

**SAN DIEGO COMMUNITY COLLEGE DISTRICT  
CITY, MESA, AND MIRAMAR COLLEGES  
ASSOCIATE DEGREE COURSE OUTLINE**

**SECTION I****SUBJECT AREA AND COURSE NUMBER:** Child Development 160**COURSE TITLE:** Observing and Understanding Children**Units: 2**  
Grade Only**CATALOG COURSE DESCRIPTION:**

This course focuses on behavioral patterns and growth processes of young children through observations and supervised participation in the campus Child Development Center. Emphasis is placed on the principles of observing, interpreting and guiding children's behavior. The course includes the study of children's developmental, safety and nutritional needs. The course fulfills the specialization requirements for the State of California Master Teacher Permit when taken with Child Development 161 and 162 or Child Development 161 and 188.

**REQUISITES:****Advisory:**

ENGL 042 with a grade of "C" or better, or equivalent or Assessment Skill Level R4  
&  
ENGL 043 with a grade of "C" or better, or equivalent or Assessment Skill Level W4

**Limitation on Enrollment:**

This course is not open to students with previous credit for CHIL 160A

**FIELD TRIP REQUIREMENTS:** May be required**TRANSFER APPLICABILITY:** Associate Degree Credit & transfer to CSU and/or private colleges and universities**TOTAL LECTURE HOURS:** 16 - 18**TOTAL LAB HOURS:** 48 - 54**STUDENT LEARNING OBJECTIVES:**

Upon successful completion of the course the student will be able to:

1. Describe and interpret the operating policies and procedures of the campus lab.
2. Apply the philosophy of the campus lab when carrying assigned tasks.
3. Describe the general characteristics of children between the ages of two and five.
4. Identify guidance techniques and practices in working with young children.
5. Examine the role of observation in interpreting children's behavior.
6. Compare and contrast the different parenting styles and their effects on children.
7. Identify sound nutritional guidelines and safety practices for young children.

**SECTION II**

## 1. COURSE OUTLINE AND SCOPE:

### A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. The following topics will be included in the framework of the course but are not intended as limits on the content. The order of presentation and relative emphasis may vary with the instructor.
  - A. Organization and Procedures of the campus lab
    1. Goals and philosophy
    2. Operating policies and procedures
    3. Classroom Organization, daily routines, and developmental program
    4. Role of the Student Aide
    5. Effective ways to work with young children
  - B. Growth and Development Patterns of Young Children
    1. Physical Development
    2. Cognitive Development
    3. Language Development
    4. Social Development
    5. Emotional Development
  - C. Guidance techniques and procedures in working with young children and their families
    1. Guidance principles, values and positive behavior
    2. Goals of misbehavior
    3. Parental/Teacher Expectations
    4. Cultural Differences in Child Rearing
    5. Age Appropriate Guidance
  - D. Observation and appraisal of young children's behavior
    1. Purpose and objective of child observations
    2. The role of the observer
    3. Child observation techniques
  - E. Parental and teacher styles and the effects on children
    1. Child rearing models
    2. Effects on children
  - F. Child nutrition
    1. Establishing good eating habits
    2. Nutrition guideline
    3. Food safety
- II. Health and safety
  1. First aid
  2. Health issues

### B. Reading Assignments:

Reading assignments are required and may include but, are not limited to, the following:

- I. 1. Child development journals such as; Young Children
- II. 2. Collections of articles such as; Annual Editions of Early Childhood Education
- III. 3. Handbook entitled; San Diego Community College Participant's Handbook
- IV. 4. Packet of material developed by Child Development Instructors
- V. 5. Internet reports

### C. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. 1. Analyze and evaluate the operating procedures and policies of the campus lab including the goals and philosophy of the lab.
- II. 2. Evaluate and apply guidance techniques and practices with young children.
- III. 3. Observe and appraise children's behavior.
- IV. 4. Compare and contrast parenting/teaching styles and formulate an approach with children.
- V. 5. Review current literature, periodicals and articles.

**D. Appropriate Outside Assignments:**

Outside assignments may include, but are not limited to, the following:

- I. 1. Reading and writing assignments as specified in the course syllabus.
- II. 2. Internet, library and other research.
- III. 3. Written observations of children.
- IV. Review of current periodicals.

**E. Writing Assignments:**

Writing assignments are required and may include, but are not limited to, the following:

- I. 1. Written report describing the organization, policies and procedures of the campus child development lab.
- II. 2. Written observations and interpretations of children's behavior.
- III. 3. Written report using Behavior Modification techniques.

**2. METHODS OF EVALUATION:**

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Objective and essay exams that test for major principles of behavioral patterns and growth processes of young children, guidance techniques and operating policies and practices of the campus lab. Out of class writing assignments
- II. Lab policies and procedures
- III. Child observations
- IV. Behavior Modification program Supervised participation in the campus child development lab and application of the policies and procedures of the lab. Class participation.

**3. METHODS OF INSTRUCTION:**

Methods of instruction may include, but are not limited to, the following:

- \* Other (Specify)
- \* 1. Lecture and visual aids
- \* 2. Discussion and problem solving performed in class
- \* 3. Quiz and examination review performed in class
- \* 4. Supervised training in the campus child development lab

**4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

**TEXTBOOKS:**

1. Paciorek, Karen M. & Munro, Joyce. Annual Editions of Early Childhood Education, Current ed. Connecticut, Duskin/McGraw Hill, 2000,

**MANUALS:**

**PERIODICALS:**

**SOFTWARE:**

**SUPPLIES:**

1. San Diego Community College Participant's Handbook, current edition
2. Young Children, New York, N.A.E.Y.C.
3. Individual packets prepared by instructors

**ORIGINATOR:** Curricunet Version 2  
**ORINATION DATE:** 11/01/1986  
**PROPOSAL ORIGINATOR:** Sally Nalven  
**CO-CONTRIBUTOR(S)**  
**PROPOSAL DATE:** 02/17/2000