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**Course Outline for ECD 51**  
**PRENATAL TO EARLY CHILDHOOD**  
**Effective: Spring 2017**

**I. CATALOG DESCRIPTION:**

ECD 51 — PRENATAL TO EARLY CHILDHOOD — 3.00 units

Development of the child from prenatal life to early childhood; developmental characteristics, influences affecting development in prenatal life and infancy; individual differences; physical, emotional, intellectual, and social development. Emphasis on scientific method, research strategies, historical overview, social and cultural context, methods of observing children, and theories.

3.00 Units Lecture

**Grading Methods:**

Letter Grade

**Discipline:**

|                       | <b>MIN</b> |
|-----------------------|------------|
| <b>Lecture Hours:</b> | 54.00      |
| <b>Total Hours:</b>   | 54.00      |

**II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1**

**III. PREREQUISITE AND/OR ADVISORY SKILLS:**

**IV. MEASURABLE OBJECTIVES:**

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

- A. identify techniques for studying children;
- B. demonstrate knowledge of the basic developmental theories of prenatal, neonatal, infant, toddler, preschool, and early primary child development within a social-cultural context;
- C. articulate connection between child development knowledge and appropriate practices
- D. describe current trends in research about early childhood;
- E. describe typical development milestones of children birth to 8 years of age
- F. differentiate characteristics of typical and atypical development at various stages
- G. examine ways in which developmental domains are continuous, sequential and inter-related
- H. identify the strengths and exceptional needs of the child in the context of his/her family;
- I. assess through observation and identify children's unique qualities, behaviors, skills, traits, and developmental level;
- J. examine and evaluate the role of play and its relationship to development at various stages
- K. identify the ethical responsibilities to children.

**V. CONTENT:**

- A. Child Study
  1. Scientific method
  2. Research strategies
  3. Historical overview
  4. Social and cultural context
  5. Bias in research
- B. Theories
  1. Historical perspectives and theorists
    - a. Freud and Erikson - psychoanalytic
    - b. Watson and Skinner - learning theory
    - c. Piaget and Vygotsky – cognitive
    - d. Gardner, Kagan, Maslow, Bronfenbrenner and others
  2. Emerging theorists and trends
  3. Application of theory to practice
    - a. Research
    - b. Child-rearing
    - c. Teaching
- C. Role of heredity, genetics: the Nature - Nurture controversy
  1. Influence of chromosomes
  2. Conception - anatomy and family planning
- D. Prenatal development
  1. Stages of growth - zygote, embryo, and fetus
  2. Effects of genetics, environment, parental health and nutrition and other factors

3. Causes of disabilities and conditions that put children at risk
4. Birth process
- E. Neonatal development
  1. Early reflexive behavior and early neurological development
  2. Complete dependence
  3. Risks of premature infants
- F. Development during infancy
  1. Personality and socialization
  2. Cognitive and early brain development
  3. Development of language
  4. Physical development
  5. Basic warning signs of delay in developmental domains
  6. Foundation for early literacy
  7. Role of families and early educators
    - a. Foundations for attachment and sense of trust
    - b. Dependency needs
    - c. How to meet infants' needs for early neural development
- G. Development during toddlerhood
  1. Foundations of social emotional development
    - a. Autonomy
    - b. Developing sense of self
  2. Cognitive development
    - a. Sensory-motor experiences
    - b. Learning schemes
    - c. Cause and effect
    - d. Object permanence
    - e. Understanding space and imitation
  3. Language development
    - a. Structure
    - b. Content
    - c. Functions
    - d. Emergent literacy
    - e. Recognizing problems
    - f. Responding to toddler needs for interaction
  4. Physical Development
    - a. Development and acquisition of large and small motor skills
    - b. Influence of heredity and environment on physical growth
  5. Basic warning signs of delay in developmental domains
  6. Cultural, social and family factors
  7. Regulation of behavior
    - a. Toilet training
    - b. Eating
    - c. Setting limits
- H. Development in Preschool Years (2-6)
  1. Psychosocial development
    - a. Awareness of self-need for competence
    - b. Emotional development
  2. Cognitive development
  3. Language and second language development
  4. Physical development
  5. Basic warning signs of delay in developmental domains
  6. Promotion of continued literacy development
  7. Communication with peers and adults
  8. School for preschool children – social development
  9. Role of play in development
- I. Development in early primary years (6-8)
  1. Psychosocial development
    - a. Increasing need to perform competently
    - b. Emotional development
    - c. Importance of high self-esteem
  2. Cognitive development
    - a. Approaches of theorists
    - b. Information processing
    - c. Mastery the mechanics of language
    - d. Meta-linguistic awareness
  3. Physical development
    - a. The growing body
    - b. Nutrition, health and obesity
    - c. Motor development and safety
  4. Signs of delay in developmental domains
  5. Influence of peers, teachers, parents, television and computers
- J. The influence of current societal issues
  1. Effect on family life
  2. Challenges to early care and education settings
    - a. Culturally sensitive care
    - b. Anti-bias implementation
  3. Code of Ethical Conduct-responsibilities to children

## VI. METHODS OF INSTRUCTION:

- A. **Lecture** -
- B. **Audio-visual Activity** -
- C. **Projects** - Student projects
- D. Direct observation of children
- E. **Guest Lecturers** -
- F. **Discussion** -

## VII. TYPICAL ASSIGNMENTS:

- A. Reading and Writing: 1. Observation and written analysis to determine typical and atypical developmental stages of

children including: a. Comparative study of 2 children at least 1 year apart b. Focus on 4 developmental domains: cognitive, social-emotional, language and physical c. Compare similarities and differences 2. Create a portfolio for a child (2 ½ - 8 years) that includes but is not limited to: a collection of child's written work, logs of observed behaviors, language samples, social interaction, physical and cognitive development 3. Read and write a summary from a professional journal that address a developmental topic covered in class. Present information to class orally. 4. Written report selected from relevant topics related to child development research, such as: a. Attachment and effects on brain development b. Effects of nature/nurture on typical and atypical development of young children c. How culture affects children's development d. Temperament and its implications for early educators e. Howard Gardner's Seven Intelligences

#### VIII. EVALUATION:

##### A. **Methods**

##### B. **Frequency**

1. Frequency
  - a. 2 or 3 quizzes
  - b. 2 observations of children
  - c. 1 portfolio of individual child
  - d. 1 or 2 midterms
  - e. Final

#### IX. TYPICAL TEXTS:

1. Berger, Kathleen *The Developing Person Through Childhood and Adolescence*. 8th ed., Worth Publishing Company, 2009.
2. Berk, Laura *Infants, Children, and Adolescents*. 8th ed., Allyn and Bacon, 2008.
3. Papalia, D., Wendkos Olds, S., & Duskin Feldman, R. ., *A Child's World: Infancy Through Adolescence* . 11th ed., McGraw Hill, 2008.

#### X. OTHER MATERIALS REQUIRED OF STUDENTS: