

Early Childhood Development 0-3 Years (CDEC 1339)



Credit: 3 semester credit hours (3 hours lecture)

Prerequisite/Co-requisite: N/A

Course Description:

This course will provide a study of the principles of normal growth and development from conception through three years of age. Emphasizes physical, intellectual, and social/emotional development.

Required Textbook and Materials:

1. *See How They Grow: Infants and Toddlers* by S. Martin. 2007. Cengage Publishers.
 - a. ISBN number is 978418019228.
2. A package of #882 Scantrons and #2 pencils.

Course Objectives:

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

1. Describe the normal stages of physical, intellectual, emotional, and social development from conception through age three. (SCANS: C5.4, C6.4, C7.4, C8.4, F1.5, F2.3, F5.5, F6.3, F11.4)
2. Identify the factors that affect normal growth and development. (SCANS: C9.3, F1.5, F2.5, F5.5, F6.4, F10.4)
3. Develop a list of activities and/or materials that encourage motor, intellectual, language emotional, and social development in children three years of age and younger. (SCANS: C5.4, C6.4, C7.4, C8.4, F1.5, F2.5, F5.5, F6.4, F10.4)
4. Analyze a given child's development based upon normal stages of growth and development. (SCANS: C1.4, F1.5, F2.5, F5.5, F6.4, F11.4, F12.4)

SCANS Skills and Competencies:

Beginning in the late 1980's, the U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS) conducted extensive research and interviews with business owners, union leaders, supervisors, and laborers in a wide variety of work settings to determine what knowledge workers needed in order to perform well on a job. In 1991 the Commission announced its findings in *What Work Requires in Schools*. In its research, the Commission determined that "workplace know-how" consists of two elements: foundation skills and workplace competencies.

Course Outline

- A. Caregiving & Education
 - 1. Genesis of a Philosophy
 - 2. Translating Values Into Practice
 - 3. Why Do We Need a Philosophy?
 - 4. Best Practices/Other Factors
- B. Getting in Focus
 - 1. Why Observe?
 - 2. What & When to Observe
 - 3. Getting Started
 - 4. Selecting Observation Methods
 - 5. Assessment
 - 6. Developmental Screening & Assessment
 - 7. Health Concerns
- C. Explaining Behavior
 - 1. Growth & Development
 - 2. Infant & Toddler Development
 - 3. Theories & Principles of Development
 - 4. Research & Initiatives Focusing on Young Children
- D. New Beginnings
 - 1. Why Do We Need To Learn About Newborns?
 - 2. What to Look For
 - 3. Born Into a Family
 - 4. Particular Needs
 - 5. Health Concerns
 - 6. Signs of Potential Neglect or Abuse
 - 7. Everyday Safety Issues
- E. Taking Notice: Infants 6 Weeks to 3 Months
 - 1. Initial Signs of Development & Growth
 - 2. Developmental Domains
 - 3. Particular Needs
 - 4. Developmental Variations & Alerts
 - 5. Everyday Safety Issues
- F. Grasping the World: Infants at 3-6 Months
 - 1. Developmental Domains
 - 2. Particular Needs
 - 3. Developmental Variations & Alerts
 - 4. Everyday Safety Issues
- G. Me and You: Infants at 6-9 Months
 - 1. Developmental Domains
 - 2. Particular Needs
 - 3. Developmental Variations & Alerts
 - 4. Everyday Safety Issues
- H. Raring to Go: Infants 9 – 12 Months
 - 1. Developmental Domains
 - 2. Attachment
 - 3. Play
 - 4. Particular Needs
 - 5. Developmental Alerts
 - 6. Health Concerns
 - 7. Everyday Safety Issues
 - 8. Signs of Potential Neglect or Abuse
- I. Becoming Toddlers: 12 – 18 Months
 - 1. Developmental Domains
 - 2. Attachment
 - 3. Play
 - 4. Particular Needs
 - 5. Developmental Alerts
 - 6. Health Concerns
 - 7. Families as Partners in Care
 - 8. Signs of Potential Neglect or Abuse
 - 9. Everyday Safety Issues
- J. Feeling Around: Toddlers at 18 -24 Months
 - 1. Developmental Domains
 - 2. Play
 - 3. Toddler Consciousness & the Toddler Brain
 - 4. Particular Needs
 - 5. Developmental Variations & Alerts
 - 6. Families in Partners in Care
 - 7. Health Concerns
 - 8. Everyday Safety Issues
- K. Here and Now: Toddlers 2 – 3 Years Old
 - 1. Developmental Domains
 - 2. Emotional Intelligence
 - 3. Play
 - 4. Particular Needs
 - 5. Developmental Alerts
 - 6. Health Concerns
 - 7. Signs of Potential Neglect or Abuse
 - 8. Everyday Safety Issues

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Grade Scale:

900 –1000 points	A
899 –800 points	B
799 –700 points	C
699 –600 points	D
599 –0 points	F

Course Evaluation

Final grades will be calculated according to the following criteria:

1. 3 Tests	30%
2. Introductory Paper	10%
3. Course Assignments	40%
4. Self- Assessment	10%
5. Attendance & Participation	10%

Course Requirements

1. Introductory paper.
2. Four assignments.
3. Caregiver Self Assessment.
4. Research Importance of Brain Development in Infants/Toddlers.

Course Policies:

1. No food, drinks, or use of tobacco products in class.
2. Beepers, telephones, headphones, and any other electronic devices must be turned off while in class.
3. Do not bring children to class.
4. No late assignments will be accepted.
5. Tests. Students that miss a test are not allowed to make up the test. Students that miss a test will receive a grade of '0'.
6. Attendance Policy. Two absences are allowed. If a student is tardy to class or departs early three (3) times, it will be equal to one (1) absence. Each absence beyond two absences will result in a 5 point deduction from your final grade.
7. If you wish to drop a course, the student is responsible for initiating and completing the drop process. If you stop coming to class and fail to drop the course, you will earn an 'F' in the course.

Disabilities Statement

The Americans with Disabilities Act of 1992 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. Among other things, these statutes require that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodations for their disabilities. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409) 880-1737 or visit the office in Student Services, Cecil Beeson Building.

Course Schedule

Week of	Topic	Reference
Week 1	Course introduction and policies	
Week 2	Chapter 1: Caregiving & Educating Chapter 2: Getting in Focus Introductory Paper Due	pp. 2 – 28 pp. 32 - 54
Week 3	Chapter 3: Explaining Behavior Chapter 4: New Beginnings	pp. 55 – 89 pp. 93 - 123
Week 4	Test 1 Chapters 1 – 3 Assignment 1 Due: Internet Search Chapter 5: Taking Notice	pp. 128 -146
Week 5	Brain Development Research Brain Development	
Week 6	Chapter 6: Grasping the World Chapter 7: Me and You	pp. 150 -169 pp. 174 -194
Week 7	Assignment 2 Due: Book Review Test 2 Chapters 4 – 6 & lecture notes	
Week 8	Brain Development Chapter 8: Raring to Go	pp. 200 -224
Week 9	Assignment 3 Due: Lesson Plan Chapter 9: Becoming a Toddler	pp. 228 – 264
Week 10	Chapter 10: Feeling Around Assignment 4 Due: Infant/Toddler Activity	pp. 272 – 296

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Week 11	Chapter 11: Here and Now	pp. 302 – 334
Week 12	Infant & Toddler Caregiver Self-Evaluation Due Building Brain Power in Infants lecture	
Week 13	Building Brain Power in Infants concludes	
Week 14	Building Brain Power in Toddlers lecture	
Week 15	Building Brain Power in Toddlers concludes	
Week 16	Review for final	
