

CDE 240: SOCIAL COGNITION & THE DEVELOPING BRAIN

Date Submitted: Fri, 01 Mar 2019 16:22:31 GMT

Formerly known as:

ECE 034 (or if cross-listed - inactivated courses associated with this course)

Originator

wsanders

Co-Contributor(s)

Name(s)

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Justification / Rationale

Changing course numbers to make it easier for students to understand.

Effective Term

Fall 2020

Credit Status

Credit - Degree Applicable

Subject

CDE - Child Development & Education

Course Number

240

Full Course Title

Social Cognition & the Developing Brain

Short Title

SOCIAL COGNITION

Discipline

Disciplines List

Child Development/Early Childhood Education

Modality

Face-to-Face

100% Online

Hybrid

Catalog Description

This course is designed to help students understand brain development occurs through the interaction of a child's relationships and experiences. Early childhood teachers (birth to age eight) create calm and effective learning environments when they facilitate children's capacity to know others (social cognition) and to get along with others (prosocial behavior).

Schedule Description

This course is designed to help students become teachers who create calm and effective learning environments because they understand brain development and knowing about others (social cognition) occur through the interaction of a child's relationships and experiences.

Prerequisite: CDE 101

Lecture Units

3

Lecture Semester Hours

54

In-class Hours

54

Out-of-class Hours

108

Total Course Units

3

Total Semester Hours

162

Prerequisite Course(s)

CDE 101

Required Text and Other Instructional Materials**Resource Type**

Book

Author

Dermond, Susan Usha

Title

Calm and Compassionate Children: A Handbook

City

Berkeley, CA

Publisher

Ten Speed Press Celestial Arts

Year

2007

College Level

Yes

Flesch-Kincaid Level

11.2

ISBN #

-

Resource Type

Book

Author

California Department of Education

Title

Preschool Learning Foundations 1: Foundations in Social-Emotional Development

City

Sacramento, CA

Publisher

California Department of Education

Year

2008

College Level

Yes

Flesch-Kincaid Level

11.2

ISBN #

-

Resource Type

Book

Author

Wolfe, Patricia

Title

Brain Matters: Translating Research into Classroom Practice

City

Alexandria, VA

Publisher

Association for Supervision and Curriculum Development

Year

2001

College Level

Yes

Flesch-Kincaid Level

11.2

ISBN #

-

Resource Type

Web/Other

Description

Course Reader: The instructor will offer an array of current and relevant journal articles for students to read (2) to compare and contrast with the textbook readings.

For Text greater than five years old, list rationale:

The Preschool Learning Foundations are produced by the CA Department of Education and as such, a critical tool still utilized until the state can afford to revise them.

Class Size Maximum

35

Entrance Skills

This course builds on students' prior knowledge of major theories of development. Students need to have a solid foundation in child development theory.

Requisite Course Objectives

CDE 101-Discuss major theories of child development.

CDE 101-Summarize developmental stages and milestones.

CDE 101-Evaluate the influence of multiple contexts on children's development.

Course Content

1. Brain development over the early childhood years related to emotions and prosocial behavior
2. Dimensions of emotional cognition: develop self-awareness, self-regulation, understand the needs of others, develop empathy and caring, autonomy and responsibility and initiative.
3. Dimensions of social cognition: self-awareness, self-regulation, understand the needs of others, develop empathy and caring, autonomy and responsibility and initiative.
4. Teaching practice to facilitate social/emotional development
5. Teaching practice to facilitate a calm and effective learning environment
6. Social and emotional development in children with special needs

Course Objectives

	Objectives
Objective 1	Define what neuroscience has determined about how the brain develops in relation to emotion and cognition.
Objective 2	Identify the emotion and cognition areas of activation in the brain.
Objective 3	Identify the ways in which the brain constructs itself as a result of meaningful reactions and experiences.
Objective 4	Define self-awareness, self-regulation, understanding the needs of others, empathy, caring, autonomy, responsibility and initiative.
Objective 5	Label key theories and theorists in the field of emotional development.
Objective 6	Define the relationship of attachment to parents, interactions with familiar adults and peers, understanding the needs and goals of others, participating in groups, cooperation, close relationships with teachers and friendships to prosocial behavior.
Objective 7	Match research theorist to social development elements of attachment, interactions, relationships, understandings, cooperation and friendships.
Objective 8	Plan and implement a rich environment, relationships and activities that promote prosocial behavior in children in the context of cooperative and collaborative interpersonal relationships.

Student Learning Outcomes

	Upon satisfactory completion of this course, students will be able to:
Outcome 1	Explain how experience and relationships interact to construct the young child's brain.
Outcome 2	Describe emotional development and social cognition within a child.
Outcome 3	Demonstrate the application of social/emotional theory to plan curriculum activities and create a calm and effective learning climate.

Methods of Instruction

Method	Please provide a description or examples of how each instructional method will be used in this course.
Activity	Students will develop activities to enhance social cognition within young children across the developmental spectrum
Lecture	Enhanced lecture with visual, media, observation, simulation
Discussion	Students will discuss and analyze, compare and contrast teaching practice to lead to social cognition

Methods of Evaluation

Method	Please provide a description or examples of how each evaluation method will be used in this course.	Type of Assignment
Reading reports	Students will read and take comprehensive notes to be turned in for each session's reading that shows comprehension and interaction with the ideas; Students will also read at least 3 journal articles (selected by the instructor) and write reviews on each	Out of Class Only

Student participation/contribution	Students will be assessed on participation in classroom activities and discussions from feedback and critique to simulation activities	In Class Only
Presentations/student demonstration observations	Students will create activity plans to engage children social and emotionally in ways that enhance learning, risk-taking to learn and memory; Work will be developed out of class and presented to classmates in class;	In and Out of Class
Group activity participation/observation	Students will work in groups to plan mindfulness and other social cognition activities (3 presentations) to present to their classmates	In and Out of Class
Product/project development evaluation	Students will choose a social development curriculum theme from compassion or kindness to social justice and share it with their classmates	Out of Class Only

Assignments

Other In-class Assignments

1. Small group learning community
2. Guest speakers
3. Instructor generated handouts
4. Case studies
5. Video clips of experiences children had in social/emotional interactions

Other Out-of-class Assignments

1. Writing assignments are required and may include (but are not limited to) the following:
 - a. Write a summary of three articles on an approved subject related to social/emotional development and the brain.
2. Critical thinking assignments are required and may include (but are not limited to) the following:
 - a. Develop a curriculum model for teaching with an emphasis on social/emotional development for infant/toddler, preschool or school-age children
 - b. Create an anti-bias, culturally relevant activity for children age three-to-five.
3. Discussion assignments are required and may include, but are not limited to:
 - a. Debate over the role and type of bi-lingual education in the preschool classroom, including social, political and educational components.

Grade Methods

Letter Grade Only

Distance Education Checklist

Include the percentage of online and on-campus instruction you anticipate.

Online %

50

On-campus %

50

Instructional Materials and Resources

Effective Student/Faculty Contact

Which of the following methods of regular, timely, and effective student/faculty contact will be used in this course?

Within Course Management System:

- Timely feedback and return of student work as specified in the syllabus
- Discussion forums with substantive instructor participation
- Chat room/instant messaging
- Regular virtual office hours
- Private messages
- Online quizzes and examinations
- Video or audio feedback

Weekly announcements

External to Course Management System:

Direct e-mail
E-portfolios/blogs/wikis
Listservs
Posted audio/video (including YouTube, 3cm mediasolutions, etc.)
Synchronous audio/video
Teleconferencing
Telephone contact/voicemail
USPS mail

For hybrid courses:

Scheduled Face-to-Face group or individual meetings
Field trips
Library workshops
Orientation, study, and/or review sessions
Supplemental seminar or study sessions

Briefly discuss how the selected strategies above will be used to maintain Regular Effective Contact in the course.

Instructors will communicate with students 3-5 times per week through these tools in an array of configurations. If the course is an intensive, that communication will increase respectively. Faculty grade student work with rubrics and individualized feedback in a timely manner, often no more than 48 hours after submission.

If interacting with students outside the LMS, explain how additional interactions with students outside the LMS will enhance student learning.

Instructors may provide field trips to child development centers for social development observations, meetings to enhance student/instructor contact but not to eliminate out-of-town registrants.

Other Information

MIS Course Data

CIP Code

13.1210 - Early Childhood Education and Teaching.

TOP Code

130500 - Child Development/Early Care and Education

SAM Code

C - Clearly Occupational

Basic Skills Status

Not Basic Skills

Prior College Level

Not applicable

Cooperative Work Experience

Not a Coop Course

Course Classification Status

Credit Course

Approved Special Class

Not special class

Noncredit Category

Not Applicable, Credit Course

Funding Agency Category

Not Applicable

Program Status

Program Applicable

Transfer Status

Not transferable

Allow Audit

No

Repeatability

No

Materials Fee

No

Additional Fees?

No

Files Uploaded

Attach relevant documents (example: Advisory Committee or Department Minutes)

ECE_CommitteeMinutes March 14 2018.pdf

Approvals**Curriculum Committee Approval Date**

10/01/2019

Academic Senate Approval Date

10/10/2019

Board of Trustees Approval Date

11/13/2019

Chancellor's Office Approval Date

12/09/2019

Course Control Number

CCC000609932

Programs referencing this courseEarly Childhood Education Master Teacher Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=129/>)Early Childhood Education Master Teacher Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=129/>)