

**Course Outline**

**COURSE:** PSYC 2                      **DIVISION:** 10                      **ALSO LISTED AS:** CD 2

**TERM EFFECTIVE:** Spring 2016                      **CURRICULUM APPROVAL DATE:** 11/09/2015

**SHORT TITLE:** EARLY CHILD DEVELOP

**LONG TITLE:** Early Child Development

<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. This course is also listed as CD 2. This course has the option of a letter grade or pass/no pass. **ADVISORY:** Eligible for English 1A; transfer student consult with advisor.

**PREREQUISITES:**

**COREQUISITES:**

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

**GRADING MODES**

L - Standard Letter Grade

P - Pass/No Pass

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

**SCHEDULE TYPES:**

02 - Lecture and/or discussion

72 - Dist. Ed Internet Delayed

**STUDENT LEARNING OUTCOMES:**

1. Analyze major developmental milestones for children from conception through

age six in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.

Measure: written exams, oral presentations, observations, class discussions, written assignments

PLO: 1

ILO: 3,7,6,2

GE-LO: D1, D2, D3, E3

Year assessed or anticipated year of assessment: 2016

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

Measure: Written exams, class discussions, in class activities

PLO: 1

ILO: 3,6,4

GE-LO: D4, D5

Year assessed or anticipated year of assessment: 2016

3. Compare and contrast various theoretical frameworks that relate to the study of human development.

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

PLO: 1

ILO: 2,3,7

GE-LO: D1,D2,D3

Year assessed or anticipated year of assessment: 2016

4. Apply developmental theory to the analysis of child observations, surveys, and/or interviews using valid and ethical investigative research methodologies.

Measure: Observations, written assignments, class discussions, written exams

PLO: 1

ILO: 6,1,4,3

GE-LO: E1, E3

Year assessed or anticipated year of assessment: 2016

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: E1, D4,E3

Year assessed or anticipated year of assessment: 2016

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: Measure: Written exams, class discussions, observations, evaluations, in class activities

PLO: 1

ILO: 6,4,3,1

GE-LO: D4, D5, E1, E2, E3

Year assessed or anticipated year of assessment: 2016

**PROGRAM LEARNING OUTCOMES:**

1. Articulate five major child development theories and translate these theories into appropriate classroom environments that include learning centers and materials.
2. Plan developmentally appropriate curriculum activities in four domains of development: Cognitive (intellectual), Affective (social-emotional), Psychomotor (physical) and Language Development

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

Curriculum Approval Date: 11/09/2015

3 lecture Hours

Content: Overview of course, purpose, discussion of assignments. Introduction to Child Development In-class assignment to discuss how our culture views child development.

Student Performance Objectives:

Describe and explain biological and environmental factors influencing the development of identity in children 0-5.

Out of class assignments: \*Read Chapter 1, review syllabus

3 lecture Hours

Content: Theories of development, periods of development, domains of development, contexts of development, research methods and designs. In-class activity to design own research study in child development.

Student Performance Objectives:

Examine and discuss major theories of child development, Examine ways in which developmental domains are continuous, sequential, and inter-related, Demonstrate knowledge of current research findings as they apply to child development, Examine the factors that influence the research process,

Out of class assignments: \*Read Chapter 2

3 lecture Hours

Content: Cultural foundations, biological foundations, and how the two impact development.

Student Performance Objectives:

Describe and explain biological and environmental factors influencing the development of identity in children 0-5, Examine and evaluate the role of teachers and other professionals in facilitating children's development, Examine and evaluate the role of family in facilitating children's development, Investigate and explain influences of developmental change and factors which affect atypical development. Analyze major developmental milestones for children from conception through age six in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies

Out of class assignments: \*Read Chapter 3, start thinking about topic for scholarly journal review

3 lecture Hours

Content: The periods of prenatal development, maternal conditions affecting prenatal development, teratogens, the birth process, assessing a newborn, and the beginning of the parent-child relationship. Class discussions and video.

Student Performance Objectives: Describe and explain biological and environmental factors influencing the development of identity in children 0-5, Identify and describe risk factors and protective factors that impact families and children at each major developmental

stage, Examine and evaluate the effects of earlier development on later development and the effects of interactions between the individual and her/his environment, Investigate and explain influences of developmental change and factors which affect atypical development. Differentiate characteristics of typical and atypical development at various stages.

Out of class assignments: \*Read Chapter 4

3 lecture Hours

Content: The first three months of life including physical growth, brain development, senses, the organization of behavior, temperament, coordination with social world. Class discussions and group activities.

Student Performance Objectives:

Demonstrate knowledge of the physical, social/emotional, cognitive, and language development of children, both typical and atypical, in major developmental stages, Examine and evaluate the importance of the early years and the effects of interaction between the individual and her/his environment, Identify and describe risk factors and protective factors that impact families and children at each major developmental stage, Describe and explain biological and environmental factors influencing the development of identity in children 0-5 Differentiate characteristics of typical and atypical development at various stages.

Out of class activities: \*Read Chapter 5, find a site to do first observation.

3 lecture Hours

Content: Physical and cognitive development in infancy including physical growth, brain development, theories of cognitive development, and motor development. Class discussions and group activities.

Student Performance Objectives:

Examine and discuss major theories of child development, Demonstrate knowledge of the physical, social/emotional, cognitive, and language development of children, both typical and atypical, in major developmental stages, Discuss and explain biological and environmental factors influencing the development of identity in children 0-5. Apply developmental theory to the analysis of child observations, surveys, and/or interviews using valid and ethical investigative research methodologies. Differentiate characteristics of typical and atypical development at various stages.

Out of class activities: \*Read Chapter 6, begin work on first observation

3 lecture Hours

Content: Social and emotional development in infancy including theories of psychosocial development, emotional expressions, attachment, communication, and a sense of self. Class discussions and group activities, video.

Student Performance Objectives:

Examine and discuss major theories of child development, Demonstrate knowledge of the physical, social/emotional, cognitive, and language development of children, both typical and atypical, in major developmental stages, Investigate and explain influences of developmental change and factors which affect atypical development, Examine and evaluate the role of the family in facilitating children's development, Examine and evaluate the role of play and its relationship to development at various stages, Demonstrate objective techniques and skills when observing, interviewing, describing, and evaluating behavior in

children ages 0-5 and their caregivers of various cultures and backgrounds Analyze how cultural, economic, political, historical contexts affect children's development within the first five years. Compare and contrast various theoretical frameworks that relate to the study

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

Out of class activities: \*Read Chapter 7, complete observation of child 0-2 years.

3 Hours

Content: Turn in completed observation of child 0-2 years. Discussion of observation in small groups and then share with class as a whole. Language acquisition including biological and environmental components, domains of language, theories of language development. Class discussion and video.

Student Performance Objectives: Demonstrate knowledge of the physical, social/emotional, cognitive, and language development of children, both typical and atypical, in major developmental stages, Investigate and explain influences of developmental change and factors which affect atypical development, Investigate and explain the process of bilingual development in children at various stages.

Out of class activities: \*Read Chapter 8, decide of topic for scholarly journal review, begin finding a journal.

4 Hours

Content: Physical and cognitive development of early childhood including physical and motor development, theories of cognitive development, and the influence of culture of development. Class discussions and video

Student Performance Objectives: Examine and discuss major theories of child development, Examine ways in which developmental domains are continuous, sequential, and inter-related, Describe and explain biological and environmental factors influencing the development of identity in children 0-5.

Out of class activities: \*Read Chapter 9, continue to work on scholarly journal review, begin work on observation of child 3-5 years of age.

5 lecture Hours

Content: Social and emotional development in early childhood including identity development, the development of morality, self-regulation, aggression, pro-social behaviors, theories of social/emotional development.

Student Performance Objectives:

Examine and discuss major theories of child development, Demonstrate knowledge of the physical, social/emotional, cognitive, and language development of children, both typical and atypical, in major developmental stages, Describe and explain biological and environmental factors influencing the development of identity in children 0-5, Examine and evaluate the role of teachers and other professionals in facilitating children's development, Examine and evaluate the role of play and its relationship to development at various stages. Analyze major developmental milestones for children from conception through

age six in the areas of physical, psychosocial, cognitive, and language

development using standard research methodologies Compare and contrast various theoretical frameworks that relate to the study

of human development..

Out of class activities: \*Read Chapter 10, complete observation of child 3-5 years.

3 Hours

Content: Turn in completed observation of child 3-5 years. Discussion of observation in small groups and then share with class as whole. Contexts of development including cultural aspects, family, neighborhoods and communities, and media contexts. Class discussion, group activities.

Student Performance Objectives:

Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages, Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children ages 0-5 and their caregivers of various cultures and backgrounds, Examine and evaluate the role of family in facilitating children's development, Examine and evaluate the role of teachers and other professionals in facilitating children's development, Describe and explain biological and environmental factors influencing the development of identity in children 0-5. Apply developmental theory to the analysis of child observations, surveys, and/or interviews using valid and ethical investigative research methodologies. 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 activities: Complete scholarly journal review.

3 Hours

Turn in scholarly journal review. Oral presentations of scholarly journal review.

Student Performance Objectives:

Demonstrate knowledge of current research findings as they apply to child development, Examine the factors that influence the research process.

Out of class activities: peer review and reflection on the research process.

3 Hours

Content: Analysis and discussion of how personal experiences have influenced development.

Student Performance Objective: Analyze how cultural, economic, political, historical contexts affected personal development at various stages.

Out of Class activities: Reflection paper.

3 Hours

Content: Reviews for exams

Student Performance Objective: Analyze major developmental milestones for children from conception through age six in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies. Analyze how cultural, economic, political, historical contexts affect children's development within the first five years. Compare and contrast various theoretical frameworks that relate to the study of human development. Differentiate characteristics of typical and atypical development at various stages.

Out of class activities: vocabulary review

6 Hours

Mid-semester exams and Final exam

### **METHODS OF INSTRUCTION:**

Lecture, in-class activities, out of class activities, videos, guest speakers, class assignments, demonstrations, observations

### **METHODS OF EVALUATION:**

CATEGORY 1 - The types of writing assignments required:

Percent range of total grade: 25 % to 50 %

Written Homework

Essay Exams

CATEGORY 2 -The problem-solving assignments required:

Percent range of total grade: 20 % to 40 %

Exams

CATEGORY 3 -The types of skill demonstrations required:

Percent range of total grade: 30 % to 50 %

Class Performance/s

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

Percent range of total grade: 20 % to 40 %

Multiple Choice

CATEGORY 5 - Any other methods of evaluation:

Percent range of total grade: 10 % to 20 %

Oral presentation

### **REPRESENTATIVE TEXTBOOKS:**

Required:

Lightfoot & Cole. The Development of Children. New York: Worth Publishers, 2013. Or other appropriate college level text.

Reading level of text, Grade: 14 Verified by: PHenrickson

### **ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

GAV D2, effective 201570

GAV E2, effective 201570

CSU GE:

CSU D, effective 201570

CSU D9, effective 201070

CSU E, effective 201570

IGETC:

IGETC 4I, effective 201570

CSU TRANSFER:

Transferable CSU, effective 201570

UC TRANSFER:

Transferable UC, effective 201570

### **SUPPLEMENTAL DATA:**

Basic Skills: N

Classification: Y  
Noncredit Category: Y  
Cooperative Education:  
Program Status: 1 Program Applicable  
Special Class Status: N  
CAN:  
CAN Sequence:  
CSU Crosswalk Course Department: PSYC  
CSU Crosswalk Course Number: 2  
Prior to College Level: Y  
Non Credit Enhanced Funding: N  
Funding Agency Code: Y  
In-Service: N  
Occupational Course: D  
Maximum Hours:  
Minimum Hours:  
Course Control Number: CCC000075060  
Sports/Physical Education Course: N  
Taxonomy of Program: 130500