CFS 2110

Class Hours: 3.0  Credit Hours: 3.0
Laboratory Hours: 0.0  Date Revised: Fall 1998

Catalog Course Description:

Course will familiarize students with current theories, knowledge, and practices in child development, with a focus on conception through the preschool years. Particular emphasis will be placed on development in the physical, cognitive, language and socioemotional domains.

Entry Level Standards:

Students must be able to read and write at the college-level.

Prerequisites: None

Textbook(s) and Other Reference Materials Basic to the Course:


I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to course and requirements, Research Methods in Child Development, Chapter 1</td>
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<tr>
<td>2</td>
<td>Theories of Child Development, Chapter 2</td>
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<td>3</td>
<td>Genetics and Prenatal Development, Chapter 3</td>
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<td>4</td>
<td>The Neonate, Chapter 4</td>
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<td>5</td>
<td>Physical Development in Infants and Toddlers, Chapter 5</td>
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<td>6</td>
<td>Cognitive Development in Infants and Toddlers, Chapter 6</td>
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<td>7</td>
<td>Language Development in Infants and Toddlers, Chapter 7</td>
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<tr>
<td>8</td>
<td>Social and Emotional Development in Infants and Toddlers, Chapter 8</td>
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<tr>
<td>9-10</td>
<td>Physical Development in Preschool Children, Chapter 9</td>
</tr>
<tr>
<td>11-12</td>
<td>Cognitive Development in Preschool Children, Chapter 10</td>
</tr>
<tr>
<td>13-14</td>
<td>Language Development in Preschool Children, Chapter 11</td>
</tr>
</tbody>
</table>
II. Course Objectives*:

A. Apply theories of child development to issues and situations. VII.4
B. Identify and evaluate the contexts surrounding the child that influence and shape children's growth and development. IV.2
C. Identify and describe typical and atypical behavior and development from prenatal through early childhood. VI.1, VII.1
D. Identify and evaluate children's rights, issues, and concerns related to child development. VI.1, VII.1

*Roman numerals after course objectives reference goals of the university parallel program.

III. Expectations for Student Performance*:

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

1. Understand the major methods used in studying children. A, B
2. Understand the traditional child development theories. A, B
3. Describe the birth process and the evolution of childbirth practice. B
4. Explain the individual differences in neonates and the procedures used to assess them. A, B, C
5. Explain physical development in infant and toddlers. A, B, C
6. Explain cognitive development in infants and toddlers. A, B, C
7. Explain language development in infants and toddlers. A, B, C
8. Explain emotional development in infants and toddlers. A, B, C
9. Describe the four model intervention programs. D
10. Define physical growth during the preschool years. A, B, C
11. Understand cognitive development in preschool years. A, B, C
12. Understand language development in preschool children. A, B, C
13. Understand social and emotional development in preschool children. A, B, C
14. Describe a good preschool education program. D
15. Explain parenting styles. D
16. Describe effective sex education programs. D
17. Describe effective drug education programs. D
18. Understand the difference in content and use of achievement tests, intelligence tests, and
IV. Evaluation:

A. Testing Procedures: 150 points

There will be three examinations each worth 50 points. The exam will cover lecture notes, assigned readings, and other materials presented in class. The exam questions will consist of matching, multiple choice, fill-in-the blank, and essay.

B. Field Work: 20 points

Two observation projects required for this course. The two projects will be worth 10 points each.

C. Grading Scale:

- A = 150-170
- B+ = 145-149
- B = 135-144
- C+ = 130-134
- C = 120-129

V. Policies:

Attendance Policy:

Attendance is mandatory not optional. Students missing 25 percent of class meetings will receive an automatic grade of "F" for the course.