outside of class studying course materials.

Study Time for Hybrid or Blended Courses

For a hybrid or blended course of one credit hour, a student is expected to spend three hours per week studying course materials.

Study Time for Online Courses
For an online course of one credit hour, a student is expected to spend four hours per week studying course materials.

Academic Integrity
Integrity (honesty) is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be the student's own. Students who engage in academic dishonesty diminish their education and bring discredit to the University community. Avoid situations likely to compromise academic integrity such as: cheating, facilitating academic dishonesty, and plagiarism; modifying academic work to obtain additional credit in the same class unless approved in advance by the instructor, failure to observe rules of academic integrity established by the instructor**. The use of another person's ideas or work claimed as your own without acknowledging the original source is known as plagiarism and is prohibited**.

Diné Philosophy of Education
The Diné Philosophy of Education (DPE) is incorporated into every class for students to become aware of and to understand the significance of the four Diné philosophical elements, including its affiliation with the four directions, four sacred mountains, the four set of thought processes and so forth: Nitsáhákees, Nahát'á, Íína and Siih Hasin which are essential and relevant to self-identity, respect and wisdom to achieve career goals successfully.

At NTU's Zuni Campus, the A:shiwi Philosophy of Education offers essential elements for helping students develop Indigenous and Western understandings. Yam de bena: dap haydoshna: akkya hon detsemak a:wannikwa da: hon de:tsemak a:ts'umme. *Our language and ceremonies allow our people to maintain strength and knowledge.* A:shiwi core values of hon i:yyułashik'yanna:wa (respect), hon delank'oha:willa:wa (kindness and empathy), hon i:yyayumoła:wa (honesty and trustworthiness), and hon kohoł lewuna:wediyahnan, wan hon kela i:tsemanna (think critically) are central to attaining strength and knowledge. They help learners develop positive self-identity, respect, kindness, and critical thinking skills to achieve life goals successfully.

Students with Disabilities
Navajo Technical University is committed to serving all students in a non-discriminatory and accommodating manner. Any student who feels that she or he may need special accommodations should contact the Accommodations Office (http://www.navajotech.edu/student-services#accomodations-services) in accordance with the university's Disability Accommodations Policy (see http://www.navajotech.edu/images/about/policiesDocs/Disability_Exhibit-A_6-26-2018.pdf).

Email Address
Students are required to use NTU's email address for all communications with faculty and staff.