LABETTE COMMUNITY COLLEGE BRIEF SYLLABUS

SPECIAL NOTE:
This brief syllabus is not intended to be a legal contract. A full syllabus will be distributed to students at the first class session.

TEXT AND SUPPLEMENTARY MATERIALS USED IN THE COURSE (if any):

Please check with the LCC bookstore http://www.labette.edu/bookstore for the required texts for this class.

COURSE NUMBER: EDUC 110

COURSE TITLE: CHILD DEVELOPMENT

SEMESTER CREDIT HOURS: 3

DEPARTMENT: Education

DIVISION: General Education

PREREQUISITE: None

REVISED: 6/2014

COURSE DESCRIPTION:
This course is designed for teachers in training and teachers in service whose major interest is the pre-kindergarten, kindergarten, and primary child. It would also be a valuable tool for social service workers, special educators, parents, home visitors, and others who require a practical understanding of the young child. This course introduces the uniqueness of the young child in comparison to the older child and illustrates how to work with young children in ways that relate to their development level.

COURSE OUTCOMES AND COMPETENCIES:
The learning outcomes and competencies detailed in this course outline or syllabus meet or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Groups project for this course as approved by the Kansas Board of Regents. Kansas Regents Shared Number Course PSY2030.

Students who successfully complete this course will:

1. Explain foundational concepts and terminology appropriate to development of a child.
   - Examine the principles of growth and development of children from conception to 8 years of age.
   - Describe and identify physical-motor, cognitive, social, emotional, and creative development of children ages birth through 8 years of age.

- Discover how development in any one domain impacts development in other domains.

2. Differentiate developmental theories and research methods.

- Explain the purpose of child development study and research.
- Analyze theoretical approaches, research, and theorists.
- Describe the interaction of biological and environmental influences on growth and development.
- Compare practical applications of theories.
- Recognize the role of learning theory in the instructional process and use instructional strategies and appropriate technologies to facilitate children's learning.

3. Describe the social and emotional development of a child.

- Recognize social development (including self-concept and self-esteem) from birth through 8 years of age.
- Outline factors affecting the social and emotional development of children.
- Analyze how social and emotional development impacts children's development in other domains.

4. Summarize cognitive and neurological development of a child.

- Conclude how brain research impacts current knowledge of growth and development.
- Explain cognitive development from birth through 8 years of age and illustrate knowledge of developmental changes in children's thinking.
- Examine receptive and expressive language development.

5. Explain the physical development of a child.

- Prepare activities that assist with fine and gross motor skill development.
- Construct learning environments where children can explore and develop physical motor skills.
- Evaluate the appropriateness and effectiveness of physical development activities.

6. Evaluate special areas of development and their potential impact on childhood growth and development.

- Estimate how sociological, heredity, and environmental factors influence growth and development.
- Analyze how specific factors (e.g., those related to prior experiences, classroom grouping practices, stress, family life, nutritional and physical status, etc.) may affect children in one or more developmental domains.
- Recognize factors affecting the physical growth & health of children (ex. nutrition, sleep, prenatal exposure to drugs, abuse).