

**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:**

<b>AS Degree:</b>	<b>Area</b>	Effective:	Inactive:
<b>CSU GE:</b>	<b>Transfer Area</b>	Effective:	Inactive:
<b>IGETC:</b>	<b>Transfer Area</b>	Effective:	Inactive:
<b>CSU Transfer:</b>		Effective:	Inactive:
<b>UC Transfer:</b>		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

