CHLD 110.1 Course Outline as of Fall 2009

CATALOG INFORMATION

Dept and Nbr: CHLD 110.1   Title: DEV TRENDS/CHILD UNDER 3
Full Title: Developmental Trends of Children Under 3
Last Reviewed: 5/14/2018

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	3	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: CHILD110.1

Catalog Description:
Growth and development (physical, cognitive, social and emotional) of children from prenatal period to 36 months of age. Emphasis on practical applications and the adult role in supporting optimal growth in a variety of social 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 children from prenatal period to 36 months of age. Emphasis on practical applications and the adult role in supporting optimal growth in a variety of social 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:
Certificate Applicable Course

COURSE CONTENT

Outcomes and Objectives:
Upon completion of this course, students will be able to:
   1. Define key terms relating to physical, social-emotional, and
      cognitive development of children prenatal to 36 months.
   2. Describe typical developmental expectations of the young (0-8
      mo.), mobile (8-18 mo.) and older infant (18-36 mo.).
   3. Evaluate appropriate strategies for adult interactions with young,
      mobile and older infants.
   4. Apply developmental theory to real life situations in a variety
      of social contexts.
   5. Use observational skills to evaluate the growth and development of
      children ages birth to 36 months in the natural setting.

Topics and Scope:

I. Domains of development
    A. Physical and motor development
    B. Cognitive and language development
    C. Social-emotional development including attachment and separation
II. Characteristics of development
    A. Prenatal development
    B. Young infants, 0 - 8 months
    C. Mobile infants, 8 - 18 months
    D. Older infants, 18 - 36 months
III. Caregiving strategies
IV. Application of developmental theory
    A. Role of family
    B. Societal expectations
    C. Role of caregiver

D. Developmental risks of child abuse
E. The developmental impact of special needs
V. Introduction to observation methods
A. Running records
B. Anecdotal records

Assignment:

1. Written responses to reading and class discussions.
2. Reading assignments of approximately 20-30 pages per week.
3. Observation report of approximately 2-4 pages on a licensed group care program.
4. Writing assignment that integrates theory and practice (approximately 2-4 pages).
5. Naturalistic observation of two different ages of infancy; written report (1-2 pages) and in-class discussion.
6. Essay exams of approximately 1-2 pages.

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, report and written responses	Writing 50 - 70%

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.

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:
Exploring Child Development. R. Fabes. Boston: Pearson Education, 2003.
The Child. N. Cobb. Mountain View: Mayfield Press, 2001.

Instructor prepared materials.