CHLD 10 Course Outline as of Fall 2013

CATALOG INFORMATION

Dept and Nbr: CHLD 10 Title: CHILD GROWTH/DEVELOPMENT
Full Title: Child Growth and Development
Last Reviewed: 11/24/2025

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00 Total Student Learning Hours: 157.50

Title 5 Category:	AA Degree Applicable
Grading:	Grade Only
Repeatability:	00 - Two Repeats if Grade was D, F, NC, or NP
Also Listed As:	
Formerly:	CHILD 10

Catalog Description:
This introductory course examines the major developmental milestones in the areas of physical, psychosocial, and cognitive development for children, both typical and atypical, from conception through adolescence. There will be an emphasis on the interactions between maturational processes and environmental factors. While studying developmental theory and investigative research methodologies, students will observe children, evaluate individual differences, and analyze characteristics of development at various stages. Required for Child Development Permits.

Prerequisites/Corequisites:

Recommended Preparation:
Eligibility for ENGL 100 or ESL 100

Limits on Enrollment:

Schedule of Classes Information:
Description: This introductory course examines the major developmental milestones in the areas of physical, psychosocial, and cognitive development for children, both typical and atypical,

from conception through adolescence. There will be an emphasis on the interactions between maturational processes and environmental factors. While studying developmental theory and investigative research methodologies, students will observe children, evaluate individual differences, and analyze characteristics of development at various stages. Required for Child Development Permits. (Grade Only)
Prerequisites/Corequisites:
Recommended: Eligibility for ENGL 100 or ESL 100
Limits on Enrollment:
Transfer Credit: CSU;UC.
Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	**Area**		Effective:	Inactive:
	D	Social and Behavioral Sciences	Fall 2025	
	L4	Social and Behavioral Sciences		
	L8	Student Success and Wellness		
	D	Social and Behavioral Sciences	Fall 1981	Fall 2025
CSU GE:	**Transfer Area**		Effective:	Inactive:
	D	Social Science	Fall 2005	
	D7	Interdisc Social or Behavioral Science		
	D9	Psychology		
	E	Lifelong Learning and Self Development		
	D	Social Science	Fall 1990	Fall 2005
	D1	Anthropology and Archeology		
	D4	Gender Studies		
	D7	Interdisc Social or Behavioral Science		
	D9	Psychology		
IGETC:	**Transfer Area**		Effective:	Inactive:
	4	Social and Behavioral Science	Fall 1992	
	4I	Psychology		

CSU Transfer:	Transferable	Effective:	Fall 1981	Inactive:	Fall 2027
UC Transfer:	Transferable	Effective:	Fall 1981	Inactive:	

CID:
CID Descriptor: CDEV 100 Child Growth and Development
SRJC Equivalent Course(s): CDEVC1000

Certificate/Major Applicable:
Both Certificate and Major Applicable

COURSE CONTENT

Outcomes and Objectives:
Upon completion of this course students will be able to:
1. Describe characteristics of the physical, psychosocial, and cognitive development of children, both typical and atypical, from conception through adolescence.

2. Explain various theories of development and methods of research relevant to understanding children's growth.
3. Demonstrate objective techniques and skills for observing, describing, and evaluating developmental characteristics and behaviors in children.
4. Describe the impact of genetic and environmental interaction on the developing child, including the significance to early brain development.
5. Describe brain structure, function, and development from the pre-natal period through adolescence.
6. Describe and explain the role of play and its relationship to development at various stages.
7. Articulate, using current research, the importance of social-emotional development as the foundation for other domains of development, including factors that influence the development of self-esteem in children of all ages.
8. Discuss current research findings as they apply to child development.
9. Identify developmentally appropriate practices at different stages of childhood.
10. Examine and evaluate the role of societal influences including culture, family, gender, school, peers, community, and media on children's development.
11. Identify and describe influences that place children and youth at risk and may adversely influence development.

Topics and Scope:

I. Fundamentals of Child Development
 A. Domains of development
 B. Theories/theorists of development
  1. Psychoanalytic (Freud and Erikson)
  2. Behaviorism
  3. Cognitive (Piaget)
  4. Sociocultural (Vygotsky)
  5. Epigenetic (Bronfenbrenner)
  6. Universal Perspective: Humanism and Evolutionary Theory (Maslow and Rogers)
 C. Controversial issues in the study of development
 D. Research methodology in child development including observational skills
 E. Holistic, integrated approach to the study of development
 F. Cultural influences on development, including the role of the family/caregivers
 G. Special needs that impact development
II. Prenatal Development and Birth
 A. Conception
 B. Heredity, genetics and environment
 C. Birthing practices
III. Infants and Toddlers
 A. Physical growth (biosocial development)
 B. Cognitive development
 C. Psychosocial development
 D. Brain development
 E. Language acquisition
 F. Attachment
 G. Temperament
 H. Infant/toddler care giving practices
 I. Safe and appropriate environments that support development
IV. The Preschool Child
 A. Physical growth (biosocial development)
 B. Cognitive development

C. Psychosocial development
D. Brain development
E. Language acquisition and development, including dual language learning
F. Emotional regulation
G. Prosocial and antisocial behavior including moral development
H. Parenting patterns
I. Early learning environments
J.The importance of play

V. The School Age Child
A. Physical growth (biosocial development)
B. Cognitive development
C. Psychosocial development
D. Peer group as a developmental influence
E. Moral development
F. Learning environments, including the role of adults
G. Obstacles to learning (ADD [attention deficit disorder], autism, learning disabilities)

VI. The Adolescent
A. Physical growth (biosocial development)
B. Cognitive development
C. Psychosocial development
D. Peer group as a developmental influence
E. Brain development
F. Decision making and risk taking
G. Schools, learning, and the adolescent mind
H. Quest for identity
I. Parent-adolescent relationship
J. Issues in adolescence: substance use/abuse, sexuality, teen pregnancy, eating disorders, criminal activity, depression and self-destruction

VII. Child maltreatment as a developmental influence

Assignment:

Assignments may include the following:
1. Reading and discussion of assigned text and handouts. Approximately 30 pages per week.
2. Observation, recording and written analysis of children's skills and behaviors, both typical and atypical, using appropriate observational technique and developmental terminology. 3-5 observations of approximately 2-5 pages.
3. Written essays for the purpose of utilizing research skills, and expanding knowledge of course content; may include interviews with children and parents. Approximately 2-4 essays of 3 to 5 pages.
4. Exams (2-5) on readings, terminology, presentations, and lectures.
5. Group research project and/or oral presentation of findings on selected topics in development.
6. Term project (case study or other in-depth study using observation, research, and application of developmental theory and terminology)

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, essays, written analysis of observations; term project.	Writing 35 - 50%

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

None	Problem solving 0 - 0%

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

Observation of children at various stages, interviews of children and parents	Skill Demonstrations 15 - 25%

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

Multiple choice, true/false, fill in, short answer, essays, mid-term, final	Exams 30 - 50%

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

None	Other Category 0 - 0%

Representative Textbooks and Materials:
The Developing Person Through Childhood and Adolescence by Kathleen Stassen-Berger, 9th Edition. Worth Publishers, Inc, New York, N.Y. 2012
Children by John Santrock 12th ed. Brown & Benchmark, Madison WI, 2012