

CHLD 110.2 Course Outline as of Fall 2019**CATALOG INFORMATION**

Dept and Nbr: CHLD 110.2 Title: DEV TRENDS/CHLD 3-5

Full Title: Developmental Trends in the Child Age 3-5 Years

Last Reviewed: 1/28/2019

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	1.50	Lecture Scheduled	1.50	17.5	Lecture Scheduled	26.25
Minimum	1.50	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	1.50		Contact Total	26.25
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 52.50

Total Student Learning Hours: 78.75

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly: CHILD110.2

Catalog Description:

Growth and development (physical, cognitive, psychosocial) of children ages 3 - 5 years old. Emphasis on practical application and the adult role in supporting optimal growth in a variety of contexts. Child observations are required.

Prerequisites/Corequisites:**Recommended Preparation:**

Eligibility for ENGL 100 or ESL 100

Limits on Enrollment:**Schedule of Classes Information:**

Description: Growth and development (physical, cognitive, psychosocial) of children ages 3 - 5 years old. Emphasis on practical application and the adult role in supporting optimal growth in a variety of contexts. Child observations are required. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 100 or ESL 100

Limits on Enrollment:

Transfer Credit:

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area	Effective:	Inactive:
CSU GE:	Transfer Area	Effective:	Inactive:
IGETC:	Transfer Area	Effective:	Inactive:
CSU Transfer:		Effective:	Inactive:
UC Transfer:		Effective:	Inactive:

CID:

Certificate/Major Applicable:

Both Certificate and Major Applicable

COURSE CONTENT

Student Learning Outcomes:

At the conclusion of this course, the student should be able to:

1. Define developmental milestones for children ages 3 - 5 in the areas of physical, psychosocial and cognitive development.
2. Examine and evaluate appropriate strategies for working with 3 - 5 year olds.
3. Use observations of children to apply developmental theory.

Objectives:

At the conclusion of this course, the student should be able to:

1. Define key terms relating to physical, cognitive and psychosocial development of children ages 3 - 5.
2. Describe typical developmental expectations for children ages 3-5.
3. Evaluate appropriate strategies for adult interactions with this age group.
4. Apply developmental theory to children in a variety of contexts.
5. Use observational skills to evaluate the growth and development of 3-5-year-old children.

Topics and Scope:

- I. Domains of Development
 - A. Physical and motor development
 - B. Cognitive and language development
 - C. Psychosocial development
- II. Characteristics of Development of Children, ages 3 - 5 Years Old
- III. Role of Play in the Development of 3 - 5 Year Old Children
- IV. The Role of the Adult in Supporting Optimal Growth and Development
- V. Application of Developmental Theory
 - A. Role of family
 - B. Societal expectations
 - C. Role of caregiver
 - D. Prevention of child maltreatment

- E. Developmental differences and special needs
- VI. Introduction to Observation Methods
 - A. Running records
 - B. Anecdotal records

Assignment:

1. Reading assignments of approximately 20-30 pages per week
2. Written responses to reading and class discussions (1-2 pages weekly)
3. Written report of observation conducted in group care setting (approximately 2-4 pages)
4. Writing assignment that integrates theory and practice (2-4 pages)
5. Conduct a naturalistic observation; write a 2-4 page report using anecdotal and/or running records
6. Exams (1-2); Quizzes (1-5)

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written observation reports; written responses; theory and practice assignment

Writing
50 - 60%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving
0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Naturalistic Observation

Skill Demonstrations
10 - 20%

Exams: All forms of formal testing, other than skill performance exams.

Exams (1-2); Quizzes (1-5)

Exams
20 - 30%

Other: Includes any assessment tools that do not logically fit into the above categories.

Attendance and participation

Other Category
10 - 15%

Representative Textbooks and Materials:

Developmental Profiles: Pre-birth Through Adolescence. 8th ed. Marotz, Lynn and Allen, Eileen. Cengage Learning. 2016
Instructor prepared materials

