



TECA-1354-388C3-FA2025

Child Growth and Development Fall 2025

Monday-Friday

2nd Period: 8:00-8:50 AM

Instructor: Annlyn Gunn, agunn@com.edu, 281-229-6589

Communicating with your instructor: ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means.

Office (Student) Hours & Location: Monday-Friday during Gator Time or by appointment.

Course Description: A study of the physical, emotional, social, language, and cognitive factors impacting growth and development of children through adolescence.

Course requirements (including description of any special projects or assignments):

- **Log into D2L at least three times a week** to check for Announcements and e-mail, to complete the weekly quiz, to post a discussion response to the weekly prompt, to review the Module Content, and to retrieve tools needed to complete course assignments and observations. You must monitor and respond to any and all assignments/discussions in D2L, within prescribed timelines, and you must monitor and respond to instructor-initiated e-mail within 3 calendar days. The instructor will likewise monitor and respond to COM e-mail within 2 calendar days. (This does not apply to weekends or during periods when COM is officially closed.) **Participate in all D2L activities in a professional manner. Complete with satisfactory evaluation and submit all assignments within the time limit prescribed by the instructor. Due to the online format for this course, assignments can be submitted as electronic copies.** Detailed descriptions of assignments and associated grading rubrics can be found in your D2L Course Menu in the “Assignments” link. Assignments and their due dates are indicated in the Semester Outline toward the end of this document but are subject to revision if circumstances dictate or if there is consensus among instructor and students. **See Makeup, Late Work, and Extra Credit Policies that follow.**
- **Maintain a quiz average of 50% or better.** Weekly quizzes will be administered through D2L, and students are responsible for taking quizzes within the date/time parameters indicated on the Semester Outline (at the end of this document). **COMPLETE A MINIMUM OF 16**
- **DOCUMENTED HOURS OF “LAB/FIELD EXPERIENCE” AS SPECIFIED BELOW.**

Child/Adult Study Requirements: For this project the student will use appropriate observation and documentation skills to purposefully collect and document assessment information about one child/teen. The student will apply knowledge of child growth, development, and learning to analyze assessment information. The student will then use that analysis to infer where the child is along a continuum of development, describe some of the possible influences that have impacted the child's/adult's growth and development, and describe possible scaffolding strategies to support the child's growth and development. This assignment consists of several parts designed to correlate with course content and to provide appropriate instructor feedback and support to students as they work through the project. All information regarding the child/adult and/or the child's/adult's family must be kept confidential. Do not use names – only gender, age, and general description may be used to identify the child.

Assignment Guidelines:

Students are expected to follow the school's guidelines and to represent the college responsibly and professionally. All instructions and forms related to the Theoretical Perspective and the Child Study Project can be found in Blackboard under the "Assignments" link. The following are guidelines you are expected to follow:

- First, and foremost, keep in mind that during these assignments you are expected to behave as a responsible College of the Mainland student and as an individual who is worthy to enter the teaching profession.
- Be prepared by bringing appropriate materials for documentation. You should take care to make your notes adhere to objective notations of what you observe. This will give you practice in making professionally objective anecdotal notations and will help you later to make more accurate reflective inferences/interpretations that can be supported with objective information.

Failure to follow these procedures can cause you to have points deducted from your assignment grades. The number of points deducted would be at the instructor's discretion, depending on the nature of the infraction and/or the frequency of the infraction. Also keep in mind that any violations of College of the Mainland Code of Conduct, whether on or off campus, will result in a referral to the Office for Student Conduct and may result in dismissal from this class

Classroom Conduct Policy:

College of the Mainland requires that students enrolled at COM be familiar with the Standards of Student Conduct, which can be found in the on-line Student Handbook. <https://www.com.edu/student-services/student-handbook..> Students are expected to be familiar with and abide by the Student Code of Conduct. Any violations of the Code of Conduct will result in a referral to the Dean of Students and may result in dismissal from this class.

Determination of Course Grade/Detailed Grading Formula (methods of evaluation to be employed to include a variety of means to evaluate student performance):

Quizzes	10%
Assignments, Discussions, Attendance	90%
Total	100%

Assignments and Special Projects:

Each major assignment and project have a detailed description that is located in the “Assignments” and “Content” tab on the Top Menu. Students should use the associated grading rubric for each assignment for specific content/format requirements. All assignments, projects, discussions will be turned in via D2L or in-person according to the instructor’s directions.

Assessment Methods:

Participation and Professionalism will be assessed using the Class Participation Record Keeping Form and the associated grading rubric which can be found in the “Course Forms” and “Assignment” folders on the Brightspace Course Menu.

Detailed Assignment/Project descriptions and associated grading rubrics for all other major assignments and projects are located in the “Assignment” folder on the Brightspace Course Menu as well.

Extra Credit:

Extra credit for the course may be earned by:

- • Completing the online course evaluation at the end of the course for bonus points toward you
- Portfolio
- score (40% of your course grade).
- Completing all online quizzes by the due dates indicated on the Semester Outline, which will earn additional points toward your quiz average (10% of your course grade).
- Completing all observations by the last due date indicated on the Semester Outline which will earn additional points toward your portfolio average (50% of your course grade)

Grading Scale:

College of the Mainland’s grading system is as follows:

A (90 - 100%)	=	Superior achievement of course objectives
B (80 - 89%)	=	Outstanding achievement of course objectives
C (70 - 79%)	=	Achievement of minimum objectives
D (60 - 69%)	=	Marginal achievement of course objectives
F (Below 60%)	=	Failure to achieve course objectives
I	=	A temporary grade given to indicate that, in the instructor's judgment, the student can complete the course objectives within a specified extension of time.

Make-Up Policy:

If a student misses an assignment or test due to an **emergency absence, or illness**, it is the student's responsibility to promptly arrange for make-up work. Parameters for make-up work will be made at the discretion of the instructor and may not be an option, depending on the circumstances, the student's high school accommodations will be followed. **Keep in mind, if you have not spoken to me and made arrangements for submission, the assignment, project, or quiz *WILL NOT be accepted*.** Do not expect the instructor to remind you.

Revised or Resubmitted Work:

Assignments and projects submitted on time may be revised and resubmitted if resubmitted within one week of the date the graded assignment/project was returned to the student.

For Field Experiences (if necessary): If for any reason you are unable to show up on an agreed upon date/time, contact the school in advance. Remember that the making and keeping of these arrangements is an indication of how you would perform as an employee of the school, so do not miss a scheduled observation except under emergency circumstances. Make alternative arrangements to complete the Field Experience as soon as possible.

Attendance Policy:

College of the Mainland does not allow a certain number of “cuts”; therefore, you must log in to this course at least three times a week. An absence from online session is the responsibility of the student and the student will receive a Participation Grade of 0 for that particular session. (This will negatively impact the participation and professionalism portion of the student’s final course grade.) Excessive absenteeism from online sessions and/or failure to keep up with D2L content/assignments will result in the student’s failure to accomplish the course learning outcomes and will result in a grade of “F” for the course.

Communicating with your instructor: ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means. (Faculty may add additional statement requiring monitoring and communication expectations via Brightspace or other LMS)

TECA 1354 Course Outline

Course Description: A study of the physical, emotional, social, language, and cognitive factors impacting growth and development of children through adolescence.

Academic Dishonesty:

Any incident of academic policy will be dealt with in accordance with college policy and Student Handbook. Academic dishonesty – such as cheating on exams – is an extremely serious offense and will result in a grade of zero on the exam and the student will be referred to the Office of Student Conduct for the appropriate discipline action.

Student Concerns: If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact Department Chair, Shinya Wakao at 409-933-8107 or swakao@com.edu.

Course outline:

TECA 1354 Course Outline

Course Description: A study of the physical, emotional, social, language, and cognitive factors impacting growth and development of children through adolescence.

Unit Title	Student Expectations	Suggested Instructional Days
1 st Nine Weeks: August 14 – October 9		
TECA 1354 Introduction/Syllabus Overview	<p>The student is expected to:</p> <ul style="list-style-type: none">Review the course syllabus, policies, and grading expectations for TECA 1354.Explain the purpose and objectives of the course.	3
Real Care Baby Preparation	<p>The student is expected to:</p> <ul style="list-style-type: none">Demonstrate correct operation and handling of the RealCare Baby simulator, following all safety and usage guidelines.Prepare necessary materials and complete check-in/check-out procedures for the RealCare Baby experience.Explain the purpose of the RealCare Baby simulation and how it connects to understanding child development and parenting responsibilities.Troubleshoot common issues with the RealCare Baby and seek assistance appropriately when needed.Reflect on the role of caregiving simulations in building empathy and awareness of child care demands.	5

1st Trimester of Pregnancy	<p>The student is expected to:</p> <ul style="list-style-type: none"> • Describe major fetal growth and developmental milestones that occur during the second trimester (weeks 4-12). • Explain the role of theories in understanding human development. • Describe theoretical perspectives regarding influences on human development throughout the lifespan. • Summarize how historical theories influence modern theories of human development. • Compare research methods commonly used to study human development. • Identify signs and stages of pregnancy. • Analyze appropriate medical care and good health practices prior to and during pregnancy. • Analyze the effect of environmental and hereditary factors on conception and fetal development, including prenatal brain development • Describe nutritional needs prior to and during pregnancy. 	10
2nd Trimester of Pregnancy	<p>The student is expected to:</p> <ul style="list-style-type: none"> • Describe major fetal growth and developmental milestones that occur during the second trimester (weeks 13-27). • Explain changes in fetal movement patterns, including the onset of quickening. • Discuss the development of fetal sensory systems, especially hearing. • Recognize maternal physical changes, including visible pregnancy, skin pigmentation changes, and breast changes. • Explain common second-trimester discomforts and their physiological causes. • Analyze the role of the anatomy ultrasound in assessing fetal health and development. • Interpret the significance of gestational diabetes screening and other routine prenatal assessments in the second trimester. 	10

3rd Trimester of Pregnancy	<p>The student is expected to:</p> <ul style="list-style-type: none"> • Describe major fetal growth and developmental milestones during the third trimester (weeks 28–40), including final maturation of organ systems. • Identify changes in fetal positioning in preparation for birth. • Interpret signs and stages of labor, including pre-labor signs and when to seek medical care. • Discuss potential third-trimester complications such as preeclampsia, gestational diabetes, and preterm labor. • Evaluate the emotional and psychological experiences associated with preparing for childbirth and transitioning to parenthood. • Analyze the process of labor and delivery methods. 	13
Parenting Styles	<p>The student is expected to:</p> <ul style="list-style-type: none"> • Analyze positive relationship characteristics and developmentally appropriate communication skills needed for parenting. • Compare parenting styles and the potential influence of each style on a child's development • investigate and describe different family structures. • analyze the parental responsibilities of educating children through the continuum of developmental stages 	4
Sibling Dynamics	<p>The student is expected to:</p> <ul style="list-style-type: none"> • Investigate the influences of the family and society on the infant. • Define sibling dynamics and explain how birth order, age spacing, and family structure influence sibling relationships. • Discuss the role of siblings in social, emotional, and moral development. • Evaluate strategies for fostering positive sibling relationships and resolving conflicts. • Examine the long-term impact of sibling relationships into adulthood. • Apply research-based approaches to case studies involving sibling dynamics. 	4

From birth to 11 months old	<p>The student is expected to:</p> <ul style="list-style-type: none"> • Identify developmental milestones that typically occur from birth to 11 months. • Explain how physical, cognitive, social, and emotional development progress during the first year of life. • Analyze how caregivers can support healthy development through nurturing interactions and safe environments. • Observe and interpret infant behaviors to connect them with stages of growth and development. • Reflect on the importance of responsive caregiving in fostering secure attachment during infancy. 	5
From 1-3 years old	<p>The student is expected to:</p> <ul style="list-style-type: none"> • Identify key developmental milestones in physical, cognitive, social, and emotional domains for toddlers. • Explain how language acquisition and motor skills expand during the toddler years. • Analyze how behavior such as independence, temper tantrums, and exploration relate to developmental stages. • Apply strategies caregivers and educators can use to promote learning, safety, and positive behavior in toddlers. • Reflect on the importance of consistency and routine in supporting healthy growth and development during early childhood. 	5

From 4-7 years old	<p>The student is expected to:</p> <ul style="list-style-type: none"> Identify developmental milestones in physical, cognitive, social, and emotional growth for children ages 4-7. Explain how school readiness skills, including literacy and numeracy, develop during early elementary years. Analyze the role of peer relationships, play, and structured learning in supporting development. Apply strategies educators can use to foster positive behavior, academic growth, and emotional regulation in this age group. Reflect on how early school experiences influence long-term learning and social success. 	5
From 8-18 years old	<p>The student is expected to:</p> <ul style="list-style-type: none"> Identify developmental milestones in physical, cognitive, social, and emotional growth for children and adolescents ages 8-18. Explain how peer influence, identity formation, and increased independence shape development during middle childhood and adolescence. Analyze the impact of puberty, brain development, and changing family dynamics on adolescent behavior and decision-making. Apply strategies educators and caregivers can use to support academic achievement, healthy relationships, and emotional well-being. Reflect on how experiences during these years influence long-term personal, social, and career development. 	5

Institutional Policies and Guidelines

Grade Appeal Process: Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook <https://www.com.edu/student-services/student-handbook.html>

An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.

Academic Success & Support Services: College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

ADA Statement: Any student with a documented disability needing academic accommodations is requested to contact:

Kimberly Lachney, Student Accessibility Services Coordinator

Phone: 409-933-8919

Email: AccessibilityServices@com.edu

Location: COM Doyle Family Administration Building, Student Success Center

Textbook Purchasing Statement: A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Withdrawal Policy: Students may withdraw from this course for any reason prior to the last eligible day for a "W" grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1st 8-week session is October 1. The last date to withdraw from the 16-week session is November 14. The last date to withdraw for the 2nd 8-week session is November 25.

FN Grading: The FN grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The FN grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the FN grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an FN grade.

Early Alert Program: The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

Resources to Help with Stress:

If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at deanofstudents@com.edu or communityresources@com.edu.

Nondiscrimination Statement:

The College District prohibits discrimination, including harassment, against any individual on the basis of race, color, religion, national origin, age, veteran status, disability, sex, sexual orientation, gender (including gender identity and gender expression), or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of College District policy.