

GRANDE PRAIRIE REGIONAL COLLEGE
EARLY CHILDHOOD DEVELOPMENT

SEP 29 2000

CD1000
CHILD DEVELOPMENT I

SEMESTER:	Fall 2000-2001	INSTRUCTOR:	Karen Kennedy (B.Ed)
CREDITS:	3	OFFICE:	H 128
CREDIT HOURS:	45	PHONE:	539-2040
		E-MAIL:	Kennedy@gprc.ab.ca
DATES:	Sept. 7- Nov. 28	OFFICE HOURS:	After class by
DAYS:	Tuesdays and Thursdays		appointment or Monday&Wednesday p.m.
TIMES:	9:30 - 12:00		
LOCATION:	E.C.D. Classroom H 135		

COURSE DESCRIPTION: CD1000 Child Development I is an introductory course providing insight into children's development. Observation techniques, the course of physical development from conception to age 8, the influences of heredity and environment on development, and theories of child development will be explored.

PREREQUISITES: None

TEXT: *Early Childhood Development: A Multicultural Perspective (2nd, Ed.)* by Jeffrey Trawick-Smith

ADDITIONAL MATERIALS AND EXPENSES: You should have access to a camera or video camera and will incur photocopying, film and film developing expenses.

OBJECTIVES: On completion of this course, you will be able to:

- describe and apply some of the major theories of child development
- objectively observe children' behavior and use a variety of techniques to record their behaviors
- describe prenatal stages of development and factors that may affect prenatal growth and development
- identify and explain the interactive influences of heredity and environment on children's development
- describe the sequence of childbirth and discuss the newborn
- describe the physical growth and motor development of children from birth to age 8
- select and implement appropriate motor experiences for young children

TEACHING METHODS: Lectures will incorporate audiovisual materials, handout and text readings, guest speakers, in-and out-of-class assignments, and collaborative learning.

CLASS POLICIES:

- Regular attendance and participation in class discussion, projects etc is essential to your success.
- If it is necessary for you to miss a class because of medical or other emergencies, it is your **responsibility** to obtain handouts, lecture notes, and other materials and independently view videos.
- Assignments must be submitted by 4:30 on the due date. Privacy, misplaced assignments and other problems can be avoided by handing in assignments in class on the due date. After class, assignments can be left in the box on my door.
- Late assignments will be deducted an initial 5% and 5% for each week late. A late assignment will be graded 0 if it is not received by 4:30 two weeks after the due date.
- Please type (12 point font, 1 inch margins, double-spaced) or neatly hand write in dark ink (double-spaced) all assignments. Refer to the ECD Student Handbook for assignment submission guidelines.
- Assignments will be given a stanine grade (0-9). Graded assignments will normally be returned within two weeks.
- Eating in class is both messy and distracting. Please limit your snacking to before or after class or the mid-point break.
- The last day to withdraw from this course with full refund of your tuition is _____.

GRADING POLICY: In order to pass this course, a final grade of 4 must be obtained. Grades will be assigned for individual assignments and as a final grade based on the following stanine system:

Grade 9	90 - 100%	Excellent
8	80 - 89%	Excellent
7	72 - 79%	Good
6	65 - 71%	Good
5	57 - 64%	Pass
4	50 - 56%	Pass
3	45 - 49%	Fail
2	26 - 44%	Fail
1	0 - 25%	Fail

The final grade for the course will be based on:

Assignments (4)-	80%
Portfolio-	20%

ASSIGNMENTS:

An assignment package will be distributed in the first full week of class. Following is an overview of the assignments and their weightings.

Assignment #1 - 20% You will observe children in group settings and use a variety of recording techniques

Assignment #2 - 20% You will research prenatal development and prepare brochures outlining the stages of development and describing ways to ensure the health of the baby.

Assignment #3 - 30% Individually and with other members of a group, you will research children's physical development, submit a researched paper, and present a summary of the information.

Assignment #4- 10% You will research motor experiences appropriate for a range of ages and develop a resource file.

Portfolio- 20% A variety of tasks will be assigned throughout the semester. These would usually include summaries and responses to readings, videos, reactions to topics of discussion, and in-class work including quizzes.

TENTATIVE SCHEDULE

This is a **tentative** schedule of the content, assignment due dates, in-class activities and quizzes, AV and readings. Changes to the schedule based on your needs or mine will be discussed with you in class.

DATE	TOPIC	READING/AV	ASSIGNMENTS
Sept. 7	Intro. to CD1000 What is Child Development?		
Sept. 12	Observing and Recording	Handout Booklet	
Sept. 14	Observing and Recording- Narrative Records	"Child Sense"	
Sept. 19	Observing and Recording- Sampling	Text - pp. 38-34	
Sept. 21	Observing and Recording-		Portfolio
Sept. 26	Conception - Prenatal Development	<i>The Miracle of Life</i> "	
Sept. 28	Hereditary Influences	"The Human Animal""	
Oct. 3	Prenatal Development - Environmental Influences	Text - pp. 74-81	Assignment #1
Oct. 5	Birth and the Newborn	Text pp. 81-88	
Oct. 10	Growth and Motor Development - Infancy	Text pp. 113-131	
Oct. 12	Motor Experiences - The First Three Years		Portfolio
Nov. 7	Growth and Motor Development - Preschool		Assignment #2
Nov. 10			
Nov. 14	Motor Experiences- Preschool	Text pp. 119-225	
Nov. 16			Portfolio
Nov. 21	Theories of Child Development	Text pp. 37-64	Assignment #3
Nov. 23	Theories of Child Development		Assignment #4
Nov. 28	Last Class		Portfolio

RESOURCES

- Allen, E. and Marotz, L. (1995). **Developmental Profiles: Pre-birth through eight, 2nd.ed.** Albany, NY: Delmar
- Bee, H. (1995). **The Developing Child, 7th ed.** New York, NY: Harper Collins
- Bentley, S. G. (1970). **Learning to Move and Moving to Learn.** New York, NY: Citation Press
- Berk, L. (1997). **Child Development, 4th ed.** Toronto, ON: Allyn and Bacon
- Billman, J. and Sherman, J. (1997). **Observation and Participataion in Early Childhood Settings: a practicum guide, birth through age five.** Toronto, ON: Allyn and Bacon
- Bjorklund, D. and Bjorklund, B. (1992). **Looking at Children: an introduction to child development.** Pacific Grove, CA: Brooks/Cole Publishing
- Black, J., Puckett, M. and Bell, M. (1992). **The Young Child: Development from prebirth through age eight.** Toronto, ON: Maxwell Macmillan
- Burt, K., and Kalkstein, K. (1981). **Smart Toys for Babies from Birth to Two.** New York, NY: Harper
- Caplan, F. (Ed). **The first twelve months of life: your baby's growth month by month.** New York, NY: Perigee
- Charlesworth, R. (1992). **Understanding Child Development.** Albany, NY: Delmar
- Cratty, B. (1989). **Perceptual and Motor Development in Infants and Children (3rd. ed.).** Englewood Cliffs, NJ: Prentice-Hall
- Dodge, D., Dombro, A., and Koralek, D. (1991). **Caring for Infants and Toddlers.** Washington, DC: Teaching Strategies
- Fitness Canada. **Moving and Growing: exercises and activities for the first two years.** Ottawa, ON: Canadian Institute of Child Health
- Gabbard, C., LeBlanc, E., and Lowy, S. (1987). **Physical Education for Children: Building the Foundation.** Englewood Cliffs, NT: Prentice-Hall
- Gallahue, D. L. and Ozmun, J. (1998) **Understanding motor development: infants, children, adolescents, adults, 4th ed.** Madison, WI: Brown & Benchmark
- Glencoe. (1995). **Child Development.** New York, NY: Macmillan/McGraw Hill
- Gordon, I. (1970). **Baby Learning through Baby Play.** New York, NY: St. Martin's Press
- Gregson, B. (1982). **The Incredible Indoor Games Book.** Belmont, CA: Fearon

Haywood, K. (1987). **Motor Development**. Reston, VA: American Alliance for Health, Physical Education, Recreation and Dance.

Kelly, N. and Kelly, B. (1985). **Physical Education for Pre-school and Primary Grades**. Springfield, IL: Charles C. Thomas

Leach, P. (1989). **Your baby and Child from Birth to Age 5**. New York, NY: Alfred A. Knopf

Miller, K. (1982). **The Outdoor Play and Learning Book**. Mt. Rainier, MY: Gryphon.

Nyisztor, D. and Rudick, E.S. (1995). **Moving to Learn: a guide to psychomotor development in early childhood**. Toronto, ON: Harcourt Brace & Co. Canada

Orlick, T. (1982). **The Second Cooperative Sports and Games Book**. New York, NY: Pantheon

Payne, V.G. and Isaacs, L.D. (1991). **Human Motor Development: a lifespan approach, 2nd. ed.** Mountainview, CA: Mayfield

Pica, R. (1995). **Experiences in Movement**. Albany, NY: Delmar

Pica, R. (1990). **Preschoolers moving and learning**. Champaign, ILL: Human Kinetics

Pica, R. (1990). **Toddlers moving and learning**. Champaign, ILL: Human Kinetics

Pica, R. (1995). **Experiences in movement with music, activities and theory**. Albany, NY: Delmar

Salkind, N. (1990). **Child Development**. Toronto, ON: Holt, Rinehart and Winston, Inc.

Santrock, J. (1994). **Children**. Dubuque, IA: Brown and Benchmark Publishers

Schoedler, J. (1973). **Physical Skills for Young Children**. New York, NY: Macmillan

Sernaque, V. (1988). **Classic Children's Games**. New York, NY: Doubleday

Sheridan, M. (1985). **From Birth to Five Years: children's developmental progress**. Berks, EN: NFER-Nelson

Silberg, J. (1993). **Games to Play with Toddlers**. Beltsville, MD: Gryphon House

Silberg, J. (1997). **300 Three Minute Games**. Beltsville, MD: Gryphon House

Sinclair, C.B. (1973). **Movement of the Young Child Ages Two to Six**. Columbus, OH: Charles E. Merrill

Skinner, L. (1979). **Motor Development in the Preschool Years**. Springfield, ILL: Charles C. Thomas

Stillwell, J.L. and Stockard, J.R. (1983). **Fitness exercises for children**. New York, NY: Leisure Press

Turner, P. and Hamner, T. (1994). **Child Development and Early Education: Infancy through Preschool**. Toronto, ON: Allyn and Bacon

Watson, L., Watson, M., Wilson, L. and Crowther, I. (2000). **Infants and Toddlers**. Scarborough, ON: Nelson

Zaichowsky, L.D. (1980). **Growth and Development: the child and physical activity**. St. Louis, MI: Mosby

Magazines such as *Young Children*, *Day Care and Early Education*, *Newsweek*, or *Parents*

Journals such as *Journal of Physical Education, Recreation and Dance*

Internet sources such as:

<http://www.cfc-efc.ca>

<http://www.zerotothree.org>

<http://educationplancr.com>

<http://ecdergroup.com>

<http://npiu.org>

<http://babycenter.com>

<http://parentsoup.com>

<http://www.caiperd.ca/e/index.htm>

www.cplia.ca/

may be helpful starting points for researching information.