CFS 135 - The Cognitive Development of Young Children Course Outline

Approval Date: 05/12/2022
Effective Date: 08/12/2022

SECTION A

Unique ID Number	CCC000292718
Discipline(s)	Child Development/
Division	Career Education and Workforce Development
Subject Area	Child Family Studies
Subject Code	CFS
Course Number	135
Course Title	The Cognitive Development of Young Children
TOP Code/SAM Code	1305.00 - Child Development* / C - Occupational
Rationale for adding this course to the curriculum	Update course.
Units	3
Cross List	*N/A*
Typical Course Weeks	18

Total Instructional Hours

	Contact Hours
Lecture	54.00
Lab	0.00
Activity	0.00
Work Experience	0.00
Outside of Class Hours	108.00

Total Contact Hours	54
Total Student Hours	162
Open Entry/Open Exit	No
Maximum Enrollment	35
Grading Option	Letter Grade or P/NP

Distance Education Mode of Instruction On-Campus
Hybrid
Entirely Online

SECTION B

General Education Information:

SECTION C

Course Description

Repeatability May be repeated 0 times

Catalog Description This course explores cognitive development in young children including how they think and how they develop theories and concepts about the world around them. While exploring the maturation of the brain and development, students will investigate the materials and environments that support children's cognitive development, including the development of math, science, and critical thinking skills.

Schedule Description

SECTION D

Condition on Enrollment

1a. Prerequisite(s)

- CFS 122 and
- CFS 123

1b. Corequisite(s): *None*

1c. Recommended: *None*

1d. Limitation on Enrollment: *None*

SECTION E

Course Outline Information

1. Student Learning Outcomes:

A. Identify and articulate the role of brain development in children's cognitive learning.
B. Develop curriculum to support cognitive development.

2. Course Objectives: Upon completion of this course, the student will be able to:

A. Articulate the stages of cognitive development.
B. Analyze classroom materials and environments and their impact on children's cognitive development.
C. Design environments and materials that support cognitive development appropriate to a child's stage of development and interests.
D. Create learning materials to support exploration of cognitive concepts.
E.

3. Course Content

A. Cognitive development
B. Early brain development
C. Adult-child communication skills (listening, talking, reading, writing) that support cognitive development
D. Science skill development in young children
E. Math skill development in young children
F. The crucial role of play in developing cognitive skills
G. Development of critical thinking skills

H.

4. Methods of Instruction:

Activity: Complete activities that support children's cognitive develop
Discussion: Discuss relevant topics on cognitive growth and development in young children
Field Trips: Students will visit locations and observe children to identify activities that support children?s cognitive growth
Lecture: Reinforce content in a lecture format
Observation and Demonstration: Observe children completing activities and identify key concepts and demonstrate those to the class
Projects: Develop a curriculum packet with appropriate cognitive activities for children

5. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.

Typical classroom assessment techniques

Exams/Tests -- Students will take test on brain development and learning.
Papers -- Students will write a paper on an aspect of brain development and appropriate practice.
Oral Presentation -- Final grade will be based on the following criteria:1. Class participation and discussion. For example:In small groups, discuss sensorimotor intelligence and develop an activity to support each of the 6 stages.2. Cognitive projects and documentation3. Exams and finalFor example: An example of an essay question on an exam may be:
Final Exam -- Students will take a cummulative final exam on content that reflects learning outcome attainment.

Letter Grade or P/NP

6. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments
Reading assignments are based on textbook readings or instructor generated handouts.

For example:

1. Read unit 17 in "Math & Science for Young Children" which covers ordering, patterning, and seriation.

2. Read pages 52-56 in "The Piaget Handbook for Teachers and Parents" which provides an overview and examples of the concept of conservation.

B. Writing Assignments
1. Cognitive project
For example:
Read Unit 15 in "Math & Science for Young Children" and create a curriculum web on a children's book of your choosing.

2. Final Project
For example:
An example of a final project would include: A curriculum web of possibilities co-constructed with a group of children; completion of three (3) explorations based on the web; and a written reflection on the process and the perceived success and/or challenges.

C. Other Assignments
-

7. Required Materials

A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Book #1:	
Author:	Peterson, Rosemary
Title:	The Piaget Handbook for Teachers and Parents
Publisher:	Teacher's College Press
Date of Publication:	1986
Edition:	
Book #2:	
Author:	Sprenger, M.
Title:	The Developing Brain: Building Language, Reading, Physical, Social, and Cognitive Skills from Birth to Age Eight
Publisher:	Redleaf Press
Date of Publication:	2013
Edition:	

B. Other required materials/supplies.