

Course Outline of Record

1. Course Code: ECE-034
2.
 - a. Long Course Title: Social Cognition & the Developing Brain
 - b. Short Course Title: SOCIAL COGNITION
3.
 - a. Catalog Course 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).
 - b. Class Schedule Course 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.
 - c. Semester Cycle (if applicable): Fall semester every other year.
 - d. Name of Approved Program(s):
 - EARLY CHILDHOOD EDUCATION MASTER TEACHER
4. Total Units: 3.00 Total Semester Hrs: 54.00
 Lecture Units: 3 Semester Lecture Hrs: 54.00
 Lab Units: 0 Semester Lab Hrs: 0
 Class Size Maximum: 30 Allow Audit: No
 Repeatability No Repeats Allowed
 Justification 0
5. Prerequisite or Corequisite Courses or Advisories:
Course with requisite(s) and/or advisory is required to complete Content Review Matrix (CCForm I-A)
 Prerequisite: ECE 010
6. Textbooks, Required Reading or Software: (List in APA or MLA format.)
 - a. Wolfe, Patricia (2001). *Brain Matters: Translating Research into Classroom Practice* Alexandria, VA Association for Supervision and Curriculum Development. ISBN: -
 College Level: Yes
 Flesch-Kincaid reading level: 11.2
 - b. Dermond, Susan Usha (2007). *Calm and Compassionate Children: A Handbook* Berkeley, CA Ten Speed Press Celestial Arts. ISBN: -
 College Level: Yes
 Flesch-Kincaid reading level: 11.2
 - c. California Department of Education (2008). *Preschool Learning Foundations 1: Foundations in Social-Emotional Development* Sacramento, CA California Department of Education. ISBN: -
 College Level: Yes
 Flesch-Kincaid reading level: 11.2
 - d. 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.
7. Entrance Skills: *Before entering the course students must be able:*
 - a. Describe basic understanding of Western European perspectives on child development
 - ECE 010 - Examine and discuss major theories of child development.
 - ECE 010 - Examine ways in which developmental domains are continuous, sequential and interrelated.
 - ECE 010 - Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children,

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both typical and atypical, in major developmental stages.

- ECE 010 - Investigate and explain sources of developmental change and reasons for disturbances in the developmental process.
- ECE 010 - Demonstrate knowledge of current research findings as they apply to child development.
- ECE 010 - Examine and explain how bias can influence the research process.

b. Describe how theories are used in planning appropriate curriculum for children, including environments, daily routines and learning activities.

- ECE 010 - Demonstrate knowledge of current research findings as they apply to child development.
- ECE 010 - Examine and evaluate the importance of the early years and the effects of interaction between the individual and her/his environment.
- ECE 010 - Examine and evaluate the role of family in facilitating children's development.
- ECE 010 - Examine and evaluate the role of teachers and other professionals in facilitating children's development.
- ECE 010 - Examine and evaluate the role of play and its relationship to development at various stages.
- ECE 010 - Investigate and explain the process of bilingual development in children at various stages.
- ECE 010 - Describe and explain biological and environmental factors influencing the development of identity and self-esteem in children of all ages.

c. Complete observations on young children.

- ECE 010 - Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages cultures and backgrounds and their caregivers.
- ECE 010 - Examine and evaluate the role of family in facilitating children's development.
- ECE 010 - Examine and evaluate the role of play and its relationship to development at various stages.

8. Course Content and Scope:

Lecture:

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

Lab: *(if the "Lab Hours" is greater than zero this is required)*

9. Course Student Learning Outcomes:

1.

Explain how experience and relationships interact to construct the young child's brain.

2.

Describe a child's emotional development.

3.

Describe how children develop social cognition.

4.

Demonstrate the application of social/emotional theory to plan curriculum activities and create a calm and effective learning climate.

10. Course Objectives: *Upon completion of this course, students will be able to:*

- a. Define what neuroscience has determined about how the brain develops in relation to emotion and cognition.
- b. Identify the emotion and cognition areas of activation in the brain.

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- c. Identify the ways in which the brain constructs itself as a result of meaningful reactions and experiences.
- d. Define self-awareness, self-regulation, understanding the needs of others, empathy, caring, autonomy, responsibility and initiative.
- e. Label key theories and theorists in the field of emotional development.
- f. 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.
- g. Match research theorist to social development elements of attachment, interactions, relationships, understandings, cooperation and friendships.
- h. Plan and implement a rich environment, relationships and activities that promote prosocial behavior in children in the context of cooperative and collaborative interpersonal relationships.

11. Methods of Instruction: *(Integration: Elements should validate parallel course outline elements)*

- a. Activity
- b. Discussion
- c. Lecture

12. Assignments: *(List samples of specific activities/assignments students are expected to complete both in and outside of class.)*

In Class Hours: 54.00

Outside Class Hours: 108.00

a. In-class Assignments

1. Small group learning community
2. Class field trip to University of California-Irvine Neuroscience Laboratory
3. Guest speakers
4. Instructor generated handouts
5. Case studies
6. Video clips of experiences children had in social/emotional interactions

b. Out-of-class Assignments

1. Writing assignments are required and may include (but are not limited to) the following:
 1. Write a summary of two 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:
 1. Develop a curriculum model for teaching with an emphasis on social/emotional development for infant/toddler, preschool or school-age children
 2. 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:
 1. Debate over the role and type of bi-lingual education in the preschool classroom, including social, political and educational components.

13. Methods of Evaluating Student Progress: *The student will demonstrate proficiency by:*

- Presentations/student demonstration observations
- Student participation/contribution

14. Methods of Evaluating: Additional Assessment Information:

- a. Classroom participation in learning community work groups
- b. Homework
- c. Presentations (oral or visual)
- d. Projects
- e. Self reflection
- f. Written papers or reports
- g. Journal question
- h. Debate dialogue and professionalism

15. Need/Purpose/Rationale -- *All courses must meet one or more CCC missions.*

PO - Career and Technical Education

Apply critical thinking skills to execute daily duties in their area of employment.

Apply critical thinking skills to research, evaluate, analyze, and synthesize information.

IO - Critical Thinking and Communication

Compose and present structured texts in a variety of oral and written forms according to purpose, audience, and occasion with implementation of thesis, supporting details and idea development.

Conduct research, gather and evaluate appropriate information, organize evidence into oral and written presentation, using proper MLA, APA, and other discipline-specific formats to cite sources.

Summarize, analyze, and interpret oral and written texts, with the ability to identify assumptions and differentiate fact from opinion.

16. Comparable Transfer Course

University System	Campus	Course Number	Course Title	Catalog Year
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17. Special Materials and/or Equipment Required of Students:

18. Materials Fees: Required Material?

Material or Item	Cost Per Unit	Total Cost
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19. Provide Reasons for the Substantial Modifications or New Course:

Periodic review

20. a. Cross-Listed Course (*Enter Course Code*): *N/A*

b. Replacement Course (*Enter original Course Code*): *N/A*

21. Grading Method (*choose one*): Letter Grade Only

22. MIS Course Data Elements

a. Course Control Number [CB00]: CCC000513209

b. T.O.P. Code [CB03]: 130500.00 - Child Development/Early C

c. Credit Status [CB04]: D - Credit - Degree Applicable

d. Course Transfer Status [CB05]: C = Non-Transferable

e. Basic Skills Status [CB08]: 2N = Not basic skills course

f. Vocational Status [CB09]: Advanced Occupational

g. Course Classification [CB11]: Y - Credit Course

h. Special Class Status [CB13]: N - Not Special

i. Course CAN Code [CB14]: *N/A*

j. Course Prior to College Level [CB21]: Y = Not Applicable

k. Course Noncredit Category [CB22]: Y - Not Applicable

l. Funding Agency Category [CB23]: Y = Not Applicable

m. Program Status [CB24]: 2 = Stand-alone

Name of Approved Program (*if program-applicable*): EARLY CHILDHOOD EDUCATION MASTER TEACHER

Attach listings of Degree and/or Certificate Programs showing this course as a required or a restricted elective.)

23. Enrollment - Estimate Enrollment

First Year: 30

Third Year: 30

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24. Resources - Faculty - Discipline and Other Qualifications:

a. Sufficient Faculty Resources: Yes

b. If No, list number of FTE needed to offer this course: N/A

25. Additional Equipment and/or Supplies Needed and Source of Funding.

N/A

26. Additional Construction or Modification of Existing Classroom Space Needed. (*Explain:*)

N/A

27. FOR NEW OR SUBSTANTIALLY MODIFIED COURSES

Library and/or Learning Resources Present in the Collection are Sufficient to Meet the Need of the Students Enrolled in the Course: Yes

28. Originator Wendy Jane Hinrichs Sanders Origination Date 02/11/15