

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

SECTION I**SUBJECT AREA AND COURSE NUMBER:** Child Development 161**COURSE TITLE:** Observations and Issues in Child Development**Units: 2**
Grade Only**CATALOG COURSE DESCRIPTION:**

This course explores current issues in child development and how these issues influence the child and the family. Emphasis is placed on effective communication skills, positive guidance techniques, kindergarten readiness skills and appropriate classroom activities. The course includes supervised participation in the campus Child Development Center. This course fulfills the specialization requirements for the State of California Master Teacher Permit when taken with Child Development 160 and 162 or Child Development 160 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 160B

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. Demonstrate the ability to work effectively with young children and adults in the early childhood classroom.
2. Plan and implement appropriate classroom activities.
3. Explore effective communication skills that build positive interactions between children and adults.
4. Describe effective guidance techniques utilizing positive strategies.
5. Identify the fundamentals of sex education for the family and the preschool child.
6. Examine current issues (i.e. family structure, child abuse, and the media) and their effects on children and their families.

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. Plan and implement appropriate activities in the preschool setting
 1. Choosing appropriate activities for preschool children
 2. Writing lesson plans
 3. Supporting children's learning
 4. Critiquing activities
 - C. Kindergarten readiness skills
 1. Developmental skills
 2. Cognitive/language skills
 3. Physical/sensory skills
 4. Social/emotional skills
 5. Encouraging skills
- II. Effective Communications Skills
 1. Positive communication techniques
 2. Barriers to effective communication
 - A. Guidance techniques
 1. The art of praising
 2. Conflict resolution
 3. Natural and logical consequences
 4. Encouraging positive behavior
 5. Effective ways to work with children
 6. Behavioral situations
 - B. Sex Education
 1. Rationale for Early Sex Education
 2. Selection of Appropriate Books/Materials for Young Children
 3. The Parental Role in Sex Education
 4. The Role of the School
 5. Topics of Sex Education Appropriate for discussion with young children
 - C. Contemporary Family Issues
 1. T.V. and it's effect on young children
 2. Child abuse
 3. Violence in the family and community
 4. Divorce
 5. Step parenting
 6. Single parenting
 7. Working and raising children
 8. Cultural influences

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 the operating procedures and policies of the campus lab including the goals and philosophy.
- II. 2. Evaluate and apply guidance techniques and practices with young children.
- III. 3. Plan, implement and critique activities in the classroom.
- IV. 4. Review current literature, periodicals and articles.
- V. 5. Examine current issues facing children and their families.

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. Review of current periodicals.
- IV. 4. Attendance at child development activities.

E. Writing Assignments:

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

- I. 1. Written lesson plans
- II. 2. Written report on a current issue facing children and their families.

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. The instructor shall, in accordance with District Policy, provide each student with a written course syllabus that indicates the evaluation factors/procedures to be used.
- II. Objective and essay exams which evaluate the student's knowledge of the current issues influencing children and their families including effective guidance techniques and operating policies and practices of the campus lab. Out of class writing assignments
- III. Written lesson plans
- IV. Written report on current child development issues.
- V. Written report on behavioral situations and practices in the lab. Supervised participation in the campus lab and application of the policies and procedures of the lab. Class participation and oral presentation.

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 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 instructor

ORIGINATOR: Curricunet Version 2

ORIGINATION DATE: 02/01/1987

PROPOSAL ORIGINATOR: Sally Nalven

CO-CONTRIBUTOR(S)

PROPOSAL DATE: 02/17/2000