

**CHLD 110.4 Course Outline as of Spring 2002****CATALOG INFORMATION**

Dept and Nbr: CHLD 110.4 Title: DEV TRENDS/ADOLES

Full Title: Developmental Trends in Adolescents

Last Reviewed: 2/14/2011

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	1.50	Lecture Scheduled	3.00	8	Lecture Scheduled	24.00
Minimum	1.50	Lab Scheduled	0	8	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	24.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 48.00

Total Student Learning Hours: 72.00

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly: CHILD110.4

**Catalog Description:**

Developmental trends of the adolescent child; physical, intellectual, emotional, and social. Discussion of the role of peers and family. Special problems and issues as they relate to the teen years.

**Prerequisites/Corequisites:****Recommended Preparation:**

Eligibility for ENGL 100 or ESL 100.

**Limits on Enrollment:****Schedule of Classes Information:**

Description: Developmental trends of the adolescent child; physical, intellectual, emotional & social. Discussion of the role of peers & family. Special problems & issues as they relate to the teen years. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 100 or ESL 100.

Limits on Enrollment:

Transfer Credit:

Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>	Effective:	Inactive:
<b>CSU GE:</b>	<b>Transfer Area</b>	Effective:	Inactive:
<b>IGETC:</b>	<b>Transfer Area</b>	Effective:	Inactive:
<b>CSU Transfer:</b>		Effective:	Inactive:
<b>UC Transfer:</b>		Effective:	Inactive:

**CID:**

**Certificate/Major Applicable:**

Certificate Applicable Course

## **COURSE CONTENT**

### **Outcomes and Objectives:**

The students will be able to:

1. Identify the onset of puberty.
2. Apply developmental theory as it applies to the adolescent child.
3. Compare and assess the physical, social, and emotional differences of adolescence from other stages of human development.
4. Demonstrate knowledge of the intellectual and cognitive development of the adolescent child.
5. Contrast the influence of peers and family on the teenager.
6. Formulate appropriate strategies for adults working with this age group.
7. Identify and evaluate issues that relate to the teenage years including but not limited to pregnancy, sexual abuse, suicides, stress, AIDS.

### **Topics and Scope:**

1. Physical development of the adolescent child - puberty.
2. Intellectual development - formal operational thinking.
3. Development of self and identity for the adolescent.
4. Moral and sexual development of the teenager.
5. The influence of peers and family - current research.
6. Teenage reaction to stress - vanishing markers.
7. The role of adults and schools in supporting optimal growth and development.
8. Resources for teenagers and their families.
9. Current issues for the adolescent.

## Assignment:

1. Reaction essays to situations, speakers and current research.
2. Complete study questions on text, class discussions, and speakers.
3. Complete naturalistic observation on several ages of the adolescent.
4. Reading of assigned text and handouts and be prepared to discuss in class.

## Methods of Evaluation/Basis of Grade:

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework, Essay exams, REACTION PAPERS

Writing  
15 - 70%

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Homework problems, Quizzes, Exams

Problem solving  
15 - 50%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Field work

Skill Demonstrations  
10 - 50%

**Exams:** All forms of formal testing, other than skill performance exams.

Multiple choice, Completion

Exams  
5 - 25%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

None

Other Category  
0 - 0%

## Representative Textbooks and Materials:

ALL GROWN UP AND NO PLACE TO GO, TEENAGERS IN CRISIS (Revis.) by David Elkind. Addison-Wesley Publishing Company, 1998.