



North Central State College

MASTER SYLLABUS

2025-2026

- A. Academic Division: Liberal Arts
- B. Discipline: Education
- C. Course Number and Title: EDUT1070 Introduction to Child Development
- D. Assistant Dean: Laura D. Irmer
- E. Credit Hours:
- Lecture: 3
Laboratory: None
- F. Prerequisites: None
- G. Last Course/Curriculum Revision Date: Fall 2025
- H. Textbook(s) Title: *Effective Practices in Early Childhood Education: Building a Foundation*
Author: Sue Bredekamp, Gail E. Joseph
- Copyright Year: 2019
 - Edition: 5th
 - ISBN: 9780137848911
- I. Workbook(s) and/or Lab Manual: None
- J. Course Description: This course addresses both typical and atypical child development from birth through age eight. The course provides an overview of early childhood theorists. Studying early childhood development is essential to becoming an effective teacher of young children. The importance of understanding the interrelationship of the physical, cognitive, social, emotional, language, and aesthetic domains is also addressed. Developmental domains are presented with examples drawn from a variety of authentic experiences. The course also highlights the diversity of child development, preparing professionals to meet the unique needs of children from a wide variety of backgrounds. This course perspective prepares adults to meet the distinct needs of every child.
- K. College-Wide Learning Outcomes

College-Wide Learning Outcome	Assessments - - How it is met & When it is met
Communication – Written	Written Communication VALUE Rubric – Research Paper
Communication – Speech	
Intercultural Knowledge and Competence	
Critical Thinking	
Information Literacy	
Quantitative Literacy	

L. Course Outcomes and Assessment Methods:

Upon successful completion of this course, the student shall:

Outcomes	Assessments – How it is met & When it is met
1. Analyze the characteristics of children that cause them to act very differently from adults in language, interactions, understanding, emotional response, and motivation—drawing from life observations and recognizing the role of cultural influences.	Chapter Quizzes - Weekly Video Reflection -Mid Course Discussion Board -throughout course Observation – End Course Midterm Exam – Final Exam –
2. Describe the typical or atypical development of children through the interrelation and influence of developmental domains.	Chapter Quizzes - Weekly Video Reflection - Mid Course Observation - End Course Midterm Exam – Final Exam –
3. Identify influential theories of development and learning and their implications for teaching young children including maturationist, psychoanalytic, cognitive-development, sociocultural, behaviorist, information processing, and ecological systems.	Chapter Quizzes - Weekly Video Reflection -Mid Course Research Activities – Mid/End Course Midterm Exam – Final Exam –
4. Explain evidence for the influence of both nature and nurture in children’s learning and development.	Chapter Quizzes - Weekly Video Reflection -Mid Course Research Assignment – End Course Evaluation Play – Mid/End Course Midterm Exam – Final Exam –
5. Describe how early learning environments and play influence the positive developmental characteristics and accomplishments from birth through age 8.	Chapter Quizzes - Weekly Video Reflection -Mid Course Discussion Board Midterm Exam – Final Exam –
6. Discuss the importance of relationships between families, professionals, and caregivers in promoting development.	Chapter Quizzes - Weekly Video Reflection -Mid Course Activities – Mid/End Course Discussion Board – End Course Midterm Exam – Final Exam –
7. Explain a variety of research strategies in child development and assessment.	Chapter Quizzes - Weekly Video Reflection -Mid Course Research Assignment -End of term Discussion Board – Mid Course Midterm Exam – Final Exam –

M. Recommended Grading Scale:

NUMERIC	GRADE	POINTS	DEFINITION
93–100	A	4.00	Superior
90–92	A-	3.67	Superior
87–89	B+	3.33	Above Average
83–86	B	3.00	Above Average
80–82	B-	2.67	Above Average
77–79	C+	2.33	Average
73–76	C	2.00	Average
70–72	C-	1.67	Below Average
67–69	D+	1.33	Below Average
63–66	D	1.00	Below Average
60–62	D-	0.67	Poor
00–59	F	0.00	Failure

N. College Procedures/Policies:

North Central State College believes that every student is a valued and equal member of the community.* Every student brings different experiences to the College, and all are important in enriching academic life and developing greater understanding and appreciation of one another. Therefore, NC State College creates an inclusive culture in which students feel comfortable sharing their experiences. Discrimination and prejudice have no place on the campus, and the College takes any complaint in this regard seriously. Students encountering aspects of the instruction that result in barriers to their sense of being included and respected should contact the instructor, assistant dean, or dean without fear of reprisal.

□ *Inclusive of race, color, religion, gender, gender identity or expression, national origin (ancestry), military status (past, present or future), disability, age (40 years or older), status as a parent during pregnancy and immediately after the birth of a child, status as a parent of a young child, status as a foster parent, genetic information, or sexual orientation*

Important information regarding College Procedures and Policies can be found on the syllabus supplement located at

<https://ncstatecollege.edu/documents/President/PoliciesProcedures/PolicyManual/Final%20PDFs/14081b.pdf>



North Central State College
SYLLABUS ADDENDUM

Academic Division:	Liberal Arts	Discipline:	Education
Course Coordinator:	Teri Brannum		
Course Number:	EDUT 1070-920	Course Title:	Introduction to Early Development
Semester / Session:	Fall 2025 / Session A	Start / End Date:	8/11/25 – 10/3/25

Instructor Information

Name:	Teri Brannum	Credentials:	MS Education/BA Elementary Ed/ AA Early Childhood
Phone Number:	419-755-4876 NC	E-Mail Address:	tbrannum@ncstatecollege.edu
Office Location:	Off Campus-Zoom/Phone/Text	Office Hours:	By appointment or Tues-Thurs 9 to Noon by College Zoom link

I. Topical Timeline (Subject to Change):

Week	Course Topic	Readings and Videos	Assignments Due Saturday 11:55 p.m. (unless otherwise noted)
Week 1 Aug. 11 – 16	Foundation of Early Childhood Education	Introduction Discussion Syllabus Run Hide Fight – Video Child Care Profession – Video 1.1 Brain Research – Video 1.3 Reading Chapter 1	<ul style="list-style-type: none">• Discussion Board- <i>Ice Breaker</i>• Syllabus Scavenger Hunt – Quiz• Run Hide Fight – Quiz• Child Care Profession Video 1.1• Brain Research Video 1.3<ul style="list-style-type: none">◦ Reflection• Quiz – Chapter 1
Week 2 Aug. 18 – 23	Continued – Foundation of Early Childhood Education	Reading Chapter 2 Reading Chapter 3 <i>Instructions for Theorist Research</i> Conscious Discipline –Video Bev Bailey	<ul style="list-style-type: none">• Developmental Theories<ul style="list-style-type: none">◦ <i>Research Paper Due Week 4</i>◦ <i>Research Presentation Due Week 5</i>• Discussion Board #1• Quiz – Chapter 2 & 3
Week 3 Aug. 25 – 30	Learning and Developing from Birth to Age 8: Who We Teach	Reading Chapter 4 Reading Chapter 5 Lilian Katz – Video Midway Check In <i>Labor Day Monday Sept 1</i>	<ul style="list-style-type: none">• Developmental Timeline• <i>Choice of Theorist Due</i>• Lilian Katz Video Reflection• Discussion Board #2• Quiz Chapters – 4 & 5
Week 4 Sept. 2 – 6	Intentional Teaching: How to Teach	Reading Chapter 7 Reading Chapter 8	<ul style="list-style-type: none">• Midterm Exam
Week 5 Sept. 8 – 13	Continued – Intentional Teaching: How to Teach-	Reading Chapter 9 Reading Chapter 10 Reading Chapter 11 Thrive Before Five Molly Wright – Video <i>Instructions for Observation & Assessment</i>	<ul style="list-style-type: none">• Play & Cognition –• Discussion Board #3 –<ul style="list-style-type: none">◦ Early Development• Thrive Before Five – Video Reflection• <i>Observation Due Week 7</i>• Quiz – Chapters 9, 10, & 11

Course Number: EDUT 1070-920 – Session A
Semester / Session: Fall 2025

Course Title: Introduction to Early Childhood
Start / End Date: 8/11/2025 – 10/3/2025

Week	Course Topic	Readings and Videos	Assignments Due Saturday 11:55 p.m. (unless otherwise noted)
Week 6 Sept. 15 – 20	Implementing an Effective Curriculum: What to Teach	Reading Chapter 12 Reading Chapter 13	<ul style="list-style-type: none"> • Theorist Presentation • Evaluating Play Materials • Quiz – Chapters 12 & 13
Week 7 Sept. 22 – 27	Continued – Implementing an Effective Curriculum: What to Teach	Reading Chapter 14 Reading Chapter 15	<ul style="list-style-type: none"> • Theorist Peer Reviews • Social Studies Activity • Gross Motor Movement Activity • Discussion Board #4 • Quiz – Chapters 14 & 15
Week 8 Sept. 29 – Oct. 3	Continued – Implementing an Effective Curriculum: What to Teach	Chapter 16 FINAL EXAM	Reflection Paper FINAL EXAM – Due Oct. 1

II. Grading and Testing Guidelines:

Final Grade Calculations

Activity	Qty	Points	Percentage
Course Information Quizzes – (1 @ 20 pts.) (1 @ 5 pts.)	2	25	
Chapter Quizzes – (1@ 10 pts.) (5 @ 25 pts)	6	135	
Discussion Boards – (20 pts.)	4	80	
Reflections – (10 pts.)	5	50	
Mid-Point Check In	1	10	
Mid-Term Examination	1	70	
Research Activities (10 pts.)	3	30	
Presentation	1	50	
Observation	1	50	
Final Examine	1	100	
TOTAL POINTS		600	

Total Course Points = may vary depending on assignment adjustments.

IV. Examination Policy:

- The reasons for which a student will be excused from taking an examination:
 - Hospitalization (with documented verification)
 - Death in the immediate family (with documented verification)
 - Personal illness or illness in immediate family - (doctor's excuse required).
- A student who misses an examination for any reason is responsible for:
 - Communicating the reason for the absence with the instructor.
 - Arranging with the instructor whether or not the exam can be made up.
 - Scheduling a day/time to make up for the exam without falling behind on up-to-date work.
 - Exams must be made up within one week of the original exam date.
- No makeup opportunity will be given for absences of unscheduled quizzes.
- No makeup opportunity will be given for extra credit assignments.
- The Mid-term exam will be administered during week 4. It is only available in an online format.

V. Class Attendance and Homework Make-Up Policy

1. Class attendance is necessary to acquire the knowledge required to:
 - a. Succeed in this course
 - b. Succeed in the marketing field
2. Students are responsible for:
 - a. Communicating with the instructor any absences, unforeseen or otherwise.
 - b. Known absences must be communicated in advance.
3. **ATTENDANCE POLICY:**
 - a. In-Person Sections: Please arrive on time to class; however, students may arrive up to 10 minutes late if extenuating circumstances occur and still be marked as fully attending class.
 - b. Online Sections: There are no face-to-face attendance requirements in online sections. It is anticipated that students will be logging onto the course frequently (many times each week). Your attendance in online sections will be marked each week as:
 - fully attended (submitting all assignments for the module on time);
 - partially attended (submitting some portion of assignments for the module on time); or
 - absent (not submitting any assignments for a module on time).
4. **Homework/Participation Requirements and Make Up Policy**

Students must participate within the first week of the term in order to avoid being dropped for non-participation. This is a college-wide policy. Students must also participate in and achieve at least 67% success by the point of mid-term grade reporting to again avoid being dropped from the course for non-participation (another college-wide policy).

Homework can only be made up in extenuating circumstances that are approved in advance by the instructor.

Assignments submitted late without instructor approval may not be graded.

Students are responsible for:

- a. Checking in with the instructor if they have questions or need assistance in completing an assignment.
- b. Knowing when assignments and exams are due.
- c. Discussion Board Posts and Midterm Check-In will **NOT be accepted** late.

If an assignment is approved to be submitted and graded late, a 10% minimum penalty will be applied. Only assignments submitted within one week of the due date will be considered for late grading.

There are no late assignments accepted after the last day of the term—NO EXCEPTIONS! Any assignments listed with due dates within finals week are final!

VI. Classroom Expectations:

1. **All communications & conduct in this course are subject to the NC State Student Code of Conduct.**
2. **Any act of violence or threat of violence will be strictly forbidden.**
3. **General Professionalism Expectations**
 - a. As a future professional in your field, you will be expected to conduct yourself as a professional in this course in ALL communications – assignments, discussion forums, Canvas Inbox, emails, etc.
 - b. Expectations include, but are not limited to:
 - **Being respectful of classmates' opinions, work, and comments**
Good test = Is this something I would/should say to a co-worker in person?
 - **Being respectful in communications with the instructor**
Good test = Is this something I would/should say to my boss in the workplace?
 - **Using Non-Profane, Appropriate Language.**
Good test = Is this language you would use in the workplace or in front of your grandmother?
 - **Using proper. NON-"Text speak" Language to make Yourself Easily Understood**
Good test = Could my older boss understand what I have written?

Course Number: EDUT 1070-920 – Session A
Semester / Session: Fall 2025

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4. **Online Course Conduct: Netiquette, Emoticons and Conveying Feelings in an Online Environment.**
In face-to-face conversations, social signals, facial expression, and body language suggest how participants feel about a topic and discussion. Online course participants generally do not have the luxury of seeing or hearing their classmates directly. Others may interpret your email, messages, and discussion posts differently due to the lack of physical contact and assessment during your communication. As a result, online communities have developed tools to assist members in sharing their facial expressions, emotional reactions, and other feelings. Please note that many of these techniques may be used in the Canvas Discussion Boards and emails.
5. **Email:** When contacting your instructor via email, always include your first and last name and course information (Ex: Teri Brannum, EDUT-1070-920). **ALWAYS SEND** your comments or questions **about this course** through Canvas Course email – **NOT** my college email. I receive a large number of emails, **and I do not want to miss yours**. However, you should remember to check your college email for information from other departments (financial aid, student services, advising, etc.).
6. **OTHER IMPORTANT DATES TO REMEMBER:**
First Day of the Semester: August 11, 2025 (Session A)
Fall Break – Oct. 6 -10, 2025
Last Day to Withdraw from Class with a “W” status – Sept 16, 2025
Thanksgiving Break – Nov. 27 – 28, 2025
Last Day for Fall Semester – Dec. 1, 2025
Spring Semester Begins – Jan. 12, 2026

August, 2025

Welcome to the world of early childhood education, where tiny humans teach us big lessons and snack time is sacred. As Fred Rogers said, 'Play gives children a chance to practice what they are learning.' So, get ready to play, learn, and occasionally sing songs you didn't know you knew. So let's embrace the mess, the magic, and the journey together!"

I just wanted to take a moment to welcome you to NCSC 2025 Fall Session A term. 🍁 🌻 🍂
If you are receiving this letter, your name is on my roster for EDUT-1070, Introduction to Child Development course.

This course is just what the title implies "an introduction". The course covers a lot of material in a short time, but you will learn basic concepts that will give you the base which you will build on when you study more in-depth courses. In the end, it will all come together, *this is just where you begin.*

The course is set up in 8 weekly Modules. Each Module will contain the information that you will need to complete by Saturday of that week, unless otherwise noted. (Ex. Module Week 1 - assignments will be due August 16.) All the information and links to outside sources will be contained in that week's Module.

This course is very fast paced. Please do your best to stay on top of the assignments. You should plan on about 6 hours a week to give to this course. That is just an estimate, some weeks you may finish earlier and some might take longer. It is just not a good idea to put it off until the night before. If you do not understand a concept or just have a question, please feel free to text me @ 419-566-0330.

Just one last item. You will need to be sure that you complete the Ice Breaker by Wednesday, Aug. 13 in order for your classmates to respond by Saturday. You will find the directions in Module 1.

Teri

Teri M. Brannum, M. Ed.
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EDUT 1070 Course Calendar Fall 2025 – Session A

**Some items may be adjusted or omitted at the discretion of the instructor.
Be sure to read instructions and details in the Modules Section of Canvas.**

Week	Course Topic	Readings and Videos	Assignments Due Dates	Notes
Week 1 Aug.11-16	Foundation of Early Childhood Education	<p>Introduction Discussion</p> <p>Syllabus</p> <p>Run Hide Fight Video</p> <p>Child Care Profession – Video 1.1</p> <p>Brain Research – Video 1.3</p> <p>Chapter 1 – Continuity and Change in Early Childhood Ed.</p>	<ul style="list-style-type: none"> • Discussion Board- Ice Breaker • Syllabus Scavenger Hunt – Quiz • Run Hide Fight – Quiz • Video 1.1 Child Care Profession – Pg 18 text – Reflection • Video 1.3 Brain Research – Dr. Jack Shonkoff – Reflection • Quiz – Chapter 1 	Initial Post for D.Q. is Wed. of assigned week. Response is due on Sat. each week.
Week 2 Aug.18 -23	Continued – Foundation of Early Childhood Education	<p>Chapter 2 – Early Childhood Ed. In Historical Context</p> <p>Chapter 3 – Understanding and Applying D.A.P</p> <p><i>Instructions for Theorist Research</i></p> <p>Conscious Discipline – Video – Bev Bailey</p>	<ul style="list-style-type: none"> • Developmental Theories <i>Research Paper Due Week 4</i> <i>Research Presentation Due Week 5</i> • Discussion Board #1 • Quiz – Chapter 2 & 3 	
Week 3 Aug.25 – 30	Learning and Developing from Birth to Age 8: Who We Teach	<p>Chapter 4 – Applying What We Know about Children’s Development and Learning</p> <p>Lilian Katz Video</p> <p>Chapter 5 – Adapting for Individual Differences</p> <p>Midway Check In</p> <p>(Skip Chapter 6)</p>	<ul style="list-style-type: none"> • Developmental Timeline Activity • <i>Choice of Theorist Due</i> • Lilian Katz Video Reflection • Discussion Board #2 • Quiz – Chapter 4 & 5 	<p>Prep for Midterm</p> <p>Labor Day Sept. 1 (Labor Day Weekend)</p>
Week 4 Sept. 2 - 6 (Labor Day Sept. 1)	<p>Intentional Teaching: How to Teach</p> <p>-MIDTERM-</p>	<p>Chapter 7 – Building Effective Reciprocal Partnerships with Families</p> <p>Chapter 8 – Creating a Caring, Equitable Community of Learners: Guiding Young Children</p>	<ul style="list-style-type: none"> • Midterm Exam <ul style="list-style-type: none"> • (Chapters 1-8, course discussions, and videos.) 	Midterm

EDUT 1070 Course Calendar Fall 2025 – Session A

Some items may be adjusted or omitted at the discretion of the instructor.

Be sure to read instructions and details in the Modules Section of Canvas.

Week 5 Sept. 8 - 13	Continued – Intentional Teaching: How to Teach-	<p>Chapter 9 – Teaching to Enhance Learning and Development</p> <p>Chapter 10 – Planning and Implementing Effective, Engaging Curriculum</p> <p>Chapter 11 – Observing and Assessing Children’s Learning and Development</p> <p>Thrive Before Five- Molly Wright Video</p> <p><i>Instructions for Observation & Assessment</i></p>	<ul style="list-style-type: none"> • Play & Cognition • Discussion Board #3 – <ul style="list-style-type: none"> • Early Development • Thrive Before Five – Video Reflection • <i>Observation Due Week 7</i> • Quiz – Chapters 9, 10, & 11 	
Week 6 Sept.15-20	Implementing an Effective Curriculum: What to Teach	<p>Chapter 12 – Teaching Children to Communicate: Language, Literacy, and the Arts</p> <p>Chapter 13 – Teaching Childddren to Investigate and Solve Problems: Science Technology, Engineering, and Mathematics</p>	<ul style="list-style-type: none"> • Theorist Presentation • Evaluating Play Materials • Quiz – Chapters 12 & 13 	Theorist Presentation
Week 7 Sept.22-27	Continued – Implementing an Effective Curriculum: What to Teach	<p>Chapter 14 – Teaching Children to live in a Democratic Society: Social-Emotional Learning and Social Studies</p> <p>Chapter 15 – Teaching Childddren Be Healthy and Fit: Physical Development and Health</p>	<ul style="list-style-type: none"> • Theorist Peer Reviews • Social Studies Activity • Gross Motor Movement Activity • Discussion Board #4 • Quiz – Chapters 14 & 15 	
Week 8 Sept.29-4 FINAL EXAM	Continued – Implementing an Effective Curriculum: What to Teach	Chapter 16 – Putting It All Together in Practice: Making a Difference for Children. Now What?	<ul style="list-style-type: none"> • Reflection Paper • FINAL EXAM • Due October 1 	FINAL EXAM