CHLD 110.2 Course Outline as of Fall 2013

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 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. 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. Developmentaldifferences and 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, 1-2 pages weekly.
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- 5-year-old child and write a 2-4 page report using anecdotal and/or running records.
6. Two exams including quizzes, midterm, final or final project.

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 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.

Exams, including quizzes, midterm, final or final project.	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.(2nd) Martin, Carol Lynn and Fabes, Richard. Allyn & Bacon:2009
The Child. N. Cobb. Mountain View: Mayfield Press, 2001. (Classic)
Psicologia del Desarollo. (7th) Berger, Kathleen Stassen. Worth:2006 (Classic)
Instructor prepared materials