

Vanguard University  
*Early Childhood Education*

**CHILD GROWTH AND DEVELOPMENT**  
**ECED 101**

Student Syllabus

# Vanguard University's Educational Targets & Goals

## **Intellectual Engagement**

Students will . . .

- learn to think critically and evaluate evidence rationally.
- acquire and continue to use skills for learning.
- utilize research methods for the expansion of knowledge and problem solving.
- integrate learning with Christian faith and living, and develop the ability to communicate the fruits of learning and research clearly and effectively.

## **Spiritual Formation**

Students will . . .

- understand Christian existence as a journey that integrates human experience with personal faith.
- gain an appreciation for the value of participation in communities of believers.
- develop and maintain a biblically based and theologically sound Christian lifestyle of personal and social responsibility.

## **Professional Excellence**

Students will . . .

- understand current theories and practices in their respective academic disciplines in the context of the liberal arts and sciences.
- develop lifelong skills for communicating and performing professionally.
- achieve technological competence in acquiring and processing information.
- acquire interpersonal ability to work harmoniously with others, and internalize a strong sense of professional ethics.

## **Aesthetic Expression**

Students will . . .

- understand various sources of aesthetic sensitivity and expression as inherent human endowments and part of God's creation.
- gain an awareness, understanding, appreciation, and expression of the fine arts.
- develop interpretive frameworks of aesthetic truths and values for personal wholeness and community enrichment.

## **Responsible Stewardship**

Students will . . .

- adopt a lifestyle of personal health and well-being,
- appreciate the value of family and other meaningful relationships,
- exhibit the responsibilities of citizenship in society,
- gain a global outlook in caring for the environment, in promoting social justice and economic empowerment, and
- promote the church's mission through community service.

## **Sociocultural Responsiveness**

Students will . . .

- demonstrate a capacity to challenge personal prejudices, appreciate cultural diversity, and learn from other cultures.
  - develop a commitment to pursue peace, justice, and reconciliation in a pluralistic society
  - celebrate the differences of race, ethnicity, gender, and age within the biblical vision of inclusiveness and the equal value of all people.
- other professionals to promote children's positive development and to support their families.

## **Early Childhood Education Student Learning Outcomes**

### **Student Learning Outcomes – BA Degree, Early Childhood Education**

#### ***Standard 1. Promoting Child Development and Learning***

Students prepared in the Bachelor of Arts degree program will build a research-based understanding of child development in the context of a Biblical worldview of early education. They will apply their understanding and knowledge of the young learner's characteristics, abilities, and interacting influences on children's development. Students strategically promote environments for young children that reflect diverse teaching focused on maximized learning, healthy development, and loving relationships in a Christ-centered learning environment.

*“And Jesus grew in wisdom and stature and in favor with God and man.” Luke 2:52*

1a: Demonstrate a research-based knowledge and understanding of young children's abilities and characteristics in all domains of development from the perspective of a Biblical worldview.

1b: Understand the interacting influences on children's development and strategically apply research-based, Biblically-grounded knowledge of child development to create environments that maximize learning, caring, and healthy development to meet the needs of each child.

#### ***Standard 2. Building Family and Community Relationships***

Students prepared in the Bachelor of Arts degree program understand and support the parents' God-given role as their children's primary educator. They develop reciprocal, respectful, and responsive relationships with parents and families, partnering together to meet the spiritual and educational needs of the children being served. They use God's Word and research-based knowledge of family dynamics and diversity to build relationships and to provide support, helping to meet the unique needs of each child and family. Students demonstrate an understanding and respect for the God-given role of the family and the cultural context that impact the child's development and learning at home and at school. They introduce families to the Church community and other community resources to provide support and spiritual guidance.

*“These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up.” Deuteronomy 6:6-7*

2a: Understand and know how to support parents' God-given roles as the primary educators of their children and to partner with parents and families in meeting their children's spiritual and educational needs.

2b: Know, understand, and apply skills to access Church and community resources, and to serve as an advocate for the children and their families.

2c: Exhibit a research-based knowledge of family dynamics and diversity through implementing practices that are respectful and responsive, and integrating a Biblical vision of inclusiveness and God's love for all people.

### ***Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families***

Students prepared in the Bachelor of Arts degree program demonstrate understanding and application of systematic observation, documentation, and assessment as central to their practice and to positively influence the development of every child uniquely created by God. They use developmentally effective observation, documentation, and assessment to inform and adjust instructional strategies to promote positive student-based outcomes. Data gathered through ongoing observations, documentation, and assessments are effectively communicated to parents and other professionals to support the family and child.

*"And we pray this in order that you may live a life worthy of the Lord and may please him in every way: bearing fruit in every good work, growing in the knowledge of God."*  
*Colossians 1:10*

3a: Demonstrate the knowledge and skills necessary to implement a variety of observation, documentation, and assessment strategies to measure a child's progress in relation to stated goals and outcomes with understanding and appreciation for each child being uniquely created by God.

3b: Understand and use systematic assessment to adjust instructional strategies to promote positive student-based outcomes.

3c: Utilize observation, documentation, and assessment to partner with parents and other professionals to promote children's positive development and to support their families.

### ***Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families***

Students prepared in the Bachelor of Arts degree program understand the unique characteristics and needs of young children and are able to create developmentally effective environments that engage children in challenging learning experiences and promote healthy development in all domains. They understand and apply their understanding to implement a developmentally effective, relationship-based approach with children and families to promote children's learning and development from a Biblical worldview, giving evidence of Christ's love for each child and family.

*"But it is the spirit in a man, the breath of the Almighty that gives him understanding."*  
*Job 32:8*

Developmentally effective approaches to teaching/learning in early childhood settings include:

- Supporting reading and linguistic skills
- Developing goals and planning developmentally effective strategies for promoting positive outcomes for each domain of development, initiating teachable moments
- Engaging children's interests through scaffolding that is outcome-directed
- Exposing children to culturally diverse materials and activities
- Fostering play experiences that engage children in social interaction
- Encouraging behavior that honors God and children, and gives appropriate guidance
- Using technology to support learning
- Individualizing instruction to accommodate diverse needs

4a: Demonstrate knowledge, skills, and dispositions in developing positive relationships and supportive interactions with young children and their families through a relationship-based approach that gives evidence of Christ's love.

4b: Understand, evaluate, and use the knowledge of theories, developmental stages, and teaching strategies through a Biblical worldview to implement developmentally effective, research-based approaches to positively impact children's learning and development.

4c: Know and implement developmentally effective adaptations for individual children with diverse needs to promote learning and healthy development.

### ***Standard 5. Using Content Knowledge to Build Meaningful Curriculum***

Students prepared in the Bachelor of Arts degree program utilize their knowledge and understanding to build and implement meaningful curriculum to promote positive outcomes related to all domains of development in each content area. Students integrate academic disciplines and content areas with inquiry tools and resources to create developmentally effective meaningful curriculum to promote positive development and growth in each domain.

Students utilize assessment to evaluate curricula to meet the needs of all children and to honor each child's God-given uniqueness.

*"I give you sound learning, so do not forsake my teaching." Proverbs 4:2*

The early childhood curriculum includes learning outcomes, activities, and assessment addressing all domains of development in the following academic disciplines and content areas:

- Bible
- Language and literacy
- Creative learning: art, music, creative movement, dramatic play and visual arts
- Mathematics
- Science and discovery
- Health and safety
- Social studies
- Technology

5a: Know and understand how to build and implement meaningful curricula for young children addressing all domains of development and academic disciplines to promote positive learning and development of the whole child.

5b: Integrate the academic disciplines and content areas with inquiry tools and resources to create a Christ-centered, developmentally effective, hands-on learning environment for all young children.

5c: Utilize assessment and feedback from stakeholders to evaluate and implement the most effective curricula that will meet the needs of all children, honoring each child's God-given uniqueness.

### ***Standard 6. Becoming a Professional***

Students prepared in the Bachelor of Arts degree program identify themselves as early childhood specialists and conduct themselves with professional integrity that seeks to make decisions that are in the best interest of children in accordance with Biblical principles. They demonstrate Christ-like behavior, honoring young children and the institution of the family. As life-long learners, they seek out professional growth and continuing educational opportunities. They use their knowledge to contribute to the field of early childhood education through advocacy, research, training, and mentoring for the benefit of the children for the glory of God.

*Throw yourself into your tasks so that everyone will see your progress. Keep a close watch on how you live and on your teaching. Stay true to what is right. 1 Timothy 4:15-16*

6a: identify themselves as early education specialists and conduct themselves with integrity in accordance with Biblical principles and in the best interest of the children.

6b: Understand and demonstrate Christ-like behavior that honors young children and the institution of the family.

6c: Seek out life-long learning and professional growth opportunities.

6d: Use their knowledge to contribute to the field of early childhood education through advocacy, research, training, and mentoring to benefit children and to glorify God.

## **Supporting Skills – BA Degree, Early Childhood Education**

### ***Vanguard University Core Student Learning Outcomes***

1. Understand and develop a Biblical worldview informed by a Pentecostal perspective, integrating faith with learning.
2. Understand how to be an effective local, national, and global citizen, expanding knowledge of and respect for diverse cultures.
3. Develop effective, college-level, appropriate communication skills, focusing on writing in response to texts and on oral presentations.
4. Develop qualitative and quantitative critical thinking skills.
5. Establish a holistic view of health and living.
5. Develop foundational technology skills that allow one to locate information and to evaluate its integrity; understand the ethical uses of information.

## **Online Participation Policies & Procedures**

### **Online Participation:**

Due to the fact that this class is five weeks in duration, it is imperative that students participate each week through posting discussions. Each week students must respond to two questions with three full paragraphs including a minimum of four sentences each while integrating materials from the assigned readings, a Biblical worldview, and personal reflections. Students must then read a variety of student responses and respond to at least two other students per question for each week with a minimum of four complete sentences per response. See the discussion forum rubric also included in this syllabus. In addition to the discussion forum, there may be weekly quizzes, various assignments, required readings, projects, etc. Students must be responsible for adhering to the due dates of each assignment listed in this syllabus and on the course homepage. Students who are late in their assignments may receive a 10-point deduction for each hour they are late. Deadlines are 11:59 PM Pacific Time. It is important that students recognize that they must plan in advance to meet the scheduled deadline.

### **Grading Policy:**

Student grades are determined using the formula in this syllabus. Late assignments will receive a 10- point deduction per hour for every hour that they are late; and late discussion posts will not receive any points. It is very important that students understand that all graded activities (assignments, discussion forums, etc.) must be submitted. If any graded activity is not submitted, the student's grade will be lowered by one grade level regardless of total points earned. For example, if a student has earned 845 points by the start of the 5th week of class, but does not submit an assignment due in the last week of class, the student will receive a "C" grade instead of a "B" grade which would have been the grade for 845 points.

### **Expectations for Online Students:**

In this class, students are expected to use proper web course Netiquette (a word that is a combination of *Internet* and *etiquette*). This means that the students in this class will be courteous and use common sense while posting or emailing assignments or projects. If a student violates the netiquette code, he/she may be removed from the class!

The following rules apply to web etiquette for this class:

- The student is responsible for posting, attaching, and/or submitting his/her own work. Plagiarism will not be tolerated and will result in a failing grade.
- Avoid typing in all caps. In this class, typing in caps means that you're screaming or shouting.
- Avoid inserting pictures or colors to your postings or attachments unless the professor requires it. This increases the size of the file, and it is too difficult for some students to open large files.
- Treat the Discussion Forum as a serious communication tool. Post data that is relevant to the item up for discussion.

- Post directly to the Discussion Forum. Attachments are used for submitting assignments to the professor.
- The student is responsible for reading the Student Syllabus, all assigned readings, all emails, Discussion Forum postings, and announcements.
- The student is responsible for completing all assignments by the due dates.
- The student is responsible for completing all assignments regardless of computer problems. Consistent communication with the instructor is important
- Questions, comments, or concerns about this class should be directed to the professor via email.

**Expectations for research papers and/or projects:**

- All papers must have a title page that includes the student's name, name of project, school name, course title, date, and the instructor's name.
- All papers will have an introduction, body, conclusion, and references.
- All papers will be typed using Times New Roman 12-point font and **double-spaced**.
- All papers will be submitted no later than the due date according to the course calendar.
- Late assignments may not receive full points.
- All papers will be written in APA format with appropriate internal citations and a reference page at the end. (Please refer to the course homepage for examples).

**Expectations for posting in the Discussion Forum:**

- The student is responsible for posting an initial response to each of the two discussion items posted by the instructor each week.
- The student's initial post must be a *minimum* of three full paragraphs with four full sentences in each paragraph. (This is the minimum requirement and does not guarantee full credit.) The initial response should include evidence of text reading, as well as personal opinion and experience.
- Students must post the initial response to the instructor's prompt before reading and responding to other students' posts. The initial responses to the two discussion questions are due every Wednesday night.
- The student is responsible for reading other students' posts.
- In addition to the initial discussion question posts, the student is responsible for posting responses to their peers during the course of the week. The student must respond to a minimum of 2 classmates, per discussion question. Again, this is the minimum requirement, and full credit requires more than a minimal effort. Therefore, responding to more than 2 classmates, per discussion question, will ensure higher point value.
- Responses to other students must contain a *minimum* of one paragraph with four full sentences.
- No credit will be given for simply agreeing, liking, or approving other students' posts.
- Statements such as, "Good job, nice post, etc.," are welcome, but are not considered point worthy.

- Responses to others should be encouraging and should stimulate more discussion from others.
- At the end of each week, the instructor will post a wrap up of the week's discussions. The student is responsible for reading the Weekly Wrap Up and for posting a three paragraph response in the Wrap Up section of the discussion forum. The Wrap-Up will be visible on Monday following each week's discussion. Students must read the wrap up and respond by the following Wednesday. Wrap up responses are an important aspect to the discussion portion of this class.

**Expectations for Assignments:**

- All assignments must have a title page that includes the student's name, name of project, school name, course title, date, and the professor's name.
- All essays and research papers will be typed using Times New Roman 12-point font and double-spaced.
- All assignments will be submitted no later than the due date according to the course calendar. Online students must email their assignments on time regardless of computer problems.
- Late assignments will receive a 10- point deduction for each hour that they are late.
- Professors may extend due dates in some instances. The student must contact the professor to request an alternate due date. This will be granted on a case by case basis and only with valid proof of extreme circumstances affecting the student.
- Student work must be original. When using ideas or material from another author, interviewee, or co-worker please cite references giving proper credit to the person for his or her original idea.
- Students are encouraged to integrate and synthesize ideas from the text readings, Bible, and supplemental materials when appropriate for full points.
- All papers will be written in APA format with appropriate internal citations and a list of references at the end. (Please refer to the course homepage for examples).
- All assignments must also be submitted to Turn-It-In (See Turn-It-In section)

**COURSE DESCRIPTION**

This course covers the study of social, emotional, intellectual, physical, creative, and spiritual areas of development from conception through middle childhood with an emphasis on the preschool years. Theories of development are studied along with the various stages of growth. These concepts will be presented from a Biblical perspective.

## LEARNING OUTCOMES

Students will:

- define the basic facts and research findings, terminology, principles, and theories important in the field of child development.
- critically examine the major systems and theories of childhood development formulating a number of working hypotheses on childhood behavior.
- analyze the empirical research and terminology related to childhood development.
- articulate in writing the descriptive function of child psychological theories, the psychodynamics underlying child behavior, the development of children over time, the risks and opportunities faced by the developing child, the cultural context of children's behavior and the research conducted in the field of child development.
- compare and contrast the interaction between genetic and environmental influences on human development.
- demonstrate a basic knowledge of cognitive, emotional, spiritual, physical, and social development from conception through middle childhood.
- integrate developmental theory and the Christian worldview into their everyday life as adults, parents and educators.
- analyze child development as an integrated process in which development in any one domain may affect development in other domains.
- describe how current brain research impacts knowledge of growth and development.
- derive a Biblical worldview as it relates to the field of child development

## TEXTS AND MATERIALS

### Required Text:

**Required Texts:** Berk, Laura E. (2012). *Infants and Children: Prenatal Through Middle Childhood*. 7/e. Boston, MA: Allyn & Bacon

Keeler, Debbi. (2007). *Open Hearts Open Doors*. Kingdom Early Education.

### Resources

#### **Recommended Early Education Websites:**

- The National Resource Center for Health and Safety in Child Care  
<http://www.healthykids.us>
- Center for Nutrition Policy and Promotion  
[WWW.USDA.GOV/CNPP/](http://WWW.USDA.GOV/CNPP/)

- **Zero to Three**  
<http://www.nccc.org/Child.Dev/ages.stages.5y.html>
- **National Association for the Education of Young Children**  
<http://www.naeyc.org>
- **Google Scholar**  
<http://scholar.google.com>

**Recommended Websites for Bible resources:**

- Bible Gateway – a searchable online Bible resource  
<http://www.biblegateway.com>
- Crosswalk.com – a resource of devotional materials and another searchable online Bible  
<http://www.crosswalk.com>
- Blue Letter Bible – a searchable Bible by key word or verse in several translations  
<http://www.blueletterbible.org>

**STUDENT EVALUATION**

Students in this course will be evaluated by the University's 4.0 grading system. You should refer to the Student Handbook for further details on the grading system.

Assignment/Grading	Points	Date Due
Quizzes	250 points	Weeks 1-5
Theory of Child Development	100 points	Week 2
Bronfenbrenner's Ecological Systems		
Theory Paper	125 points	Week 3
Brain Development Research Paper	125 points	Week 4
Observation & Assessment	100 points	Week 5
Discussion Participation	300 points	Weeks 1-5

**TOTAL POINTS:** 100% = 1000 points

### VANGUARD UNIVERSITY'S GRADING SYSTEM

Percentages	Points	Grade	Significance	GPA
93-100%	930-1000	A	Exceptional	4.00
90-92.9%	900-929	A-		3.67
87-89.9%	870-899	B+	Above Average	3.33
83-86.9%	830-869	B		3.00
80-82.9%	800-829	B-		2.67
77-79.9%	770-799	C+	Average	2.33
73-76.9%	730-769	C		2.00
70-72.9%	700-729	C-		1.67
67-69.9%	670-699	D+	Below Average	1.33
63-66.9%	630-669	D		1.00
60-62.9%	600-629	D-		0.67
00-59.9%	000-599	F	Failure	0.00

### STUDENT ASSIGNMENTS

## **WEEK ONE**

- Introduce yourself to the class & Instructor in the Discussion Forum found in the welcome block on your course homepage
- Familiarize yourself with the online course
- How to Submit an Assignment
- Confirmation of Course Syllabus
- Text reading: Chapter 1
- Week One Quiz
- Discussion Forum
- Review the Power Points for this week's chapter

## **WEEK TWO**

- Text reading: Chapters 2, 3, & 4 Open Hearts Open Doors 15-17
- Week Two Quiz
- Discussion Forum
- Theory of Child Development Paper
- Review the Power Points for this week's chapters

## **WEEK THREE**

- Text reading: Chapters 5, 6, & 7
- Week Three Quiz
- Discussion Forum
- Bronfenbrenner's Ecological Systems Theory Paper
- Review the Power Points for this week's chapters

## **WEEK FOUR**

- Text reading: Chapters 8, 9, & 10
- Week Four Quiz
- Discussion Forum
- Brain Research Paper
- Review the Power Points for this week's chapters

## **WEEK FIVE**

- Text reading: Chapters 11, 12, & 13
- Week Five Quiz
- Discussion Forum
- Observation and Assessment
- Review the Power Points for this week's chapters

**Expectations for posting in the Discussion Forum:**

- The student is responsible for posting an initial response to each of the two discussion items posted by the instructor each week.
- The student's initial post must be a *minimum* of three full paragraphs with four full sentences in each paragraph. (This is the minimum requirement and does not guarantee full credit.) The initial response should include evidence of text reading, as well as personal opinion and experience.
- Students must post the initial response to the instructor's prompt before reading and responding to other students' posts. The initial responses to the two discussion questions are due every Wednesday night.
- The student is responsible for reading other students' posts.
- In addition to the initial discussion question posts, the student is responsible for posting responses to their peers during the course of the week. The student must respond to a minimum of 2 classmates, per discussion question. Again, this is the minimum requirement, and full credit requires more than a minimal effort. Therefore, responding to more than 2 classmates, per discussion question, will ensure higher point value.
- Responses to other students must contain a *minimum* of one paragraph with four full sentences.
- No credit will be given for simply agreeing, liking, or approving other students' posts.
- Statements such as, "Good job, nice post, etc.," are welcome, but are not considered point worthy.
- Responses to others should be encouraging and should stimulate more discussion from others.
- At the end of each week, the instructor will post a wrap up of the week's discussions. The student is responsible for reading the Weekly Wrap Up and for posting a three paragraph response in the Wrap Up section of the discussion forum. The Wrap-Up will be visible on Monday following each week's discussion. Students must read the wrap up and respond by the following Wednesday. Wrap up responses are an important aspect to the discussion portion of this class.

## Discussion Forum Grading Rubric

### Initial Discussion Responses

	<b>Superior</b>	<b>Good</b>	<b>Does Not Meet Expectations</b>	<b>Total Points</b>
<b>Formation According to Guidelines</b>	Exceeds requirement of three full paragraphs including a minimum of four sentences each.	Meets minimum requirement of three full paragraphs including a minimum of four sentences each.	Does not meet minimum requirement of three full paragraphs including a minimum of four sentences each.	0-3 Points
<b>Integration of Material</b>	Exceeds requirement for integrating material from the assigned readings.	Meets minimum requirement for integrating material from the assigned readings.	Does not meet minimum requirement for integrating material from the assigned readings.	0-3 Points
<b>Integration of Biblical Worldview</b>	Exceeds requirement for integration of Biblical worldview that utilizes scripture.	Meets minimum requirement for integration of Biblical worldview that utilizes scripture.	Does not meet requirement for integration of Biblical worldview that utilizes scripture.	0-3 Points
<b>Personalized Application and Reflection</b>	Exceeds requirement for personal application and reflections.	Meets minimum requirement for personal application and reflections.	Does not meet requirement for personal application and reflections.	0-3 Points
				Total Points:

## Student to Student Response

	<b>Superior</b>	<b>Good</b>	<b>Does Not Meet Expectations</b>	<b>Total Points</b>
<b>Formation According to Guidelines</b>	Exceeds requirement of one full paragraph including a minimum of four sentences to more than two students. Provides posts over a 2-3 day time span.	Meets minimum requirement of one full paragraph including a minimum of four sentences to two students. Provides posts over a 1-2 day time span.	Does not meet minimum requirement of one full paragraph including a minimum of four sentences to two students. Provides posts over a 1 day time span.	0-2 Points
<b>Insightful Reflection on Posts of Others</b>	Exceeds requirement for providing insightful reflections on posts of others.	Meets minimum requirement for providing insightful reflections on posts of others.	Does not meet minimum requirement for providing insightful reflections on posts of others.	0-2 Points
<b>Builds on Ideas of Others and Integrates Biblical Worldview With Scripture</b>	Exceeds requirement for building on ideas of others and integrating a Biblical worldview that utilizes scripture.	Meets minimum requirement for integration of Biblical worldview that utilizes scripture.	Does not meet requirement for integration of Biblical worldview that utilizes scripture.	0-2 Points
				Total Points:

## Wrap Up Response

	<b>Superior</b>	<b>Good</b>	<b>Does Not Meet Expectations</b>	<b>Total Points</b>
<b>Formation According to Guidelines</b>	Exceeds requirement of three full paragraphs including a minimum of four sentences each.	Meets minimum requirement of three full paragraphs including a minimum of four sentences each.	Does not meet minimum requirement of three full paragraphs including a minimum of four sentences each.	0-4 Points
<b>Integration of Personal Reflection with Instructor's Thoughts</b>	Exceeds requirement for integrating personal reflections with the instructor's final thoughts.	Meets minimum requirement for integrating personal reflections with the instructor's final thoughts.	Does not meet minimum requirement for integrating personal reflections with the instructor's final thoughts.	0-4 Points
<b>Integration of Biblical Worldview</b>	Exceeds requirement for integration of Biblical worldview that utilizes scripture.	Meets minimum requirement for integration of Biblical worldview that utilizes scripture.	Does not meet requirement for integration of Biblical worldview that utilizes scripture.	0-4 Points
				<b>Total Points:</b>

## **Plagiarism/Cheating/Academic Dishonesty**

Plagiarism/cheating/copying others' work is a serious issue and will not be tolerated! Students are responsible for posting, attaching, and/or submitting their own work. Plagiarism/cheating can result in a failing grade for assignments and/or the entire class grade. If a student suspects that his/her work, e.g., discussions, have been plagiarized by another student, the instructor should immediately be contacted via email so action can be taken.

In addition to submitting your assignments to your instructor through Moodle, all assignments must also be submitted to Turn It In – a plagiarism prevention tool. The Turn It In link and instructions can be found on your course homepage.

Students are responsible for posting, attaching, and/or submitting their own work. For more on what is and what is not plagiarism visit:

[http://www.turnitin.com/research\\_site/e\\_home.html](http://www.turnitin.com/research_site/e_home.html)

### **Directions for www.turnitin.com submissions**

Please note that you will need to submit each of your assignments twice. You will see each assignment listed twice on your homepage – once for Turn It In and once for Moodle. The assignment for Turn It In will have “Turn It In” in the name of the assignment. Please see the instructions below for submitting to www.turnitin.com

### **Submitting an Assignment to Turn It In:**

- Click the link to the assignment identified with Turn It In on our class homepage
- Click *submit*
- The first time you will need to accept a User Agreement; please click on “I agree...”
- You will then see the assignment submission page; click on the box with a **green cross** under the column titled “Submit”
- On the next screen, you will see a drop-down menu under “Submit a paper by:” – please be sure to select “file upload”
- Complete the remaining blank fields with your first name, last name, and title of the assignment.
- Next click on “Browse” and select the paper you are submitting for the assignment you’re your computer.
- Click on “Submit”
- Click on “Submit Paper”
- You will have then successfully submitted your paper to Turn It In. To return to the class, you will see at the top of your screen an option to click on Return to: ECED **xxx (Your course name)**.

## Personal Theory of Child Development Paper (1a)

(100 Points)

After reviewing the major theoretical perspectives on child development in Chapter 1, formulate your own personal theory of child development. Prepare a 2-3 page paper describing your theory (an orderly, integrated set of statements that describes, explains and predicts behavior). Please save this assignment as your first name + last initial + Theory Paper. For Example, Susan Smith's assignment would read "SusanSTheoryPaper" Please copy and paste the rubric to the bottom of your paper. This paper should be submitted to both Moodle and Turn It In.

The paper should:

- Conform to the APA style guide. References are not required. However if they are used they must be cited in the paper and in a bibliography.
- Be a minimum of 2-3 pages in length and clearly articulate your unique, personal theory of child development including a discussion of the following questions:
  - How do you view the course of development – is it continuous or discontinuous?
  - Is there one course or many courses of development that would characterize all children?
  - Do genetic or environmental factors play a greater role in development?
- Include a well-written introduction and conclusion
- Integrate a Biblical worldview
- Discuss personal thoughts on how at least two of the major theories of child development inform the way you interact and/or teach children.
- Have a title Page (including student's name, name of project, school name, course title, date, and the professor's name) and is typed using Times New Roman font (12 point) and double-spaced

**Submit by 11:59pm (Pacific Time) on Sunday at the end of Week 2 through Moodle and also through Turn It In. Remember there will be a 10-point deduction for each hour it is late.**

	<b>Superior</b>	<b>Good</b>	<b>Does Not Meet Expectations</b>	<b>Total Points</b>
<b>Formation According to Guidelines</b>	Exceeds requirement of length, and APA format.	Meets minimum requirement of length, and APA format.	Does not meet minimum requirement of length, and APA format.	0-15 Points
<b>Integration of Material</b>	Exceeds requirement for content and required elements.	Meets minimum requirement for content and required elements.	Does not meet requirement for content and required elements.	0-55 Points
<b>Integration of Biblical Worldview</b>	Exceeds requirement for integration of Biblical worldview that utilizes scripture.	Meets minimum requirement for integration of Biblical worldview that utilizes scripture.	Does not meet minimum requirement for integration of Biblical worldview that utilizes scripture.	0-10Points
<b>Personalized Application and Reflection</b>	Exceeds requirement for personal application and reflections.	Meets minimum requirement for personal application and reflections.	Does not meet requirement for personal application and reflections.	0-20 Points
				<b>Total Points:</b>

## **Bronfenbrenner's Ecological Systems Theory Paper (125 Points) (4b)**

After reviewing the Ecological Systems Theory on pages 25-27 in the text describe each system. Use the subject index found at the end of the text to find specific examples in the text of how the environment influences each domain of the child's development. These examples should come from various places in the text. The examples presented on pages 25-27 will not count. The purpose is to relate the Ecological Systems theory to further information. Then use the subject index to find one environmental influence to discuss in relation to this theory. Please save this assignment as your first name + last initial + Bronfenbrenner Paper. For Example, Susan Smith's assignment would read "SusanSBronfenbrennerPaper" Please copy and paste this rubric to the bottom of your paper. This paper should be submitted to both Moodle and Turn It In.

The paper should:

- Conform to the APA style guide. Cite direct quotes and paraphrases in APA format in the paper. Cite the text in a bibliography.
- Be a minimum of four pages in length and well written using proper grammar, punctuation, and spelling
- Clearly articulate the following about the theory:
  - The basic tenets of this theory and brief description of each system
  - The influence of the environment on each domain of the child's development (cognitive, physical, social/emotional): includes specific examples from the text for each domain. The examples must come from various places in the text. There should be one example per domain for a total of 3 examples. Use the subject index to help find examples.
  - The relevance of this theory in helping you assess one present day environmental influence such as divorce, maternal employment, single parent families, the Internet, grandparents as primary caregivers, television, or obesity on the growing child: Use the text to support your discussion

Include a well written introduction and conclusion (including your assessment of the validity of this theory)

- Integrate a Biblical worldview
- Have a Title Page (including student's name, name of project, school name, course title, date, and the professor's name) and is typed using Times New Roman font (12-point) and double spaced

Submit by 11:59pm (Pacific Time) on Sunday at the end of Week 3 through Moodle and also through Turn It In. Remember there will be a **10-point deduction for each hour it is late**

	<b>Superior</b>	<b>Good</b>	<b>Does Not Meet Expectations</b>	<b>Total Points</b>
<b>Formation According to Guidelines</b>	Exceeds requirement of length, and APA format.	Meets minimum requirement of length, and APA format.	Does not meet minimum requirement of length, and APA format.	0-20Points
<b>Integration of Material</b>	Exceeds requirement for content and required elements.	Meets minimum requirement for content and required elements.	Does not meet requirement for content and required elements.	0-70 Points
<b>Integration of Biblical Worldview</b>	Exceeds requirement for integration of Biblical worldview that utilizes scripture.	Meets minimum requirement for integration of Biblical worldview that utilizes scripture.	Does not meet minimum requirement for integration of Biblical worldview that utilizes scripture.	0-20 Points
<b>Personalized Application and Reflection</b>	Exceeds requirement for personal application and reflections.	Meets minimum requirement for personal application and reflections.	Does not meet requirement for personal application and reflections.	0-15Points
				Total Points:

## **Brain Development Research Paper (125 Points) (1b)**

After reading the four specified articles on brain development in infants and/or young children found in Eric Database write a four-page paper discussing what each of the articles reveal about brain development. Cite specific information from the articles to support your thinking. At least three key points in each article for a total of twelve points should be discussed. Then discuss practical application to the field of early education and how this would affect you as an early educator. Three of the articles are a bit lengthy. You may want to get started on the reading early. Please save this assignment as your first name + last initial + Brain Paper. For Example, Susan Smith's assignment would read "SusanSBrainPaper" Please copy and paste this rubric to the bottom of your paper. This paper should be submitted to both Moodle and Turn It In.

### **How to Find the Articles**

1. Look at week four under the weekly outline. The last item is Eric Database. Click on this.
2. Look under search in. Click on Eric #
3. Then enter the number for the article in search term (Do not enter the article title)
4. Then click search
5. The article will appear. Make sure the titles match. Then click full text.

### **Articles**

1. Eric # ED417801 Birth to Kindergarten the Importance of the Early Years a Comprehensive Review of the Literature and a Series of Policy Options for Early Childhood Intervention in a Response to a Request by Senator Dede Alpert.
2. Eric # ED405123 Starting Smart: How Early Experiences Affect Brain Development: An Ounce of Prevention Fund Paper.
3. Eric # ED467320 Brain Development in Early Childhood Building Community Systems for Young Children.
4. Eric # ED427845 Neuroscience, Play, and Child Development.

The paper should:

- Conform to the APA style guide. Cite references in APA format in both the paper and bibliography.
- Be a minimum of four pages in length and be well written using proper grammar, punctuation, and spelling

- Clearly discuss the following:
  - What does each of these four articles reveal about brain development in infants and/or young children? Cite specific information from the articles to support your thinking.
  - What are some practical applications to the field of early education?
  - How would this affect you as an early educator?

Include a well written introduction and conclusion

- Integrate a Biblical worldview
- Have a Title Page (including student’s name, name of project, school name, course title, date, and the professor’s name) and is typed using Times New Roman font (12-point) and double spaced

**Submit by 11:59pm (Pacific Time) on Sunday at the end of Week 4 through Moodle and also through Turn It In. Remember there will be a 10-point deduction for each hour it is late.**

	<b>Superior</b>	<b>Good</b>	<b>Does Not Meet Expectations</b>	<b>Total Points</b>
<b>Formation According to Guidelines</b>	Exceeds requirement of length, and APA format.	Meets minimum requirement of length, and APA format.	Does not meet minimum requirement of length, and APA format.	0-20 Points
<b>Integration of Material</b>	Exceeds requirement for content and required elements.	Meets minimum requirement for content and required elements.	Does not meet requirement for content and required elements.	0-70Points
<b>Integration of Biblical Worldview</b>	Exceeds requirement for integration of Biblical worldview that utilizes scripture.	Meets minimum requirement for integration of Biblical worldview that utilizes scripture.	Does not meet minimum requirement for integration of Biblical worldview that utilizes scripture.	0-20 Points
<b>Personalized Application and Reflection</b>	Exceeds requirement for personal application and reflections.	Meets minimum requirement for personal application and reflections.	Does not meet requirement for personal application and reflections.	0-15Points
				<b>Total Points:</b>

## Observation & Assessment Paper (100 Points) (3a)

Using the assessment tools found in the assignment area do a 45-minute observation and assessment of each child (a 3-year-old and 4-year-old, either gender). These children must be observed in a preschool setting. You will use the tools provided to help you evaluate the children you observe; please submit the completed forms along with your paper. During the observation your job is to watch and take note rather than interacting with the children. Then describe in detail everything you saw and heard. Watching children without interacting helps teachers focus and think about what the child is doing. Please copy and paste this rubric to the bottom of your paper. This paper should be submitted to both Moodle and Turn It In.

Please save this assignment as your first name + last initial + Observation Paper. For Example, Susan Smith's assignment would read SusanSObservationPaper"

The paper should

- Conform to the APA style guide and be typed using Times New Roman font (12-point) and double-spaced. References are not required however, if they are used they must be cited in APA format in both the paper and bibliography.
- Be a minimum of four pages in length
- Be well written using proper grammar, punctuation, and spelling
- Clearly articulate the following:
  - a summary of each observation
  - personal comments applying your past weeks' research, readings from the text, and discussion materials to your observations and assessment

Include a well-written introduction and conclusion

- Integrate a Biblical worldview
- Have a title Page (including student's name, name of project, school name, course title, date, and the professor's name **and the name of the school, address, phone number, and contact person where the observation occurred**)
- Include completed observation forms at the end of the paper

Submit by 11:59pm (Pacific Time) on Sunday at the end of Week 5 through Moodle and also through Turn It In. Remember there will be a **10-point deduction for each hour it is late.**

	<b>Superior</b>	<b>Good</b>	<b>Does Not Meet Expectations</b>	<b>Total Points</b>
<b>Formation According to Guidelines</b>	Exceeds requirement of length, and APA format.	Meets minimum requirement of length, and APA format.	Does not meet minimum requirement of length, and APA format.	0-15 Points
<b>Integration of Material</b>	Exceeds requirement for content and required elements.	Meets minimum requirement for content and required elements.	Does not meet requirement for content and required elements.	0-55 Points
<b>Integration of Biblical Worldview</b>	Exceeds requirement for integration of Biblical worldview that utilizes scripture.	Meets minimum requirement for integration of Biblical worldview that utilizes scripture.	Does not meet minimum requirement for integration of Biblical worldview that utilizes scripture.	0-10 Points
<b>Personalized Application and Reflection</b>	Exceeds requirement for personal application and reflections.	Meets minimum requirement for personal application and reflections.	Does not meet requirement for personal application and reflections.	0-20 Points
				Total Points: