ECME 101 Child Growth, Development & Learning (3 credit hrs.)

INSTRUCTOR: Gary Atias, PhD.: 737-6235, 770-7669 atias@unm.edu, atiastao@msn.com

Office Hours: Tuesday, Wednesday, Thursday - 1:00 to 3:00 and by appointment

COURSE DESCRIPTION

This basic course in the growth, development and learning of young children, pre-birth through age eight, provides students with the foundation for becoming competent early childhood professionals and knowledge of how young children grow, develop & learn. Major theories of child development are integrated with all aspects of development, including biological-physical, social, cultural, emotional, cognition, and language domains. The adult’s role in supporting each child’s growth, development and learning will be emphasized.

REQUIRED TEXT


COURSE COMPETENCIES:

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education’s Common Core Competencies for early childhood professionals (see Common Core Content manual). 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 developmental delays and/or specific disabilities. A.3
Demonstrate knowledge of the similarities between children who are developing typically and those with special needs. 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 cultural 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

COURSE REQUIREMENTS

• **Attendance and participation** -- You are expected to attend class and actively participate in sharing your creative ideas, useful information, meaningful activities, appropriate classroom materials, books, professional journals, articles, etc. Please feel free to share your thoughts, comments, questions, ideas, frustrations and problems too. You are encouraged to get acquainted with other class members; they are a valuable resource for your learning. It is mandatory that you be courteous and respectful to everyone in class.

  Students may be dropped from the course by the Professor after a third absence. Third and fourth absences will only be allowed for good cause and must be followed by a two page report on the topic of the missed class, using the textbook chapter and the notes of at least two class-mates. This must be done within two weeks of the absence. **Any student with five absences, for whatever reason, will be dropped from the Course and given an "F". No exceptions!**

• **Textbook readings**-- Weekly readings have been organized to coincide as much as possible with in-class content. In specific areas, however exact correspondence is not possible. To benefit most from the readings, it is recommended that you read the assignment during the week specified. Readings may come from the required text, supplemental texts, and class handouts and are to be completed prior to class.

• **Assignments:**

  1) **Child Study**: to be done on a child between 6 months and 6 years old. Please keep the child's name confidential. Include demographic information and any relevant birth or
medical history. Examine the child's development in all six domains that we will talk about in class. You must use some type of developmental checklist, which I will help you devise. Write a 2-4 page paper which analyzes and summarizes your findings. Be sure to include your checklist. You may also include samples of the child's art, writing, etc, to illustrate your findings. **This assignment may be done individually or with a partner; if with a partner, I expect to see work that reflects the efforts of two people, and you'll both receive the same grade.**

2) **Student Reflective Journal**: 12 total entries. 
(The journal for week one is due the second week before class. Journal for week two is due at the beginning of class on week three, etc.) No journal entry is required for the “Review & Midterm Exam class or the final class. Journal reminders are on the course schedule.

   A journal is an ongoing reflection of your learning experiences relative to the topics and activities of this class. The purpose of this is to gain the opportunity for you to synthesize your class experiences, to reflect on personal development and to expand your own learning experiences. It should also provide me with insight into your knowledge, feelings, experiences, interests, and curiosities. Through writing in your journal you will have an opportunity to think about class discussions and textbook readings and compare these to your own beliefs. You should not summarize everything that was discussed in class, but rather, your reaction to it. For example, what did you agree or disagree with? What questions do you have? Would you like additional reading material on a topic? How will new information gained change your practices or behavior?

3. **Research Paper** (4-6 pages). Write a research paper that examines one domain of development we have discussed in class, i.e. cognitive/language, physical/motor, social/emotional or sensory integration. Find scholarly resources that extend your knowledge beyond what is found in your textbook. Focus in on one developmental age-range, e.g. infants & toddlers. Define the domain, discuss the progression of relevant milestones, typical and atypical development, and activities that will foster optimal development. Discuss how this domain affects the other domains. You will present a summary of your findings at our last class. Additional information is attached.

4. **Exams**: In order to pass this course you must complete the midterm and final exams. There will be no make-up exams without the permission of the Professor prior to the exam. You may be required to schedule the make-up exam prior to the next class at my convenience.

5. **Course reaction form**. This must be turned in by the last class. The blank form is attached to this syllabus.

**ADA (Americans with Disabilities Act):**
In accordance with UNM Policy 2310 and the Americans with Disabilities Act (ADA), academic adjustments may be made for students with disabilities. Accessibility Services, at the Center for Academic Success and Achievement (CASA), coordinates
accommodations and services. If you have a disability for which you may request academic adjustments and have not registered with their office, please do so as soon as possible. Also meet with me (Diego Trujillo) privately to discuss your specific accommodations needs and how they relate to course expectations and assignments. CASA is located on the Klauer Campus and can be reached at (575)737-3695.

**Academic Integrity**
The policy of the University of New Mexico -Taos is that academic honesty is one of the basic steps toward personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of evaluations, submitting work of another person or work previously used without informing the Instructor, or tampering with the academic work of other students. The University's full statement on academic honesty and the consequences for failure to comply is available in the college catalog or online at http://taos.unm.edu.

**Evaluation:**
This is a competency based course. Grading will be based on you’re attendance, performance and completion of assignments. See "ECME 101 Grade Sheet" for grade criteria.

**Dropping the course:**
It is the student’s responsibility to drop a course. The instructor is not required, nor should be expected, to drop a student from the official roster. Do not assume that failing to come to class will result in your being dropped from the course.

**Due Process:**
If you have any problems in the class that cannot be directly handled by talking with the instructor, the appropriate person to contact is the Academy Head. The Academy Head for ECME Is Joel Whitehead, 737-6230.