

JUL 04 2002

GRANDE PRAIRIE STATE UNIVERSITY COLLEGE
EARLY CHILDHOOD DEVELOPMENT

CD 1000
CHILD DEVELOPMENT I

6.5 SEMESTER
CREDITS

1st ed. 2002. DAYS/TIMES: Variable. 105 contact hours

Child Development I is an introductory course

CD 1000 is a required course for the Early Childhood Development program

LEVEL: 1000

CD 1000 is a required course for the Early Childhood Development program

TEXT:

Lawick-Smith, J. (2002). *Child development* (2nd ed.). Upper Saddle River, New Jersey: Prentice-Hall.

OBJECTIVES: On completion of this course the student will be able to

describe the term "child development" and how knowledge of child development assists work with young children

- describe the term "child development" and how knowledge of child development assists work with young children
- use a variety of recording formats

- describe prenatal stages of development and factors that may affect prenatal growth and development
- describe the process of childbirth and discuss the newborn

Identify and describe the physical, cognitive, and social-emotional development of the infant and toddler

Identify and describe the physical, cognitive, and social-emotional development of the preschooler

Identify and describe the physical, cognitive, and social-emotional development of the school-age child

Identify and describe the physical, cognitive, and social-emotional development of the adolescent

TEACHING METHODS: Classroom instruction will be a combination of lecture, and small and large group work. Additional material and additional literature resources will

on own learning, including reviewing
are absent. Regular class
of success.

NOTE: A final grade of **D** is required to pass the course. The following grading system will be used to grade individual assignments and to calculate the final course grade:

9	90-100%
8	80-89%
7	72-79%

ATTENDANCE: Students are responsible for the material that is covered in classes from which they attend. Attendance is a critical factor in student

GRADING:

CLASS SCHEDULE: *note this is a tentative schedule and subject to revision

Pages numbers refer to the textbook: *italicized words* (like *in a video*). The assigned readings indicate required reading for the next week (i.e. Chapter one in Sept. 10)

Assignments	Date	Topic	Reading
	Sept. 9	Introduction to course	Chapter one
	Sept. 10	Why study development of young children?	
Pages: 28-35 <i>Child Sense</i>	Sept. 16	Principles of development	Tools for studying children's behavior: Observing and recording
	Sept. 18		Observing & recording
	Sept. 23	Observing & recording	
	Sept. 25	Observing & recording	Pages 67-75
	Sept. 30	Factors that affect development: Genetics	75-81; <i>The human animal</i> ;
	Oct. 2	Factors that affect development: Environment	
	Oct. 5	Factors that affect development: Cultural	
	Oct. 6	Physical development	<i>Marching out</i>
	Oct. 14	Holiday	
	Oct. 14	Prenatal development	8-89, 92-102
	Oct. 20	Birth & the newborn	
12-125	Oct. 23	Birth & the newborn	
	Oct. 28	Growth & motor development: Infancy	
	Oct. 29	Growth & motor development: Infancy	
Motor infants	Nov. 4	Planning for motor development: Infancy	
Development: Toddlers	Nov. 6	Growth & motor development: Toddlers	
Holiday	Nov. 11		
Growth & motor development: Toddlers	Nov. 13		
Planning for motor development: Toddlers	Nov. 18		

Nov

Growth & motor

200-211

development: Pre-school

Nov. 25

Growth & motor

325

development: Pre-school

NOV. 21

Planning for motor
development: Pre-school

Dec

Dec

Growth & motor

Growth & motor
development: 5-8 years

Dec. 4

Growth & motor
development: 5-8 years

Dec. 9

Planning for motor
development: 5-8 years

Dec. 11

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2-up