

EDU 144
CHILD DEVELOPMENT I

COURSE DESCRIPTION:

Prerequisites: High school diploma or GED and ENG 080 and RED 080 or satisfactory score on the placement test

Corequisites: None

This course covers the theories of child development and the developmental sequences of children from conception through the pre-school years for early childhood educators. Emphasis is on sequences in physical/motor, social, emotional, cognitive, and language development as well as appropriate experiences for the young child. Upon completion, students should be able to identify developmental milestones, plan experiences to enhance development, and describe appropriate interaction techniques and environments for typical and atypical development.

Course Hours Per Week: Class, 3. Semester Hours Credit, 3.

LEARNING OUTCOMES:

At the completion of this course, the student will be able to:

- a. Define early childhood development.
- b. Outline the historical viewpoints of childhood.
- c. Discuss the current theories of early childhood development.
- d. Discuss the relationship between the historical practices in childcare and today's current practice.
- e. Identify the impact that sociocultural and economic factors have on young children.
- f. Discuss the assessment and care of newborns.
- g. Identify major factors influencing physical and motor development.
- h. Identify and discuss ages and stages of developmental growth in young children.
- i. Identify and describe the psychosocial and emotional development in young children.
- j. Identify major factors influencing cognitive, language, and literacy development in young children.
- k. Identify and explain four methods of gathering information about children.
- l. Identify trends and factors influencing adult behaviors, and their effect on children.
- m. Discuss and interpret the role of educators in child development.

OUTLINE OF INSTRUCTION:

- I. The early childhood development profession
 - A. Origins of child care
 - B. Historical influences on current practices
 - 1.) Models and Theories of Early Childhood
 - (a.) John Locke
 - (b.) Johann Pestolozzi
 - (c.) G. Stanley Hall
 - (d.) Erik Erikson
 - (e.) Ivan P. Pavlov
 - (f.) Carl Roberts

- (g.) Abraham Maslow
- (h.) John B. Watson
- (i.) B.F. Skinner
- (j.) Jean Piaget
- (k.) Lev Vygotsky
- (l.) Urie Bronfenbrenner
- (m.) Mary Ainsworth
- (n.) T. Berry Brazelton
- (o.) Albert Bandura
- (p.) John Bowlby
- (q.) Arnold Gesell
- (r.) Jawanza Kunjufu
- (s.) Margaret Mead
- (t.) Sigmund Freud
- (u.) Lawrence Kolberg

- II. Theories of development and learning
 - A. Cognitive development theory
 - B. Behaviorist theory
 - C. Affective theory
 - D. Psychosocial theory
 - E. Early brain development

- III. Psychosocial development in early childhood
 - A. Emotional Development
 - B. Fears and Anxiety
 - C. Self-concept
 - D. Friendship and Play

- IV. Language Development
 - A. Sequence of development
 - B. Sound Production
 - C. Cultural Communication styles
 - D. Literacy development

- V. Physical and motor development
 - A. General Characteristics
 - B. Developmental milestones
 - C. Health and well-being issues
 - D. Genetic make-up
 - E. Dental health
 - F. Physical health

- VI. Values in child development
 - A. Value awareness
 - B. Value development
 - C. Caregiver's values
 - D. Parental values
 - E. Professional values
 - F. Respecting/valuing and integration of differing values

- VII. Professionalism
 - A. Confidentiality
 - B. Teamwork
 - C. Professional responsibility and ethics
 - D. Advocacy
 - E. Other agency collaboration
 - F. Career development ladder

- VIII. Program planning in early childhood
 - A. Integration of individual needs of children
 - B. Structured and child initiated activities
 - C. Daily schedule
 - D. Organization of space
 - E. Equipment and materials
 - F. Curriculum development

- IX. Play in early childhood
 - A. Types of play
 - B. Value of play
 - C. Developmental aspect of play
 - D. Role of adults in play

- X. Early childhood and the future
 - A. Child care regulations
 - B. Diversity
 - C. Current and future issues relevant to child care
 - D. Inclusion

REQUIRED TEXTBOOKS AND MATERIALS:

To be announced by instructor.

STATEMENT FOR STUDENTS WITH DISABILITIES:

Students who require academic accommodations due to any physical, psychological, or learning disability are encouraged to request assistance from a disability services counselor within the first two weeks of class. Likewise, students who potentially require emergency medical attention due to any chronic health condition are encouraged to disclose this information to a disability services counselor within the first two weeks of class. Counselors can be contacted by calling 686-3652 or by visiting the Student Development Office in the Phail Wynn Jr. Student Services Center, room 1309.