

**College of Education and Human Development
EDEC 3307-Child Development**

A. MAJOR COURSE REQUIREMENTS

1. Attendance and Participation
2. Pre-Planning Lesson Plan Report
3. Individual Lesson Plan
4. Four Quizzes
5. Final Exam

B. STUDENT LEARNING OBJECTIVES

Upon completion of this course, pre-service teachers will be able to:

1. Write a Pre-Planning lesson plan report that includes a summary of children, differentiation, connection to theory, developmentally appropriate practice, and cultural relevance as well as a complete lesson plan. Students must use appropriate writing conventions such as grammar, spelling, sentence and paragraph construction.
2. Identify the changes, challenges, significance, and academic implications in developmental domains as well as interactions between the domains in early childhood (EC), middle childhood (MC) and adolescent (AD)
3. Reflect on developmental changes in the domains using the appropriate content and writing conventions.
4. Provide meaningful feedback to peers on writing conventions.
5. Summarize details about developmental changes, challenges, significance, and academic implications about specific age groups using appropriate writing conventions.

C. LECTURE OR DISCUSSION TOPICS

- Historical perspective of the study of child development
- Recent theory and research in child development: basic themes and debates
- Major theorists who have impacted the study of child development such as Piaget, Vygotsky, Gardner, Erikson, Skinner, Kohlberg, Bandura, Brofenbrenner, Parten, Elkind, and Sternberg
- Stages of development in the physical, cognitive, social, and emotional domains from birth to adolescence
- The definition and implementation of developmentally appropriate practice (DAP)
- Applying knowledge of development to lesson planning by designing instruction that reflects relevant content and is based on continuous appropriate assessment
- Exceptionalities such as Down's Syndrome, Cerebral Palsy, Autism, and sensory impairments
- Learning disabilities such as ADD, ADHD, and dyslexia, dyscalculia, dysgraphia, dyspraxia, and dysphasia
- The influence of contexts on development such as family, ethnicity, social class, and social policies
- The influence of parenting styles, educational programs, and communities
- Coherent instruction that reflects performance standards such as the TEKS and ELPS, enhances critical thinking, continues logically, includes engaging resources, integrates content and assesses the learning.
- Culturally relevant instruction that supports diversity and special needs.
- The role of assessment: alignment, characteristics, function of technology, and analysis of data

D. REQUIRED OR RECOMMENDED READINGS

McDevitt, T. & Ormrod, J. (2020). *Child Development and Education*, 7th ed. Hoboken, NJ: Pearson. Useful web sites:
<http://www.naeyc.org/>

<http://www.acei.org/>