

### Course Outline

**COURSE:** CD 202                      **DIVISION:** 50                      **ALSO LISTED AS:**

**TERM EFFECTIVE:** Fall 2013                      **CURRICULUM APPROVAL DATE:** 03/11/2013

**SHORT TITLE:** EARLY CHILD DEV IN SPANISH

**LONG TITLE:** Early Child Development en Español

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

**COURSE DESCRIPTION:**

This course examines typical and atypical development within the psychosocial, cognitive, and physical domains from conception through the preschool years. Upon completion of this course, students will be able to evaluate theories and research of child development and effectively apply and communicate their understanding through observation and evaluation. **COREQUISITE:** ESL 704A or 704B, ESL in the Workplace, or ESL/English course based on assessment scores or completion of prerequisites of sequenced ESL/English courses. **NOTE:** This course will be taught in Spanish.

**PREREQUISITES:**

- Completion of ESL 704A, as UG, with a grade of C or better., Concurrent OK
- OR
- Completion of ESL 704B, as UG, with a grade of C or better., Concurrent OK

**COREQUISITES:**

**CREDIT STATUS:** D - Credit - Degree Applicable

**GRADING MODES**

- L - Standard Letter Grade

**REPEATABILITY:** N - Course may not be repeated

**SCHEDULE TYPES:**

- 02 - Lecture and/or discussion

**STUDENT LEARNING OUTCOMES:**

1. Discuss major developmental milestones for children from conception through ages six in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies  
Measure: written exams, oral presentation, observations, class discussion, written assignments.

PLO: 1

ILO: 3, 7, 6, 2

GE-LO:

Anticipated Year of Assessment:

2. Describe how cultural, economic, political, historical contexts affect children's development within the first five years

Measure: class discussions, compare/contrast discussions, in-class activities, written exams

PLO: 1

ILO: 3, 6, 4

GE-LO:

Anticipated Year of Assessment:

3. Identify various theoretical frameworks that relate to the study of human development

Measure: class discussions, compare/contrast discussions, in-class activities, written exam

PLO: 1

ILO: 2, 3 7

GE-LO:

Anticipated Year of Assessment:

4. Complete child development assignment using at least one of the following research methods: child observations, surveys, interviews, and /or experiments with ethical parameters

Measure: observations, written assignments, class discussion, written exams

PLO: 1

ILO: 6, 1, 4, 3

GE-LO:

Anticipated Year of Assessment:

5. Differentiate characteristics of typical and atypical development at various stages.

Measure: class discussions, written exams, in-class assignments, observations, written assignments

PLO: 1

ILO: 3, 6, 2, 1

GE-LO:

Anticipated Year of Assessment:

6. Analyze the importance of the early years, the interaction between maturational processes and social/environmental factors, and the effects on various areas of development

Measure: written exams, class discussions, observations, evaluations, in-class activities

PLO: 1

ILO: 7, 2, 3

GE-LO:

Anticipated Year of Assessment:

## **CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS**

Curriculum Approval Date: 03/11/2013

### 3.0 Hours

Content: INTRODUCTION: Overview of course, purpose, discussion of assignments.

Introduction to Child Development

Definition, five characteristics of development, and domains

Developmental study as a science

Nurture vs. nature

Student Performance Objectives (SPO): Discuss major developmental milestones for children from conception through ages six in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies

Out-of-Class Assignments: Read chapter 1 and review course syllabus

### 10.0 Hours

Content: THEORIES: Current research and historical theories of development

Grand theories: psychoanalytic theory, behaviorism, cognitive theory

Emergent theories: sociocultural theory, epigenetic theory

Contributions of theories to eclectic perspective of contemporary developmentalists

Investigative research methods

Research and ethics

Types of scientific approaches: experiment, survey, case study, longitudinal studies

Techniques to assure objectivity and unbiased data

Student Performance Objectives (SPO): Describe how cultural, economic, political, historical contexts affect children's development within the first five years Identify various theoretical frameworks that relate to the study of human development

Out-of-Class Assignments: Read Chapter 2 , 3, 4

### 6.0 Hours

Content: GENES AND CHROMOSOMES, PRENATAL DEVELOPMENT, EFFECTS OF TERATOGENS, risk reduction, maternal conditions affecting prenatal development, stage of the birth process, physiological, psychological, social, and cultural influences.

Student Performance Objectives (SPO): 1.Discuss major developmental milestones for children from conception through ages six in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.

2.Describe how cultural, economic, political, historical contexts affect children's development within the first five years.

4. Complete child development assignment using at least one of the following research methods: child observations, surveys, interviews, and /or experiments with ethical parameters.

5. Differentiate characteristics of typical and atypical development at various stages.

6. Analyze the importance of the early years, the interaction between maturational processes and social/environmental factors, and the effects on various areas of development.

Out-of-Class Assignments: oral and written report on genetic and environment influences on development and video

### 2.0 Hours

Content: NEWBORN STAGE: The first three months of the including physical growth, reflexes, brain development, senses and perception, the organization of behavior.

Student Performance Objectives (SPO): 1Discuss major developmental milestones for children from conception through ages six in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.

2.Describe how cultural, economic, political, historical contexts affect children's development within the first five years.

3.Identify various theoretical frameworks that relate to the study of human development.

5. Differentiate characteristics of typical and atypical development at various stages.
6. Analyze the importance of the early years, the interaction between maturational processes and social/environmental factors, and the effects on various areas of development.

Out-of-Class Assignments: Chapter 5

3.0 Hours

Content: INFANT/TODDLER STAGES AND AGES: BIOSOCIAL DEVELOPMENT

Physical development: brain growth and maturation, senses and perception, motor skills, and public health measures

Student Performance Objectives (SPO): 1..Discuss major developmental milestones for children from conception through ages six in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.

2.Describe how cultural, economic, political, historical contexts affect children's development within the first five years.

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Out-of-Class Assignments: Read Chapter 6

5.0 Hours

Content: COGNITIVE DEVELOPMENT of infants and toddlers. Piaget's sensorimotor stage of 6 sub-stages. Role of caregiver to support cognitive development.

Student Performance Objectives (SPO): . Discuss major developmental milestones for children from conception through ages six in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.

2. Describe how cultural, economic, political, historical contexts affect children's development within the first five years.

3.Identify various theoretical frameworks that relate to the study of human development.

5. Differentiate characteristics of typical and atypical development at various stages.
6. Analyze the importance of the early years, the interaction between maturational processes and social/environmental factors, and the effects on various areas of development.

Out-of-Class Assignments: Observation and written report of child 0 – 2 years

Discussion of observation in small groups, debriefing with entire class.

3.0 Hours

Content: INFANT/TODDLER LANGUAGE DEVELOPMENT. Language acquisition including biological and environmental components, domains of language, theories of language development

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3. Identify various theoretical frameworks that relate to the study of human development.

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Out-of-Class Assignments: Read chapter 8

5.0 Hours

Content: INFANT/TODDLER: SOCIAL-EMOTIONAL DEVELOPMENT

Psychosocial developmental: theories of psychoanalytic, behaviorism, cognitive, epigenetic.

Topics: temperament, stages of expressing emotions, development of self-awareness

Sociocultural development: types of attachment, and influences of infant day care

Indicators of quality infant care—Program for Infant/Toddler Care (PITC)

Studies: Ainsworth's types of attachment, stranger experiment, Harlow experiment

Influences that affect atypical development

Risk factors

Student Performance Objectives (SPO): 2. Describe how cultural, economic, political, historical contexts affect children's development within the first five years.

3. Identify various theoretical frameworks that relate to the study of human development.

4. Complete child development assignment using at least one of the following research methods: child observations, surveys, interviews, and /or experiments with ethical parameters.

5. Differentiate characteristics of typical and atypical development at various stages.

Out-of-Class Assignments: Stranger experiment, temperament chart, visits to programs caring for infants and toddlers, infants and toddlers with special needs.

Read: Chapter 9

15.0 Hours

Content: PRESCHOOL: PLAY YEARS

1. Physical development: body changes, motor skills, growth, and brain maturation, health hazards, and child maltreatment

2. Cognitive development: Piaget's theory, Vygotsky's theory, language development, types of early childhood programs that promote learning

3. Psychosocial development: Initiative vs. guilt, emotional regulation, role of play, aggression, creativity, influences of parenting styles and discipline, self-esteem, gender-role development

4. Atypical development and special needs

5. Risk factors

Student Performance Objectives (SPO): 1..Discuss major developmental milestones for children from conception through ages six in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.

2.Describe how cultural, economic, political, historical contexts affect children's development within the first five years.

3 Identify various theoretical frameworks that relate to the study of human development.

4. Complete child development assignment using at least one of the following research methods: child observations, surveys, interviews, and /or experiments with ethical parameters.

5.Differentiate characteristics of typical and atypical development at various stages.

6.Analyze the importance of the early years, the interaction between maturational processes and social/environmental factors, and the effects on various areas of development.

Out-of-Class Assignments: Read chapter 10, 11, 12 Cognitive Development: Written report on conducting Piagetian Tasks and writing down observations, Observation paper on one of the following: Contexts of development including cultural aspects, family, neighborhoods, and communities and media. Role of the families and caregivers in children's growth and development. Written report about children ages 3 – 5 years with typical and atypical developmental patterns. Read: Chapters 10, 11, 12

**METHODS OF INSTRUCTION:**

Lecture, class discussion, observations of ECE programs, films, role-playing, and other media presentations.

**METHODS OF EVALUATION:**

CATEGORY 1 - The types of writing assignments required:

Percent range of total grade: 25 % to 35 %

Written Homework

Essay Exams

Other: Written reports using scientific methods

CATEGORY 2 - The problem-solving assignments required:

Percent range of total grade: 20 % to 30 %

Other: small group activities

CATEGORY 3 - The types of skill demonstrations required:

Percent range of total grade: 15 % to 20 %

CATEGORY 4 - The types of objective examinations used in the course:

Percent range of total grade: 40 % to 50 %

Multiple Choice

True/False

Matching Items

Completion

Other: Short essay

### **REPRESENTATIVE TEXTBOOKS:**

Required:

Papalia, Diane, El Desarrollo de Infancia, McGraw-Hill Education, 2010, or other appropriate college level text.

ISBN: 10: 0073532045

### **ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

### **SUPPLEMENTAL DATA:**

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 2 Stand-alone

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: Y  
Non Credit Enhanced Funding: N  
Funding Agency Code: Y  
In-Service: N  
Occupational Course: E  
Maximum Hours: 3  
Minimum Hours: 3  
Course Control Number:  
Sports/Physical Education Course: N  
Taxonomy of Program: 130500