De Anza College

Winter 2025

CD/PSYCH 10G: The Early Years (0 to 5) *(4 units)*

Instructor: <u>Ms. Zana Wilkie   </u>.

Email: <u> wilkiezana@fhda.edu   </u>

Zoom meeting Tuesday 6:30pm

Office Hour: Tuesday 6:00pm and by appointment

Students Learning Outcomes

1. Investigate how the study of child development fits into the broader field of scientific research.

2. Demonstrate an understanding of how and why human beings change over the course of their life

Description

Child Development: The Early Years. This introductory course examines the major physical, psychosocial, and cognitive/language developmental milestones for children, both typical and atypical, from conception through age six. This course will examine human growth and development from conception to middle childhood with particular attention given to current theoretical and research perspectives within a diverse society

Course Objectives

1. Develop a broad understanding of child development within the context of the behavior sciences through examination of the historical and cultural foundations and current perspectives.

2. Apply critical thinking skills by examining and comparing different research methodologies and how these methods are used in a systematic investigation of the foundation years of human behavior. This investigation will include an evaluation of the ethical issues pertaining to research with infants and young children.

3. Apply developmental theories to the analysis of child observations, and/or interviews using investigative research methodologies.

4. Evaluate and analyze the major theories and research in the field of Child Development.

5. Identify and evaluate atypical behavior and abnormal disturbances from prenatal to the middle years, including nutritional issues, malnutrition, obesity and exercise, child abuse, special needs including autism, teratogens and birth defects.

6. Develop a broad understanding of the process of socialization especially during the early years; various socializing agents and their roles during the early years including parents, caregivers and peers.

7. Identify and evaluate the important aspects of early development in the physical domain with attention to diversity which includes ethnic and cultural factors, disability and also reflection of the students' own development.

8. Identify and evaluate the important aspects of early development in the psychosocial domain with attention to diversity which includes ethnic and cultural factors, disability and also reflection of the student's own development.

9. Identify and evaluate the important aspects of the cognitive domain with attention to diversity which includes ethnic and cultural factors, disability and also reflection of the student's own development.

You must complete this course with a grade of "C" or better for consideration on the CDE Child Development Permit.

NAEYC Standards

Standard 1: Promoting Child Development & Learning

1a. Knowing and understanding young children's characteristics and needs from birth through age 8.

1b. Knowing and understanding multiple influences on early development and learning.

Standard 6: Becoming a Professional

6a: Identifying and involving oneself with the early childhood learning field.

6b: Knowing about and upholding ethical standards and other early childhood professional guidelines.

6c: Engaging in continuous collaborative learning to inform practice; using technology effectively with young   children, with peers, and as a professional resource.

6d: Integrating knowledgeable, reflective, and critical perspectives on early childhood education.

Required Course Materials

 Understanding the Whole Child: Prenatal Development through Adolescence by Jenifer Paris, Antoinette Ricardo, and Dawn Rymond is provided through links in the CANVAS platform.   This text is an Open Education Resource Publication by the College of the Canyons and is free to students.

The Developing Person through the Life Span by Kathleen Stassen Berger (optional but recommended)

Access to video links or DVDs through De Anza library, YouTube and other video resources in order to view several documentaries that are relevant to our subject matter.

Assignments

Your grade will be assessed primarily by 4 written papers plus 1 Naturalistic Observation. The 1st is an autobiography, followed by 2 early years studies which include interviews, research and discussion of theories. The 4th paper is a reflection on the learning process provided by the first 3 papers.

Autobiography	20 points
Interview/research prenatal thru first year	45 points
Interview/research toddler years thru preschool	45 points
Naturalistic Observation	30 points
Naturalistic Observation Practice	10 points
Reflection	20 points
Discussion	60 points
Quiz	50 points
Attendance/Participation	20 points

Schedule of Course Content:

- Week 1: Introduction to Child Development
- Week 2: Conception, Heredity & Prenatal Development
- Week 3: Birth and the Newborn
- Week 4: Naturalistic Observation
- Week 5: Physical Development in Infancy/Toddlerhood
- Week 6: Cognitive Development in Infancy/Toddlerhood
- Week 7: Social-Emotional Development in Infancy/Toddlerhood
- Week 8: Physical Development in Early Childhood
- Week 9: Cognitive Development in Early Childhood
- Week 10: Social Emotional Development in Early Childhood
- Week 11: Research and Observation Papers Due
- Week 12: Finals week

Dates to Remember

- Fall classes begin January 6
- Last day to add/drop January 19
- Last day to drop with a W February 28
- Final Exams March 24-28
- No papers accepted on or after Friday March 28

Discussions

 You are required to participate in weekly discussions pertaining to the topics covered each week. For online synchronistic courses, you will be participating in a group discussion in a breakout room. Come prepared to the class meeting in order to contribute to the discussion. Each group will decide on how their discussion will be posted on the discussion board.   Discussions include making a comment or

statement and adding a question or comment to another person's post that will enhance, add clarification and/or inspire further investigation on a topic. You may also contribute to the conversation by including links to research papers, documentaries and other sources of information that will provide greater learning, interest and depth to the subject matter.

Resources

I recommend using the De Anza Library *Films on Demand and Kanopy* collections as a resource for documentaries, video lectures and more. One easy way to access this resource is to click the library icon in MyPortal found on the apps page, scroll down to the Film and Video section. You can find many of the documentaries we will be using for discussion here in this collection. For visual and auditory learners much of the subject matter through the educational video films that are part of the discussion component are available in De Anza's library, including the Kathleen Berger textbook. Course textbooks include the Open Ed Resource text that will be included within each of our weekly modules, the second is The Developing Person by Kathleen Berger.

Criteria for Success for all written assignments:

> Typed
> Double spaced
> Times New Roman, 12 pt. font
> 1" margins
> Correct grammar, spelling and punctuation
> Submit papers through the Canvas assignment text file PDF, Word, or Google Doc

Quizzes

Each chapter will have a quiz based on the text and videos that relate to the chapter content.

Grades

Grades are based on a standardized percentage system:

 A: 90-100%   B: 80-89%   C: 70-79%   D: 60-69%   F: 59% and below

Use the table provided in the "Assignments" section above to figure out your grade. Divide your points by the total possible points to determine your grade. For example, if you earn 300 and the total points in the course are 310 (300/310), your percentage score is: 96%, and your grade is an A.

In the event of extenuating circumstances that directly affect your ability to complete this course you may petition for a grade of EW. Documentation must be provided for proof regarding medical conditions, family emergency or job-related interference that prevents you from completing course assignments. Follow this link to learn more.

https://www.deanza.edu/admissions/forms/petition-for-exception-registration.html

Attendance

1. Attendance is required on the first day. If you are absent and miss the assignment due during the first class meeting you will be dropped on the first day.

2. Please be on time! Attend each class session. If you are absent for **more than 3 class** sessions, your grade will be affected and you are at risk of being dropped.

3. If you fail to contact me, you are at risk of automatically being dropped.

4. If you choose to stop attending, it is your responsibility to officially drop the course.

5. At the end of the quarter, students who stop attending without withdrawing will receive a grade of either an F or "FW".

Respect

1. **All students are expected to behave respectfully and professionally while in class.**

2. **Please avoid side conversations, and remember that this** classroom is a safe place for all of us.

3. In order to truly understand development, we need to understand the perspectives of different individuals. You are encouraged to share your experiences so we may all learn from one another.

4. When your classmates are sharing, you are expected to listen respectfully, openly, and without judgment. This is a *learning community*.

Communication

Purpose of Communication

- To keep students on track with assignments
- Answer questions and clarification of assignments
- Become aware of circumstances such as illness or family matters that are affecting participation or other obstacles
- Offer support
- Reminders of upcoming projects, exams or term ending
- Announcements of college wide activities with invitation to participate

Students will hear from me

- Course Orientation and Requirements
- An introductory discussion assignment for introducing ourselves and replying to each other's comments
- Through regular announcements in the Canvas Course
- Through emails sent through Outlook or the Canvas Inbox
- Through replies/comments in our group discussions
- Weekly agenda announcement
- Office hours available by appointment or as scheduled on a weekly basis
- Response to email inquiries within 24 hours
- Response to graded assignments within 3 days

How to contact me

- Through my email: wilkiezana@fhda.edu
- Through the Canvas Inbox

- Come early to class meetings or arrange to stay after class
- Or by appointment

Students with Disabilities

Note to students with disabilities: If you have a disability-related need for reasonable academic accommodations or services in this course, please provide me (Ms. Zana Wilkie) with a Test Accommodation Verification Form

(also known as a TAV form) from Disabilities Support Services (DSS) or the Educational Diagnostic Center (EDC). Students are expected to give five days' notice of the need for accommodations. Students with disabilities can obtain a TAV from their DSS Counselor (DSS main number: 408-864-8753) or EDC advisor (EDC main number: 408-864-8839.

Academic Integrity

Principals of academic integrity adopted by De Anza's College's Academic Senate require that students apply the following standards to all coursework, assignments, and exams. Further details on Academic Integrity can be found at: http://www.deanza.edu/gov/academicsenate/academic_integrity.html

Links to an external site.

FOOTNOTE – CD 10G.-02Z

This is an online class that has scheduled meetings. Students are required to log in for weekly course meetings. Students must have access to a computer, the internet and an individual email address. We recommend a laptop or desktop computer to successfully complete the course; a tablet or phone may not be adequate for all assignments and tests. Most De Anza classes will use the Canvas course management system. Information about Canvas and Online Education Orientation can be found in Canvas on the Student Resources page: https://deanza.instructure.com/courses/3382. The Student Online Resources hub with extensive information and tips can be found at deanza.edu/online-ed/students/remotelearning.