

**EDU 145**  
**CHILD DEVELOPMENT II**

**COURSE DESCRIPTION:**

Prerequisites: High school diploma or GED and EDU 144 and ENG 080 and RED 080 or satisfactory score on placement test

Corequisites: None

This course covers theories of child development and developmental sequences of children from pre-school through middle childhood for early childhood educators. Emphasis is on characteristics of physical/motor, social, emotional, and cognitive/language development and appropriate experiences for children. Upon completion, students should be able to identify developmental characteristics, plan experiences to enhance development, and describe appropriate interaction techniques and environments. 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. Outline expected patterns of physical and motor development in children from ages 5-8.
- b. Describe perceptual motor development in children ages 5-8.
- c. Identify major factors influencing, physical and motor development in children ages 5-8.
- d. Describe the psychosocial development of children ages 5-8.
- e. List major social and emotional milestones in psychosocial development for children ages 5-8.
- f. Identify factors that influence psychosocial development for children ages 5-8.
- g. Describe the cognitive development of children ages 5-8.
- h. Identify special needs and sociocultural information relating to the cognitive, language and literacy development of children ages 5-8.
- i. Describe the role of professional responsibility and ethics in assisting parents in understanding the development and learning styles of young children.
- j. Describe the relationship between professionalism and advocacy for young children and their families.

**OUTLINE OF INSTRUCTION:**

- I. An overview of Early Childhood Development
  - A. Definition of Early Childhood
  - B. Evaluation of the Study of Young Children
  - C. Theories in Early Childhood Development
- II. Approaches to studying young children
  - A. Formal
  - B. Informal
  - C. Other methods

- III. Physical and motor development ages 6-8
  - A. General physical characteristics
  - B. Small motor development
  - C. Perceptual motor development
  - D. Gender identity and role expectations
  
- IV. Health and well being issues
  - A. Nutrition
  - B. Safety
  - C. Violence
  
- V. Psychosocial development
  - A. Emotional development
  - B. Self concept
  - C. Gender identity & gender role development
  - D. Self-esteem
  - E. Moral development
  
- VI. Factors influencing psychosocial development
  - A. Sociocultural influences
  - B. Personality
  - C. Adult-child relationships
  - D. Sibling relationships
  - E. Stress
  - F. Media & Technology
  
- VII. The importance of understanding the dynamics
  - A. Adult development
  - B. Trends and factors influencing adult behavior
  - C. The developing professional
  - D. Professional responsibility and ethics
  - E. Role of the early childhood professional

**REQUIRED TEXTBOOKS AND MATERIALS:**

Fabes and Martin. *Exploring Child Development*. 2<sup>nd</sup> Edition. AB Longman (Alyn Bacon Pearson). (2002-03). ISBN: 0 205 34808 4.

**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.