ECED 3324 CHILD DEVELOPMENT  
TEXAS A&M UNIVERSITY—CORPUS CHRISTI  
COURSE SYLLABUS  Summer I & II 2012

Course Number and Section:  ECED 3324.001  
Name of Instructor: Dr. Norma Zunker  
Office: FC 238  
Office Hours: M – th  12:00-1:30  
Office Telephone: 361-825-3472  
E-Mail: norma.zunker@tamucc.edu

REQUIRED TEXT—  

State Adopted Proficiencies for Teachers and/or Administrators/Counselors
1. **Learner-Centered Knowledge**: The teacher possesses and draws on a rich knowledge base of content and technology to provide relevant and meaningful learning experiences for all students.
2. **Learner-Centered Instruction**: The teacher collaboratively identifies needs and implements appropriate pedagogical and assessment strategies using technology and other resources.
3. **Equity In Excellence For All Learners**: The teacher respects, addresses, and validates the needs of diverse learners.
4. **Learner-Centered Communication**: The teacher demonstrates effective professional and interpersonal communication skills and serves as an advocate for all students.
5. **Learner-Centered Professional Development**: The teacher is a reflective practitioner and demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

III. TExES Competencies (if applicable)  
See Attachment 1

IV. **Course Objectives/Learning Outcomes**  
Students in ECED 3324 will:
1. Identify the principles of child growth and development;  
2. Understand the theories of child development;  
3. Recognize normal physical development in children;  
4. Understand normal cognitive development in children;  
5. Understand the role of higher-order thinking skills in the cognitive development of children.

V. **Course Topics**  
ECED 3324 considers the following Subject Matter Curricular Topics:
- Code of Ethics and Standard Practices  
- Child Development  
- Special Populations
VI. Instructional Methods and Activities

EDCI 3324 utilizes a variety of traditional instructional methods and activities, as well as field-based experiences.

A. Traditional Experiences (lecture/discussion, demonstrations, drill, guest speakers, video, student discussions/presentations)

B. Field Experiences will involve observation, reflection, and teaching of individuals/small groups at the appropriate course level that matches the student's desired level of teacher certification.

C. INSTRUCTOR EXPECTATIONS:

CLASS ATTENDANCE AND PARTICIPATION—In order to socially construct knowledge I need all class participants to be present in class and actively involved in discussions and activities. Class attendance is mandatory and absences will influence your course grade. There are no excused absences. You will be counted absent whether or not you have informed me of your absence.

If a student is absent during an exam it cannot be made up. As well, your colleagues will be doing presentations, it is expected that you make up the audience. Your absence during other presentations will affect your presentation grade.

ASSIGNMENTS—All assignments are due on the due date. Late assignments will only be given half credit. Remember that this is your grade. IT MATTERS FOR YOUR FINAL GRADE IN THE CLASS!

YOU MAY NOT EMAIL ASSIGNMENTS. Be sure to allow yourself ample time to print your assignments in order to avoid any technological difficulties associated with printing assignments. This includes out of ink, computer not working, etc. There are computers here at the university and you are given plenty of advance time to complete assignments.

All assignments must be word-processed, double spaced, spell checked, and grammatically correct. All citations and references must be in APA format. You are training to be a professional it is best that you begin to write like one.

GRADING POLICY—I take the evaluation and grading of your work very seriously, and I know you work very hard to do your best in your courses. While it may take me a little longer to read your work and return it to you, I read papers more than once before assigning a grade to them. Work will not necessarily be returned the following class meeting. Patience is a virtue.

Early childhood has great expectations for its students and their ability to become the best teachers concerned for children. The grading policy is at a higher expectation for this reason. Grades will be determined by the following percentages:

- A = 92% - 100%
- B = 82% - 91%
- C = 72% - 81%
- D = 62% - 71%
- F = 62% AND BELOW

Extra points can be earned by attending and participating in the Islander ACEI meetings held each month. No more than 10 extra points can be used in this class.

Class participation is necessary in this class. Many times class demos or activities are done to judge your learning. If it is noticed through the participation that students are not prepared, then a quiz will be given. So come to class prepared and ready to participate. It is essential that you read the chapters assigned for each class. Lectures and activities are based on these
readings. You are adults, I will not read the text to you, but I will enhance and elaborate
the ideas in the lectures and class activities. Read your chapters before coming to class.

I. ASSIGNMENTS

Three exams 100 pts each 300
Five quizzes 50 pts each 250
BLACKBOARD questions 100
10 questions one a week for 10 weeks
Article reviews 3 100 pts each 300
Child care director interview 100
Child development theories presentation 200

Total 1250

Class notes are your responsibility. Find a partner to get the notes if you are
absent from class. I will not have the extras on me each class. Remember the
exams are from the notes and the book so you are still responsible for the material.

THE INFORMATION FOR THE OTHER ASSIGNMENTS WILL BE GIVEN AS WE
WORK THROUGH THE INFORMATION. YOU NEED TO HAVE THE BACKGROUND
TO COMPLETE THEM. YOU WILL BE GIVEN PLENTY OF TIME TO COMPLETE
THE ASSIGNMENT.

No cell phones during class. You must turn off your phones so that discussions and
lectures are not disturbed. This includes text messaging during class. Be professional and
save this for after class.

It is expected that you act professional during class time. You are to be respectful of
others who are talking, presenting, or participating in class assignments. All students will
work together in groups cooperatively and professionally. The following will guide out class
discussions:

GROUND RULES FOR DISCUSSIONS AND ASSIGNMENTS: Although I am certain
most of us are clear about what democratic deliberation and civil discussion entails, I want
to spell out in writing how I expect our discussions to precede, so that we may refer
directly to them if the situation arises.

1. RESPECT—
   * We are not always going to agree or see everything the same way; each person
   has a right to and responsibility for his/her own feelings, thoughts, and beliefs.
   * When speaking of an occurrence or relaying one's experience outside the class
     refrain from disclosing identities of those involved.
   * Show courtesy.

2. COMFORT—
   * Students and professor should work together to make a safe, respectful, and
     comfortable atmosphere for associating.
   * I will not ask you to take any risks in class (such as sharing your own
     experience) that I am not willing to take myself. We are in this together!
*No question is stupid! We all learn at different paces and styles. We learn by asking questions.

3. HONESTY—

*You should feel comfortable and respected in the academic environment so that you speak honestly about your thoughts, ideas, and opinions.

*All work you submit must be your own. If you use someone else’s words or work other than your own please use the appropriate citation. (APA).

*World Wide Web—any work you find on the web must be cited. Provide the URL and the name of the website and the date it was accessed. Lessons found on the Web must be adapted and modified for your personal use.

ACADEMIC HONESTY STATEMENT--

Learning and teaching take place in an atmosphere of intellectual freedom and openness. All members of the academic community are responsible for supporting freedom and openness through rigorous personal standards of honesty and fairness. Plagiarism and other forms of academic dishonesty undermine the very purpose of the university and diminish the value of an education.

Plagiarism is wholly unacceptable, and for the purposes of this course is defined as using in part or whole any material written or designed by someone other than the student. This includes lesson plans found on the internet and or provided by classroom teachers, unit activities, book descriptions, reviews, and any other work researched.

STATEMENT OF CIVILITY:
Texas A&M University Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules on the University, city, state, and federal government. We expect that you will behave in a manner that is dignified, respectful, and courteous to all people regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

AMERICAN WITH DISABILITIES ACT COMPLIANCE:
Any student who, because of a disabling condition, may require some special arrangements in order to meet course requirements should contact the instructor as soon as possible to make necessary accommodations for the course.

LET'S HAVE A SUCCESSFUL SEMESTER!
Article Review Assignment…..3 articles.

Find an article in a current peer-reviewed journal (last 5 years, which is between 2005 - 2010) that is based on a concept of child development from the book (physical development, diversity of young children, emotional development, social development, cognitive development, motivation of young children, language development, etc from your chapters) (Your article must be retrieved from the TAMUCC 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?


**Interview of Director or Teacher of Young children:**

Interview a director of a childcare center or teacher of young children. Ask questions about the development of children served by the program, relying on concepts presented in the chapter charts about child development levels. A questionnaire will be given to you to use to format your questions.

Write a two-page (double-spaced) report of your interview using a question and answer format, you will be given an example to follow.