

CHLD 110.2 Course Outline as of Spring 2009**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	8	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, social and emotional) of the 3, 4, and 5-year-old child. 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, social and emotional) of the 3, 4, and 5-year-old child. 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

Outcomes and Objectives:

Upon completion of this class, students will be able to:

1. Define key terms relating to physical, cognitive, social and emotional development of the 3, 4, and 5-year-old children.
2. Describe typical developmental expectations of a 3, 4, and 5-year-old.
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, 4, and 5-year-old children.

Topics and Scope:

- I. Domains of development
 - A. Physical and motor development
 - B. Cognitive and language development
 - C. Social-emotional development
- II. Characteristics of development of 3, 4, and 5-year-olds
- III. Role of play in 3, 4, and 5-year-old child development
- 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. Developmental risks of child abuse
 - E. Developmental impact of special needs
- VI. Introduction to observation methods
 - A. Running records
 - B. Anecdotal records

Assignment:

Representative assignments:

1. Reading assignments of approximately 20-30 pages per week.
2. Written responses to reading and class discussions.
3. Observation report on a licensed group care program, 2-4 pages.
4. Writing assignment that integrates theory and practice, 2-4 pages.
5. Conduct a naturalistic observation of a 3, 4, or 5-year-old child and write a 2-4 page report using anecdotal and/or running records.
6. Two essay exams of approximately 1-2 pages each.

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.

Observation reports; written responses

Writing
70 - 80%

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.

None

Skill Demonstrations
0 - 0%

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

Essay exams

Exams
20 - 30%

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

None

Other Category
0 - 0%

Representative Textbooks and Materials:

Discovering Child Development. Carol Lynn Martin and Richard Fabes. Allyn & Bacon, 2006.

The Child. N. Cobb. Mayfield Press, 2001 (classic text for field).

Instructor prepared materials.