

CATALOG INFORMATION

Dept and Nbr: CHILD110.1      Title: DEV TRND/INFNT-TDLR  
Full Title: Developmental Trends in Infancy and Toddlerhood  
Last Reviewed: 5/14/2018

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	1.50	Lecture Scheduled	3.00	8	Lecture Scheduled	24.00
Minimum	1.50	Lab Scheduled	0	3	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	24.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 48.00

Total Student Learning Hours: 72.00

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:

**Catalog Description:**  
Ages and stages of the infant, one-year old, and two-year old; physical, intellectual, social, and emotional growth. Emphasis on practical application of principles and adult role in supporting optimal growth. Observation required.

**Prerequisites/Corequisites:**

**Recommended Preparation:**  
Eligibility for English 100A

**Limits on Enrollment:**

**Schedule of Classes Information:**  
Description: Developmental trends of infants & toddlers. Physical, intellectual, social & emotional growth; adult role in supporting optimal growth. (Grade or P/NP)  
Prerequisites/Corequisites:  
Recommended: Eligibility for English 100A  
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>	<b>Effective:</b>	<b>Inactive:</b>
<b>CSU GE:</b>	<b>Transfer Area</b>	<b>Effective:</b>	<b>Inactive:</b>
<b>IGETC:</b>	<b>Transfer Area</b>	<b>Effective:</b>	<b>Inactive:</b>
<b>CSU Transfer:</b>		<b>Effective:</b>	<b>Inactive:</b>
<b>UC Transfer:</b>		<b>Effective:</b>	<b>Inactive:</b>

**CID:**

**Certificate/Major Applicable:**

Certificate Applicable Course

## **COURSE CONTENT**

### **Outcomes and Objectives:**

Student should be able to:

1. Define key terms relating to physical, psychosocial, and cognitive development of infant through 2-year-old.
2. Describe normal developmental expectations of an infant, one-year-old, and 2-year-old.
3. Demonstrate appropriate strategies for working with this age group.
4. Translate major developmental theory into real life situations.
5. Distinguish between appropriate and inappropriate practice in adult interactions.
6. Assess whether programs that serve infants, one-year-olds, and 2-year-olds are developmentally appropriate or inappropriate.

### **Topics and Scope:**

1. Physical and motor development.
2. Cognitive and language development.
3. Social development; attachment and separation issues.
4. Typical concerns of adults working with infants through 2-year-old children.
5. The role of the adult in supporting optimal growth and development.
6. Developmentally appropriate practice in programs that serve children from infancy through 2-year-old.
7. Current issues and concerns for this age group.

**Assignment:**

1. Write a naturalistic observation of a child in group care (infancy through 2-year-old).
2. Complete various reaction essays to films, speakers and hypothetical situations.
3. Complete study questions on reading and class discussions.
4. Complete and document eight hours of participation in an infant through 2-year-old group care situation.
5. Answer in essay format select questions on the eight hour participatory experience with the children.
6. Study for and complete essay quizzes and final.

### 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 homework, Essay exams, REACTION PAPERS

Writing  
25 - 75%

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

Homework problems, Quizzes, Exams

Problem solving  
10 - 25%

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

Field work

Skill Demonstrations  
5 - 10%

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

Multiple choice, Completion

Exams  
10 - 20%

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

None

Other Category  
0 - 0%

### Representative Textbooks and Materials:

Charlesworth, Rosalind. Understanding Child Development - 3rd Ed.

Delmar Publishers, Inc. Albany, New York, 1992

Schickendanz, Judith A., Understanding Children. Mayfield Publishing Company. Mountain View, California. 1990