

Course Prospectus

For EDUC 345 Child Growth and Development

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Overview

This course offers an overview of the development and needs of children from birth through age ten. Physical, emotional, as well as spiritual needs of the growing child will be discussed throughout the course. EDUC 345 is designed to offer support to current or future parents of young children and aide them in understanding the development of their child as well as parenting factors that influence that development. Through this course, students will explore basic principles and skills for parent effectiveness, the developing nature and needs of children, and how they learn.

Course description

This course deals with the influence of Christian family relationships on child development. Emphasis is on basic principles and skills for parent effectiveness, the developing nature and needs of children, and how they learn. Upon completion, students should be able to identify and demonstrate knowledge of major areas of child growth and development and effective Christian parenting.

Prerequisites and corequisites

There are no prerequisites or corequisites for this course.

Course credit

Three (3) semester hours.

Instructional Objectives

On successful completion of this course, a student should be able to:

1. Identify the correlation between parenting principles and the development of the child.
2. Discriminate between parenting styles and determine specific parenting skills that are linked to positive development as outlined by the Bible and science.
3. Classify characteristics of the stages of growth and development in children from birth to age ten.
4. State current findings in the area of child development and critically evaluate the information using biblical principles.
5. Identify and demonstrate knowledge of various aspects that affect child development such as: environment, nutrition, physical activity, relationships, critical skills, and education.
6. Demonstrate an understanding of the process of learning in young children.

Your Instructor

The instructor for this course is Kristine M. Ginn, M.Ed.

Kristine Ginn holds a Master's in Early Childhood Education with a Reading Specialist certification. She was an elementary classroom teacher for ten years before becoming a home school teacher for her children, and now has returned to the public education classroom. She received training in working with exceptional children and taught for several years in a co-teaching atmosphere with a Special Education co-teacher. During her time in public education, Mrs. Ginn led committees to design a system-wide curriculum, served on committees to develop system-wide testing instruments, and obtained certification to train other educators in Best Practices modules. Working with teachers in the Metro-Atlanta area, Mrs. Ginn helped train teachers in the implementation of research-based teaching strategies in the classroom, and served on the Superintendent's Advisory Council as a liaison between teachers and system policy makers. She is currently continuing her teaching experience in Florida



Emailing is the best way to reach the instructor. Emails will be checked daily and responses should be within the day, or the next at the latest. Please use the email feature in the E-Learning system (Populi), or kginn@livinguniv.com.

Course Protocols

Technology access

This course requires web access and the student has to have an established email account.

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- *Adobe Acrobat Reader* is necessary to view documents that are PDF files. It may be downloaded **for free** at <http://www.adobe.com/products/acrobat/readstep2.html>, which may then be installed and used to access PDF documents on the course website.
- Open Office is **free software** available to download that fulfills the same functions as Microsoft Office Suite. It can be used to create and read documents, spreadsheets, and powerpoint presentations. It can be downloaded at: <http://www.openoffice.org/>
- **Free** online diagram, concept maps, and brainstorming programs are available. Two such programs are gliffy found at: <http://www.gliffy.com/> and bubbl found at: <https://bubbl.us/>

Students with disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities have a learning environment that provides for reasonable accommodation of their disabilities. Students having a disability requiring an accommodation should inform the instructor by email (on the course "Info" page click on the instructor's name and then select "Send Email").

Attendance in this online course

One of the most vital aspects of the college and university experience is attendance and punctuality in the learning environment. Regularity of attendance is necessary for students to derive maximum benefit from a course and to maintain a satisfactory academic record, whether in an online course or in an on-campus course. We have noticed that students who fall behind in their coursework typically drop out. Therefore, we highly encourage you to complete your assignments on time, as we want you to succeed. Remember Ecclesiastes 9:10: "Whatever your hand finds to do, do it with your might; for there is no work, nor device, nor knowledge, nor wisdom, in the grave, where you go."

Please be aware that all students who fall behind in an online course and do not complete twenty-five percent (25%) or more of the total assignments and other required activities for a course, on or before "Last day to withdraw from a course" without a grade penalty as set forth in the University Academic Calendar, will receive a grade of "W" for it. After that date, the grade will be a "WF" and counted in a student's GPA. Moreover, an instructor may drop a student from a course whenever the instructor concludes that a student's class attendance or punctuality endangers the student's success or places other students at risk.

Withdrawing from or dropping this course

It is the responsibility of a student to drop a course if he or she cannot meet the requirements of the course. Any student who stops attending a course without officially withdrawing from it risks receiving a punitive grade for that course. A student who finds it necessary to drop a course after the Late Registration (Drop/Add) Period must notify the Registrar's Office in writing. Please note the following:

- If a student drops a course on or before the "Last day to withdraw from a course without a grade penalty" as published in the University Academic Calendar, even if his or her work is not of a passing grade, then a "W" is recorded.
- If a course is dropped after that date, but before the last 21 calendar days of the semester, then the instructor determines the grade. The faculty member will at this time record a grade of "W" if passing (not computed in GPA) or "WF" if failing (computed in GPA).

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- Students who drop a course, yet remain in one or more other courses during the last 18 calendar days of the semester, will receive a grade of “WF.”
- Students who completely withdraw from the University at any time during the semester may be given a grade of “W” on all courses.

If students do not initiate the withdrawal process, the instructor is required to initiate the administrative process and to record a grade of “W” or “WF” for the course depending on the date the faculty member drops the student from the course. Students who register for a course as an audit, but then withdraw will be assigned a grade of “W” for the course.

Course evaluation

We welcome your input for improving this course. Making suggestions to us by email is helpful. Our goal in this course is to facilitate the successful achievement of all instructional objectives by all students. At the end of the course, you will have the opportunity of assessing the course. We want to make distance-learning courses as effective as we can. We may also ask some other questions concerning your experience in distance learning to help us improve our program. We appreciate your letting us know how we can improve our products and services for you and other distance learners.

Textbooks

Textbooks for this course are:

- Galinsky, Ellen. *Mind in the Making: The Seven Essential Life Skills Every Child Needs*. HarperStudio, 2010. ISBN 978-0061732324.
- Fall, Jeffrey. [*Successful Parenting: God's Way*](#).

Additional Readings:

Various PDFs posted in the lessons

Course Requirements

Due dates and extensions

Assignments can be submitted any time before and up to the due date. To keep on track with the class, no late or make-up assignments will be allowed except for extreme circumstances. If there is such a circumstance, get in touch with the instructor as soon as possible. Students must complete the course by the last official day of instruction as set forth in the academic calendar.

Icebreaker

All students are required to post a brief biography to the forum. This will be used as a confirmation of your participation in this class. Please give a short introduction to yourself that should include the items below. You can also ask questions of your classmates in an effort to get to know them. **(20 points)**

Items to include:

- Area in which you live
- If you presently have children, their ages
- Why you chose to take this class

- (Optional) Any story about your children you want to share (funny, exciting, nerve racking...)

Prior knowledge assessment

Fill in the chart attached to Lesson 1 detailing what you already know about the topics covered in this course, as well as what you would like to learn from the course. **(20 points)**

Weekly assignments

The course is broken into weekly lessons. Lectures will be provided for most lessons. It is recommended that you watch these before working through the reading or doing the assignments. The intent of the lectures is to provide background and to expound on the information that you will encounter in the rest of the lesson. Visuals and different teaching strategies will also be incorporated into the lectures to provide added instructional material.

Discussion forums

Students are expected to participate in class discussions by posting weekly comments and questions they might have on the discussion forum (see the link on the course webpage). Each week's lesson will include a discussion item or question to be answered. It is suggested that students wait until after completing the lecture and reading assignment(s) to post on the board so information from the lesson can be incorporated and discussed. In addition to your post, you will need to interact with at least two of your classmates by reflecting on their posts as well. The intent of this interaction is to encourage conversations that will give you another place for resources, ideas, and support. **(50 points collectively)**

Projects

Throughout the semester students will be given three projects to complete. Each project will come at the end of a group of related lessons. They will serve as a recap of the covered material and an opportunity for the student to demonstrate understanding of what was covered. These projects are intended to provide opportunities for students to make connections and relate ideas within the content for a higher level of critical thinking. Below is an overview of each project. More detailed instructions and rubrics for scoring the projects will be provided in the lessons well before the due dates. **(60 points each)**

Project 1: (due during Lesson 4)

Graphic Organizer:

- Use a picture of a group of children in the age range of newborn to 18 months old. This can be an actual photo, drawing, cut out from a magazine, or clip-art.
- Place the picture in the middle of a piece of paper.
- Use the space around the picture to summarize the development of children in this age range as well as give specific examples of how parents can aid the child in this stage through nutrition, exercise, attending to emotional needs, giving spiritual guidance and foster essential skills such as communicating and focus/self-control.
- Include some non-examples and label them as such (examples that can hinder development during this stage).

A written summary and personal reflection of the concepts covered will accompany the graphic organizer.

Project 2: (due during Lesson 9)

Workshop Presentation:

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You have been asked to present information to a group of parents at a workshop in your area. The workshop is for parents who have a child in the age range of 18 months to 3 years old. The organizer of the workshop would like you to share information with the parents about the growth and development of their children and what types of things they can do as parents to foster positive growth in these areas.

The information should include:

- a summary of what is going on with the child's body at this stage
- how the parent can aid the child in this stage through nutrition, exercise, attending to emotional needs, giving spiritual guidance
- how the parent can foster essential skills at this age such as perspective taking and taking on challenges
- an explanation of how different parenting styles can help or hinder at this age

The information can be presented in your choice of (choose 1 way to present your material):

- brochure (or other type of hand-out material)
- PowerPoint
- Prezi presentation
- video
- a text version of the speech you would give

Project 3: (due during Lesson 13)

Visual Representation:

Make a visual representation of children in the age range of 3 to 6 years old. This can be a collection of photographs, clip-art images, cut-outs from magazines, or drawings. Each image should contain a caption explaining why it is included in the collage. A written summary and personal reflection of the concepts covered will accompany the visual representation

Images should demonstrate:

- what is going on with the child's body at this stage
- what children require at this stage in areas such as nutrition, exercise emotional needs, spiritual guidance
- how the parent can foster essential skills at this age, such as making connections and encouraging self-directed learning
- how different styles can help or hinder at this age

Quizzes and examinations

Quizzes: There will be three quizzes throughout the semester. Each will be over specified lessons. These will be open book/notes. **(30 points each)**

Quiz 1: (Covers lessons 1-5)

Quiz 2: (Covers lessons 6-9)

Quiz 3: (Covers lessons 10-15)

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Examinations: There will be one exam at the end of the course. This exam will be cumulative over all material covered in the lessons. Questions will be similar to those found on the 3 quizzes. This exam will be open book/notes. **(100 points)**

Grading

A course grade will be determined based on the number of points a student has earned over the semester as follows:

Summary of Course Requirements	Point Value		Letter Grade	Total Points
Icebreaker	20			
Prior Knowledge Assessment	20		A	409 or more points
Three Projects (60 points each)	180		B	358-408 points
Three Quizzes (30 points each)	90		C	307-357 points
Class participation and forum posts	50		D	256-366 points
Final Exam	100		F	255 points or below
Total	460			

Academic Irregularity

Students have the responsibility for conducting themselves in such a manner as to avoid any suspicion that they are improperly giving or receiving aid on any assignment or examination. An academic irregularity not only includes cheating, but also includes plagiarism (taking another's ideas and/or words and presenting them as if they were the writer's own) and the submitting of the same paper in separate courses without prior consent from the faculty members concerned.

In cases of suspected academic irregularity, faculty members may refuse to grade such papers or examinations, completely or in part, and to record each of them as a failure. If an academic irregularity is sufficiently serious, the University may take one or more of, but not limited to, the following actions:

1. Drop the student from the course with a grade of F;
2. Place the student on academic probation; and/or
3. Dismiss the student from the University.

Course Outline

COURSE TOPICS AND ASSIGNMENTS:

Week	Topics	Assignments
1	Lesson 1 Introduction, Review Course Requirements	Icebreaker, Forum Post Prior Knowledge Assessment
2	Lesson 2 Overview of Child Development Stage 1 (birth to age 18 months): growth, grain development, nutrition, emotional development, language development, spiritual development	Forum Post
3	Lesson 3 Essential Life Skill: Communicating	Forum Post
4	Lesson 4 Essential Life Skill: Focus/Self-Control	Forum Post Project 1
5	Lesson 5 Recap of Lessons 2-4 Development and Parental Roles from Birth to 18 Months	Form Post Quiz 1
6	Lesson 6 Overview of Child Development Stage 2 (18 months-36 months): growth, brain development, nutrition, emotional development, language development, spiritual development	Forum Post
7	Lesson 7 Essential Life Skill: Perspective Taking	Forum Post
8	Lesson 8 Essential Life Skill" Taking on Challenges	Forum Post
9	Lesson 9 Recap of Lessons 6-8 Development of Parental Roles from 18 Months to 36 Months	Forum Post Quiz 2
10	Lesson 10 Overview of Child Development Stage 3 (36 months – 6 years): growth, brain	Forum Post

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Week	Topics	Assignments
	development, nutrition, emotional development, language development, spiritual development	
11	Lesson 11 Essential Life Skill: Making Connections	Forum Post
12	Lesson 12 Essential Life Skill: Self Directed Engaged Learning	Forum Post
13	Lesson 13 Recap of Lessons 10-12 Development and Parental Roles from 36 Months to 6 Years	Forum Post Project 3
14	Lesson 14 Overview of Child Development Stage 4 (6 years – 10 years): growth, brain development, nutrition, emotional development, language development, spiritual development	Forum Post
15	Lesson 15 Essential Life Skill: Critical Thinking	Forum Post Quiz 3
16	Lesson 16 Recap of Lessons 14-15 Development of Parental Roles from 6 Years to 10 Years	Forum Post