

COURSE OUTLINE

Early Childhood Development

Course Title

ED 202

Dept. & Course No.

I. COURSE DESCRIPTION: This course deals with interrelationship of the physical, emotional, intellectual and social growth as well as problems common to early childhood.

Pre: ED 110 (3 credits lecture)

II. SEMESTER CREDITS: 3

III. CONTACT HOURS PER WEEK: 3 (Lecture) 0 (Lab) 3 (Total)

IV PREREQUISITE: ED 110

V. STUDENT LEARNING OUTCOMES:	VI. COURSE CONTENT:
Upon completion of this course, the student will be able with 65% accuracy to:	
1. Explain what early childhood development is and discuss four ways early childhood is used to guide professional practice.	A. Early Childhood Development 1. Definition 2. Professional Practices
2. Identify historical perspectives on childhood development and highlight key points which are still reflected in many current care giving and teaching practices.	B. Historical Perspectives on Childhood Development 1. Western Perspectives 2. Non-Western Perspective
3. Describe types of research studies on young children, and discuss their views, assumptions, implications, and which research methods provides the fullest picture of child development from the multicultural perspective and why.	C. Research on Young Children 1. Correlation Studies 2. Experimental Studies 3. Critique of Traditional Research 4. Qualitative/Ethnographic 5. Assumptions and Implications
4. Identify strengths and limitations of techniques teachers use in studying children in the classroom and explain which technique are most useful and why.	D. Studying Children in the Classroom 1. Quantitative Classroom Observation 2. Qualitative Classroom Observation
5. Describe and compare six theories of child development to identify their unique positions aimed to guide parents and professionals, and discuss critiques and multi-cultural analysis and applications	E. Theories of Child Development 1. Maturationist Theory - Gessel 2. Behaviorist Theory - Skinner, Watson and Bandura 3. Psychoanalytic Theory - Freud and Erickson 4. Cognitive Theory - Piaget 5. Sociocultural Theory - Vygotsky 6. Ecological System Theory - Bronfenbrenner 7. Critiques & Multicultural Analysis
6. Define key genetic and environmental processes responsible for determining specific human traits and discuss risk factors affecting normal human development and implications.	F. Perspective on Genetics, Prenatal Development and Birth 1. Heredity 2. Prenatal Development 3. Environment 4. Implications

<p>7. Discuss research findings on infant's growth in physical, self-help skills, perceptual abilities, brain, normal developmental features, reflexes, disorders caused before, during, or after birth, and assessment procedures for identifying at-risk infants.</p>	<p>G. Infant Physical Growth and Brain Development</p> <ol style="list-style-type: none"> 1. Physical Growth and Motor Development 2. Motor Milestone in Infancy 3. Cephalocaudal Growth Gradient 4. Brain Growth 5. Psychological States 6. Newborn Reflexes 7. Disorders in Infancy 8. Breastfeeding and Culture 9. Assessing Newborn
<p>8. Define and describe Piaget's cognitive developmental stages with unique thought processes, characteristics, and discuss Piagetian tasks, causes or challenging conditions for variations in children's cognitive abilities, effects on families, and interventions.</p>	<p>H. Piaget's Cognitive Developmental Stages Theory</p> <ol style="list-style-type: none"> 1. Infant Cognitive Development 2. Preoperational Thoughts 3. Concrete Operational Thoughts 4. Characteristics 5. Piagetian Tasks 6. Challenging Conditions 7. Effects on Families 8. Interventions
<p>9. Describe normal language developmental stages in receptive and productive language and discuss unique characteristics, types of language deficits and language differences in infants and implications.</p>	<p>I. Language Developmental Stages</p> <ol style="list-style-type: none"> 1. Receptive Language 2. Productive Language 3. Language deficits vs. Language Difference
<p>10. Define and discuss unique characteristics on infants' social and emotional development and explain the processes which help infants to form strong emotional bonds with parents and caregivers.</p>	<p>J. Infants Social and Emotional Development</p> <ol style="list-style-type: none"> 1. Trust and Attachment 2. Autonomy 3. Temperament 4. Contributing Factors
<p>11. Identify natural and learned gross and fine motor skills of preschool and primary years children from western motor development milestone and local data from parents' survey, discuss sex differences, functional play, effects of television, challenging conditions affecting physical growth, adaptations for children with physical disabilities and early intervention.</p>	<p>K. Preschool and Primary Years Physical and Motor Development</p> <ol style="list-style-type: none"> 1. Gross Motor Abilities 2. Fine Motor Abilities 3. Western Motor Development Milestone 4. Local Survey Data 5. Sex Differences 6. Functional Play 7. Effects of Television 8. Challenging Conditions 9. Early Intervention
<p>12. Define "symbolic thought" and describe unique symbolic abilities of preschoolers and children with special needs, and discuss first and second language acquisition, and literacy development.</p>	<p>L. Symbolic Thought</p> <ol style="list-style-type: none"> 1. Sociodramatic Play 2. Children with Special Needs 3. Language Acquisition 4. Literacy Development

<p>13. List and describe characteristics of social and emotional growth in preschoolers, and discuss types of social competence, positive and negative social behaviors, and contributing factors for variations in behaviors among preschoolers and implications.</p>	<p>M. Social and Emotional Growth in the Preschool Years</p> <ol style="list-style-type: none"> 1. Erikson Psychosocial Theory 2. Social Competence 3. Positive & Negative Behaviors 4. Parten's Stages of Social Participation 5. Implications
<p>14. Explain why IQ Tests are rarely used in school today to determine an individual's intelligence, to diagnose learning problems or to identify children with special needs, and discuss application of alternative assessments and Gardner's Multiple Intelligence theory in the classroom and implications.</p>	<p>N. Intellectual Development of Primary Grade Children</p> <ol style="list-style-type: none"> 1. IQ Tests 2. Informal Assessment 3. Gardner's Multiple Intelligence 4. Implications
<p>15. Define Vigotsky's view of language and social interaction and types of memory to understand how children in the primary years learn and discuss contributing factors for variations in cognitive abilities and strategies for meeting the needs of children with special needs.</p>	<p>O. Cognition and Schooling</p> <ol style="list-style-type: none"> 1. Vigotsky's View 2. Types of Memory 3. Contributing Factors 4. Children with Special Needs
<p>16. Explain the importance of literacy development in the primary years in reading and writing and discuss strategies for improving reading and writing skills in children to help them become biliteracy.</p>	<p>P. Literacy Development</p> <ol style="list-style-type: none"> 1. Picture-Governed Reading 2. Story Book Reading 3. Stages of Writing Development in Primary Years 4. Biliteracy

<p>17. Explain the meaning of "competence and social acceptance" as viewed by children in the primary years, identify unique characteristics and discuss practices local schools, culture, and parents today use to threaten children's feelings of competence moral self-worth, self-esteem, and implications.</p>	<p>Q. Social and Emotional Development in the Primary Years</p> <ol style="list-style-type: none"> 1. Competence and Social Acceptance 2. Culture, Parents, Schools' Influences 3. Implications
<p>18. Explain major reasons for cultural variations in parenting and extended family roles in the process of caring and educating children and use examples to illustrate traditional and contemporary beliefs and values which are expected from children today.</p>	<p>R. Multicultural Perspective about Child Development</p> <ol style="list-style-type: none"> 1. Cultural Beliefs and Values 2. Parent's Beliefs and Values 3. Extended Family Roles 4. Implications

<p>VII. Equipment and Materials:</p> <p>A. Routine Classroom Materials B. TV & DVD Player & CDs C. Overhead Projector D. Library Resources E. Portfolio Folders F. Supplemental Materials</p>	
<p>VIII. Text and References:</p> <p>A. Required Text: Brewer, Jan, <u>Introduction to Early Childhood Education, 4th Edition</u>, Pearson Education, Inc., Boston, MA, 2007 B. Supplemental Reference: Jeffrey Trawick-Smith, <u>Early Childhood Development, 2nd Edition</u>, Prentice-Hall Inc., Upper Saddle River, NJ, 2000.</p>	
<p>IX. Methods of Instruction:</p> <p>A. Reading assignments/Guiding questions B. Definitions/interactive guides/case study C. Section and Chapter quizzes and tests D. Presentations/participation E. Midterm and Final exams F. In-class activities</p>	
<p>X. Evaluation Criteria:</p> <p>A. Class Participation-----15% B. At least (2) two summative assessments-----30% C. At least (2) two formative assessments-----30% D. At least (1) authentic assessment-----25% E. Total-----100%</p> <p>The transmutation of percent to letter grade is as follows:</p>	

90 - 100	-	A
80 - 89	-	B
70 - 79	-	C
65 - 69	-	D
00 - 64	-	F

**ED 202 - EARLY CHILDHOOD DEVELOPMENT
COURSE LEARNING OUTCOMES**

Directions: At the end of the course experience, please rate the student to indicate the degree of proficiency. Circle one number for each course learning outcome. The numerical rating of 4, 3, 2 and 1 is not intended to represent the traditional school grading system of A, B, C, D and F. The descriptions associated with each of the numbers focus on the level of student proficiency for each of the course learning outcomes listed below.

Rating Scale: 4 - Outstanding
3 - Proficient
2 - Developing
1 - Emerging

CLO 1:	Explain and apply early childhood developmental theories in relation to the physical, social, emotional, and intellectual growth of a child.
Outstanding - 4	Explain and apply early childhood developmental theories in relation to the physical, social, emotional, and intellectual growth of a child.
Proficient - 3	Explain and apply early childhood developmental theories in relation to the physical, social, emotional, and intellectual growth of a child with minimal assistance.
Developing - 2	Explain and apply early childhood developmental theories in relation to the physical, social, emotional, and intellectual growth of a child, but needs regular assistance.
Emerging - 1	Needs constant assistance in explaining and applying early childhood developmental theories in relation to the physical, social, emotional, and intellectual growth of a child.

CLO 2:	Identifies and illustrates the different types of genetic disorders and environmental risk factors that contribute to learning disabilities.
Outstanding - 4	Identifies and illustrates the different types of genetic disorders and environmental risk factors that contribute to learning disabilities.
Proficient - 3	Identifies and illustrates the different types of genetic disorders and environmental risk factors that contribute to learning disabilities with minimal assistance.
Developing - 2	Identifies and illustrates the different types of genetic disorders and environmental risk factors that contribute to learning disabilities, but needs regular assistance.
Emerging - 1	Needs constant assistance in identifying and illustrating the different types of genetic disorders and environmental risk factors that contribute to learning disabilities.