

Cabrillo College
Early Childhood Education
ECE 31 ~ HYBRID~CHILD & ADOLESCENT DEVELOPMENT
(3 U.)

FALL 2016

Instructor: Dana Cox, RN, MA

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Required Text:

Levine & Munsch "Child Development From Infancy to Adolescence" (2015) **Interactive eBook or PRINT** with Access to Companion Site.

<https://us.sagepub.com/en-us/nam/child-development-from-infancy-to-adolescence/book240483>

Link to Cabrillo Book Store:

<http://cabrillo.bncollege.com/webapp/wcs/stores/servlet/BNCBTBListView>

COMPANION SITE: <https://edge.sagepub.com/levinechrono/student-resources>

Course Dates: Meets on 4 Thursdays. These are MANDATORY and are on **9/1/16, 10/6/16, 11/3/16 and 12/1/16**

Office Hours: Thursdays 5:30-6:30 on **9/1/16, 10/6/16, 11/3/16 and 12/1/16**; and ONLINE Thursdays 6:00-7:00PM via Phone and/or Google Hangout (the weeks we don't have In-Class) **or** scheduled by arrangement with instructor.

Course Description:

ECE 31 and 131 examine the major physical, psychosocial, and cognitive/language developmental milestones for children from conception through adolescence with an emphasis on non-judgmental observation. This course will focus on the interaction between maturational processes and environmental factors. Critical, analytical written work is the primary means of evaluation.

This course is designed to help students understand the developmental tasks of childhood: the common patterns, as well as the unique relationship between developmental domains including physical (health, gross and fine motor, and adaptive), cognitive, communication (speech & language) and social-emotional influences, and how each influences a child's growth, behavior and learning. There will be particular emphasis on how the child comes to make sense of the world, and how families and societies do and don't make sense of the child's unique place in human life. Children's physical needs and responses, their reactions and behavior, their thinking and perception, are distinctly different from adults. Understanding children is a complex task demanding knowledge, reflection, and careful observation. Students in this course will also be introduced to the variety of professions that require knowledge of child development as their foundation, as well as preparation for supporting themselves and others in parenting and caregiving.

RECOMMENDED PREPARATION for sections taught in an English Format: Eligibility for ENGL 100 and READ 100.

Core Cabrillo Competencies:

Communication - reading, writing, listening, speaking and/or conversing

Critical Thinking and Information Competency - analysis, computation, research, problem solving

Global Awareness - an appreciation of scientific processes, global systems and civics, and artistic variety

Personal Responsibility and Professional Development - self-management and self-awareness, social and physical wellness, workplace skills

Course Structure

This 3 Unit course may be taken for credit as either ECE 31 or ECE 131. Both 31 and 131 receive full Cabrillo College credit, qualify as part of a financial aid load, permit students to continue in the Early Childhood major, and qualify for State licensing requirements necessary to work with young children. ECE 31, however, is also transferable to four-year institutions and fulfills a social science (Area D) graduation requirement at Cabrillo. The only difference between the two options is the nature of the written assignments. For ECE 31, college level analytic writing is required on all assignments and some assignments include additional questions for students getting 31 credit. Students must decide between 31 and 131 credit during the first week of class. Students choosing to take the class, as ECE 131 must give the instructor the appropriate paperwork by the second class meeting

Course Learning Outcomes :

1. Analyze, compare and contrast major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.
2. Analyze how social, cultural, economic, political and historical contexts impact and affect development.
3. Investigate the importance of the early years, appraise the interaction between maturational processes and environmental factors and analyze their effects on various areas of development.
4. Analyze children's development based on detailed, descriptive, non-evaluative written documentation of child observations.

Course Objectives:

1. Identify and explain the major developmental tasks for children from birth through adolescence in the areas of physical, social/emotional, and cognitive/language development.
2. Describe and discuss several of the major cultural and social factors that influence prenatal development, birth, identity development and the life experiences of young children.
3. Examine, explain and compare major theoretical frameworks that relate to the study of child development
4. Investigate and explain sources of developmental change; describe biological and environmental factors; and demonstrate knowledge of current research findings on the interaction between maturation and experience, including risk factors, and reasons for disturbances in the developmental process.
5. Observe children of various ages from infancy through adolescence and demonstrate objectivity in detailed, descriptive, non-evaluative written documentation of observations.

6. Apply developmental theories to data collected through interviews and observations of children at various ages and stages using investigative research methodologies.
7. Describe and explain observations in relationship to readings, lecture presentations and answers to questions.
8. Examine and evaluate the role of family, caregivers and teachers in facilitating children's development.
9. Examine and evaluate the role of play and its relationship to development at various stages.
10. Investigate and explain the process of bilingual development in children at various stages.
11. Utilize self-assessment and self-reflection to examine and analyze content of the course.

Course Content

1. Introduction to developmental thought.
2. Major current and historical theoretical frameworks of child development.
3. The child as a member of a specific family, culture and social structure.
4. Genetics, heredity, conception, prenatal development and birth: interaction between biological and prenatal environmental factors.
5. Investigative research methods: interviews, observation, documentation, analysis, presentation of findings; questions of ethics, bias, and validity of research.
6. The art and practice of objective observation and documentation
7. Applying theory and developmental norms to analyze observations of children at various ages and stages of development.
8. Child development: infants, toddlers, play-years, middle childhood and adolescence; including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level.
9. Characteristics of typical and atypical development at various stages.
10. Monolingual and bilingual development: theories of language learning and bilingualism.
11. Developmental issues: identity and sense of self; gender roles; sexual development; peer groups; schooling.
12. The role and influence of family, caregivers and childcare programs.
13. Contemporary social issues that impact children's development.

Course Information/ Academic Policies:

<http://www.cabrillo.edu/publications/catalog/current/wrap/academicpolicies.pdf>

1. Late assignments will **not** be accepted without prior permission from the course instructors, and all assignments must be turned in by **12/16/16** to receive credit in this course. ONLY 1 assignment will be accepted LATE, without penalty
2. All assignments, unless otherwise noted (ie: journal entries), are to be submitted by computer or typewriter. You must email or talk to the instructor if you need to have a handwriting accommodation made.
3. The last day to drop with no grade placed on permanent record is **9/12/16**. The last day to drop classes with option of "W" grade is **11/19/16**. **NOTE: It is the student's responsibility to take these actions through the Admissions Office.**
4. Content, assignments, quizzes and exams presented in this course syllabus are subject to change by the course instructor in order to adapt and individualize learning, and/or accommodate student needs and/or guest speakers.
5. Students are expected to adhere to a code of conduct that requires honest and ethical academic behavior and respect for others as well as for the learning environment.

6. The college policy on attendance, as stated in the catalog is: students missing one more class hour than the unit value for a particular course, without making prior arrangements may, at the instructor's option be dropped without possibility of credit.
7. Students with **disabilities and/or other special needs** are highly encouraged to talk with the instructor about what accommodations they need and/or seek the services of the DSPS <http://www.cabrillo.edu/services/dsps/>

Course Requirements and Assignments:

Regular attendance, reading preparation and participation in the class.

Students are **expected to attend all 4 on-campus classes**. Attendance is taken by having your name on the sign-in sheet. Students who are absent because of illness should personally contact their instructors. Illness-related absences do not relieve students from the responsibility of making up any work missed. Expected time commitment for each hour unit, it is assumed that students will be required to spend an additional two hours of study outside of class. **Participation points will primarily be accrued by participating in online activities, including responding to chat boards and online student engagement activities.** There is a possibility of **150 points or 15 %** of your total grade (100 points ONLINE and 100 points IN-CLASS)

It is important that you find your "voice" in classroom and ONLINE activities and discussions of ideas. Discussions and activities may sometimes raise controversial topics that have personally impacted you and/or your fellow students, their families and communities. To facilitate open, honest and respectful discussions – even when we are questioning, critical, or in disagreement with one another – it is important that we all support our opinions with examples from the reading, class discussion, and/or personal experiences, and show how they are connected. It is also important that we all take care to give each other a chance to be heard during discussions.

Context Projects/ Assignments

Complete six (6) written assignments that demonstrate your understanding of the lecture material and your observation, reflections (ECE 31- and analysis)- skills. Each assignment is worth between **35-75 pts**, and all of the context assignments account for **30 %** of your total grade. More comprehensive instructions and a rubric for both 131 and 31 students will be provided for each assignment.

- *Pregnancy & Birth Interview (75 pts.)*
- *Infant Observation (35 pts.)*
- *Toddler Observation (35 pts.)*
- *Preschool/Play Project (75 pts)*
- *School Age Observation (40 pts)*
- *Adolescent Observation or Self-Reflection (40 pts.)*

Important Notes:

- Observation assignments require students to observe children outside of class during regular childcare hours. Please refer to your syllabus for dates. An orientation of the observation room and guidelines for observation will be discussed on the 4th or 5th night of class.
- Late assignments will not be accepted unless a prior arrangement has been made with the instructor.

- See the **Syllabus “Topics & Assignments”** for due dates and the **Assignment Record** in your individual GRADING GRID or below for the relative “weight” of each assignment. The instructor will record your grades CANVAS, but it is your responsibility to note that this occurred.
- Final semester grades are determined by total points received and completion of all course requirements on time.
- Because this is a TRANSFERABLE course, students will be expected to write analytical essays about the above assignments.

Quizzes, Final Exam/ Self-Evaluation. There will be 16 online quizzes (worth 15 pts each), and one final exam covering the entire course readings. The 16 quizzes, will account for **24%**, exam **15%** and self-evaluations **5 %** will account for a **total of 44 %** of your final course grade.

Evaluation (How much each part of course is weighted to your grade= with total pts. possible):

- ONLINE Participation/Group Work = 150
- Context Assignments—Observations & Projects
 - 35-75 points per Assignment (see above)= 300
- Quizzes and Final Examination/Self-Evaluation
(16 Chapter Quizzes X 25 pts=400 pt; 1 Exam 100 pts; 1 Self-Eval. 50pts= 550

Total: **1000 points**

Grading Scale:	900 - 1000 pts.	90%	A
	800 – 900 pts.	80%	B
	700 - 800 pts.	70%	C
	600- 700 pts.	60%	D
	< 600 pts.	59% or less	F

** You must earn a total of 700 points to earn a PASS in this course if taking Pass/No Pass option. Please notify the instructor if you want Pass/No Pass grade..