



**THE UNIVERSITY OF TEXAS AT EL PASO**  
**College of Education- Department of Teacher Education**

<b>Title of Course:</b> ECED 3300 CRN: 19131 Child Development Applied to Early Childhood Practice		<b>Credits:</b> 3
<b>Semester:</b> Fall 2021	<b>Instructor Information:</b> Name: Dr. Jessica Slade PhD Office: EDUC 603 Office Hours: Wednesday and Thursday 9am-2pm; Emails will be answered within 24-48 hours Monday –Friday 9am-4pm MT. Email: <a href="mailto:jdgaines@utep.edu">jdgaines@utep.edu</a> Office Phone: (915) 747-5566	
<b>Day/Time:</b> Online		

**Course Description:**

Child Development Applied to Early Childhood Practice: This course will provide an examination of the psychological and psychosocial bases of early childhood as they relate to educational practice with young children, birth to age 8. It focuses on young children's physical, cognitive, communicative, social and emotional development--both as contributors to, and as consequences of, early learning experiences. Early learning will be examined in relation to biological factors, child and family factors, program/ schooling factors and social factors, particularly in diverse bilingual education settings.

**Student Learning Outcomes:**

<b>ECE 110 students will be able to:</b>	<b>Measurements (means of assessment for student learning outcomes listed in first column)</b>
1. Identify biological and environmental influences on child development	Class activities, Observation Summary Papers, Commentary Paper, Domain Presentations
2. Describe the universal and differential characteristics of cognitive, physical, social/ emotional, communicative and self-help development for children birth through eight years	Class activities, Observation Summary Papers, Commentary Paper, Domain Presentations
3. Analyze the impact of multicultural (race, class, gender, etc.) and social ecological (family, community, etc.) factors on child development	Class activities, Observation Summary Papers, Commentary Paper, Domain Presentations
4. Perform systematic observations, documentation, and other authentic assessment strategies of child behavior	Observation Summary Paper
5. Discuss professional and ethical codes of conduct in the early childhood field	Class activities, Observation Summary Papers, Commentary Paper, Domain Presentations

6. Critically examine their roles and responsibilities as early childhood educators, in particular the protection of young children from physical and psychological harm

Class activities, Observation Summary Papers, Commentary Paper, Domain Presentations

**Required Text & Readings:**

There is no required textbook for this course. All required readings provided electronically on Blackboard.

**Standards of academic integrity:** Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

**Students with Disabilities statement:** If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support Services (CASS) located in Union E Room 106. Students who have been designated as having a disability must reactivate their standing with CASS on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of CASS. You may call 915-747-5148 for general information about the Americans with Disabilities Act (ADA).

**Evaluation & Coursework Requirements of Students:**

Coursework Requirements

Syllabus Quiz	20 Points
Introduction Discussion Board	20 Points
Weekly Discussions	280 Points
Self-Reflections	150 Points
Observation Summaries	380 Points
Self-Assessment	150 Points
<b>Total</b>	<b>1000 Points</b>

How Grades are Determined

Grade	Earned Points
A	90 -100
B	80- 89
C	70- 79
D	60- 69
F	Below 60

**Syllabus Quiz**

You will take the syllabus quiz the first week of class. This quiz serves to demonstrate your understanding of your expectations for successful completion of this course.

**Weekly Discussions**

You will a total of 28 weekly discussion assignments (\*note that is more than 1 a week!) worth 10 points each (28 assignment x 10 points = 280). You will submit these in the discussion board by Friday, 11:59pm MT each week. You will also respond by Sunday, 11:59pm MT. Specific directions and rubrics are found on BlackBoard.

**Self-Reflections**

Self-Reflections will be essential in your successful completion of your final assignment for this course. You should complete these weekly and utilize these entries for your Self-Assessment at the end of the semester. You

will have a total of 15 self-reflections worth 10 points each (15 assignments x 10 points = 150). Specific directions and rubrics are found on BlackBoard.

### **Observation Summaries**

You will have a total of 4 observation summaries throughout the semester. The first 3 will be worth 85 points each with the 4<sup>th</sup> (the commentary) worth 125 points. (3 observations x 85points + 125points = 380). Specific directions and rubrics are found on BlackBoard.

### **Self-Assessment**

You will have a final self-assessment utilizing your self-reflections and the content covered throughout the semester. This assignment will serve as your final for the semester. Specific directions and rubrics are found on BlackBoard.

**Class Schedule:** Please note that the schedule below is subject to change.

<b>Week</b>	<b>Topic</b>	<b>Tasks to Complete</b>	<b>Points</b>
Week 1 (8/23 – 8/29)	Introductions and Overview Observing Children	Introductions Discussion Board	20
		Becoming a Skilled Observer	10
		Self-Reflection #1	10
		Syllabus Quiz	20
Week 2 (8/30 – 9/5)	The Developing Child in a Diverse World & Historical Perspectives	The Developing Child in a Diverse World	10
		Self-Reflection #2	10
		What is Child Development	10
		Practice Observation	10
Week 3 (9/6 – 9/12)	Key Educational Theorists & Ecological Views of Early Childhood Development	John Dewey and Democratic Classrooms	10
		Influence of Maria Montessori	10
		Ecological Perspectives	10
		Self-Reflection #3	10
Week 4 (9/13 – 9/19)	Biological Foundations & Early Learning: Infants and Toddlers	Prenatal Development	10
		Early Learning: Infants and Toddlers	10
		Self-Reflection #4	10
Week 5 (9/20 – 9/26)	Temperament and Attachment & Social-Emotional Development	Temperament and Attachment	10
		Social-Emotional Development	10
		Infant-Toddler Observation Summary Paper	85
Week 6 (9/27 – 10/3)	Cognitive Development: Attention and Memory & Cognitive Development: Piaget	Attention and Memory	10
		Cognitive Development: Piaget	10
		Self-Reflection #6	10
Week 7 (10/4 – 10/10)	Cognitive Development: Vygotsky & Creating Constructivist Classrooms	Cognitive Development: Vygotsky	10
		Self-Reflection #7	10
		Theory into Practice	10
Week 8 (10/11 – 10/17)	Language and Literacy: Earliest Communication	Overview of Language Development	10
		Drawing and Writing	10
		Self-Reflection #8	10
Week 9 (10/18 – 10/24)	Language and Literacy: Emergent Literacy and Personal Stories	Language, Literacy and Culturally Responsive Teaching	10
		Oral Literacy	10
		Self-Reflection #9	10
		Preschooler (3-5) Observation Summary Paper	85
Week 10 (10/25 – 10/31)	Simultaneous & Sequential Bilingual Development	Simultaneous & Sequential Bilingual Development	10
		Self-Reflection #10	10
Week 11 (11/1 – 11/7)	Motor Development & Sensory Processing	Large Muscle Development	10
		Fine Motor Development	10
		Self-Reflection #11	10
Week 12 (11/8 – 11/14)	Self and Social Understanding & Moral Development	Discipline, Guidance and Self-Regulation	10
		Moral Development and Play	10
		Self-Reflection #12	10
Week 13 (11/15 – 11/21)	Theories of Intelligence	Multiple Intelligences	10
		Self-Reflection #13	10
Week 14 (11/22 – 11/28)	Play	The Importance of Play	10
		Self-Reflection #14	10
		Elementary (5-8) Observation Summary Paper	85
Week 15 (11/29 – 12/5)	Parents, Family, and Children	Transitions	10
		Family Engagement	10
		Self-Reflection #15	10
		Commentary Report	125
Week 16 (12/6 – 12/12)	Final Project/Exam	Self-Assessment of Learning and Growth	150