



El Camino College
COURSE OUTLINE OF RECORD – Approved

I. GENERAL COURSE INFORMATION

Subject and Number: Child Development 108
Descriptive Title: Principles and Practices of Teaching Young Children
Course Disciplines: Child Development/Early Childhood Education
Division: Behavioral and Social Sciences

Catalog Description:

This course examines the underlying theoretical principles of developmentally appropriate practices applied to programs and environments. The key role of relationships, constructive adult-child interactions, and teaching strategies in supporting physical, social, emotional, creative, and cognitive development in young children will be emphasized. This course includes a review of the historical roots of early childhood programs and current philosophies and methodologies of early childhood education. Topics include observation, analysis, and assessment of young children's development, identification of effective teaching strategies, age appropriate environments, and professional ethics.

Conditions of Enrollment:

Prerequisite: Child Development 103 with a minimum grade of C or Concurrent Enrollment

Recommended Preparation: English 1 or eligibility for English 1A or qualification by appropriate assessment

Course Length:	X Full Term	Other (Specify number of weeks):
Hours Lecture:	3.00 hours per week	TBA
Hours Laboratory:	0 hours per week	TBA
Course Units:	3.00	

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: X **Effective Date:** Prior to July 1992
Transfer UC: No

General Education:
El Camino College:

CSU GE:

IGETC:

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. Best Practices: Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.
2. Value of Play: Examine the value of play as a vehicle for developing skills knowledge, dispositions, and strengthening relationships among young children.
3. Personal Philosophy: Develop one's teaching philosophy and professional goals.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Analyze historical and current philosophical perspectives of early childhood education.
 - Term or other papers
2. Describe characteristics of early childhood education programs with different philosophical bases and development.
 - Presentation
3. Identify and compare the characteristics of major cognitive and social developmental theories applicable to young children.
 - Term or other papers
4. Examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community.
 - Term or other papers
5. Compare and contrast principles of positive guidance strategies.
 - Essay exams
6. Analyze the relationship between observation, planning, implementation, and assessment in developing effective teaching strategies and positive learning and development.
 - Essay exams
7. Identify observation and assessment tools and methods used to evaluate and observe children's behavior.
 - Essay exams
8. Defend the reasons why play is important for all children and delineate ways of using a play-based curriculum as a vehicle for developing skills, dispositions, and knowledge.
 - Presentation
9. Describe early childhood learning environments with defined learning areas.
 - Essay exams
10. Identify activities that support physical-motor, cognitive, and language development in young children.
 - Presentation

11. Analyze and discuss ethical issues that arise in teaching young children.
 - Essay exams
12. Identify components of developmentally, culturally and linguistically appropriate practices.
 - Essay exams
13. Develop strategies to maintain communication and access with English language learning families and children.
 - Presentation
14. Develop a personal philosophy of teaching and articulate it in a written statement.
 - Term or other papers
15. Explain child development as a profession, including ethical issues and the role and influences of professional organizations.
 - Term or other papers

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	3	I	Overview of the Principles and Practices in Early Childhood Education A. Introduction to the Field of Early Childhood Education B. Review of the Concept of the <i>Whole Child</i> C. Development of a Personal Philosophy of Teaching Statement
Lecture	5	II	History and Trends of Early Childhood Education A. American Influences B. Interdisciplinary Influences C. Themes in Early Childhood Education D. Influence of Environment on Behavior and Learning
Lecture	9	III	Types of Programs A. Diversity in Programs 1. Waldorf 2. Montessori 3. Reggio Emilia 4. High Scope 5. Parent Cooperatives 6. Family Child Care 7. Home Schooling B. Evaluating Programs for Quality 1. Quality Indicators
Lecture	2	IV	Program Adaptations to Support Children's Unique Needs A. Children with Special Needs B. Infants/Toddlers C. Preschoolers

Lecture	3	V	Play A. Foundations for Learning B. The Teacher's Role in Play C. Activity Centers
Lecture	3	VI	Developmental and Learning Theories A. Behaviorist Theory B. Cognitive Theory C. Socio-Cultural Theory D. Ecological Theory E. Multiple Intelligences Theory F. Developmental Topics
Lecture	3	VII	Professionalism in the Field of Teaching A. The Teacher's Role B. Personal and Professional Qualities C. The Beginnings of Professionalism D. The Beginning Teacher E. Becoming a <i>Whole Teacher</i> F. Understanding Objective and Subjective Perspectives in Teaching G. Career Options
Lecture	3	VIII	Observation and Assessment A. Reading and Recording Behaviors B. Assessment: Evaluating Children C. Curriculum Planning D. Authentic Assessment: The Portfolio E. Standards, Testing, and Screening F. How to Observe and Record G. Current Trends and Assessment Tools
Lecture	5	IX	Understanding and Guiding Behavior A. Understanding Behavior B. Guiding Young Children C. Implications for Teachers D. Essential Guidance Strategies E. Aggressive and Disruptive Behavior F. Steps in Supporting Conflict Resolution
Lecture	1	X	Family and Teacher Partnership A. Historical Overview B. Strengthening the Partnership C. Current Family Issues D. The Separation Process E. Communicating with Families
Lecture	4	XI	Creating Environments A. Elements of the Environment B. Criteria for Creating Environments C. Planning Environments D. Assessing Environments
Lecture	2	XII	Curriculum Basics A. Developmentally Appropriate Curriculum 1. Integrated Curriculum

			2. Emergent Curriculum 3. Inclusive Curriculum B. Relationship of Planning and Assessment and Effective Curriculum C. Considerations for Curriculum Planning D. Essentials for Program Planning
Lecture	3	XIII	Physical/Motor Development A. Learning Through Movement B. Physical Growth/Motor Development C. Physical/Motor Skills in Early Childhood D. Role of the Teacher
Lecture	3	XIV	Cognitive Development A. The Development of Cognition B. Cognition Skills in Early Childhood C. Classification D. The Role of the Teacher E. Computers in the Classroom F. The Role of Play in Skill Development
Lecture	3	XV	Language Development A. Overview of Language Development Milestones B. Language Skills in Early Childhood C. The Teacher's Role D. Early Literacy E. Children's Literature F. Awareness and Strategies for English Language Learners
Lecture	2	XVI	Overview of Licensing and Regulations A. Title 22 Regulations B. Title 5 Education Code C. Fire Codes D. Personnel Requirements
Total Lecture Hours		54	
Total Laboratory Hours		0	
Total Hours		54	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Write a two- to three-page report based on an observation of a four year old child. Identify and describe what pre-reading and pre-writing skills the child has developed and assess what skills need to be developed before the child enters kindergarten.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Classroom Analysis: Observe a preschool classroom licensed for children ages two-and-a-half through five years. In a three- to five-page paper, present an analysis of the classroom environment which includes the ways in which the children interact within the defined learning areas as well as how the environment reflects the philosophy of the program.
2. Preschool Teacher Analysis: Observe a teacher in a preschool classroom licensed for children two-and-a-half through five years. In a three- to five-page paper, describe and analyze the strategies the teacher uses in regards to classroom management, environment set-up, activity selection, circle time, small group and transitions. Describe how the teacher's methodologies reflect the philosophy of the program.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams
Written homework
Term or other papers
Multiple Choice
Completion
Matching Items
True/False
Presentation

V. INSTRUCTIONAL METHODS

Demonstration
Discussion
Group Activities
Guest Speakers
Internet Presentation/Resources
Lecture
Multimedia presentations
Role Play

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Study
Answer questions
Required reading
Written work
Journal
Observation of or participation in an activity related to course content

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Stephanie Feeny. Who Am I In the Lives of Children? An Introduction to Early Childhood Education. 10th ed. Pearson Learning Solutions, 2016.

California Department of Education. Universal Preschool. California State Department of Education, 2007.

Qualifier Text: (industry standard),

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

California Learning Foundations, California State Department of Education. Volume 3,2012. Industry Standard

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
Course Prerequisite Child Development-103	Sequential

B. Requisite Skills

Requisite Skills
Understanding of major cognitive and developmental learning theories. CDEV 103 - Define developmental theory and explain how theories are used to understand child behavior and development. CDEV 103 -Examine and discuss major theories of child development such as those of Piaget, Vygotsky, Freud, Erikson, and Bronfenbrenner.

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
English 1	Category: Course Justification: This course involves reading college level textbooks, developing written projects, and answering essay questions. A student's success in this class will be enhanced if they have these skills.
Eligibility for English 1A or qualification by appropriate assessment	Category: Non-Course Justification: This course involves reading college level textbooks, developing projects, and answering essay questions. A student's success in this class will be enhanced if they have these skills.

D. Recommended Skills

Recommended Skills
Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and projects. In addition, writing is required for essay questions and projects.
ENGL 1- Summarize, analyze, evaluate, and synthesize college-level texts.
ENGL 1 - Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Antoinette Phillips on 11/30/1987

BOARD APPROVAL DATE:

LAST BOARD APPROVAL DATE: 10/21/2019

Last Reviewed and/or Revised by: Michelle Moen

Date: March 27, 2019

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