

CHLD 10 Course Outline as of Fall 2019**CATALOG INFORMATION**

Dept and Nbr: CHLD 10 Title: CHILD GROWTH/DEVELOPMENT

Full Title: Child Growth and Development

Last Reviewed: 1/28/2019

| 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 or P/NP

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

Also Listed As:

Formerly: CHLD 10

Catalog Description:

This introductory course examines the major developmental milestones in the areas of biosocial, 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 1A or equivalent

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

Description: This introductory course examines the major developmental milestones in the areas of biosocial, 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 or P/NP)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 1A or equivalent

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 1981 |
| 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 |
| | D1 | Anthropology and Archeology | Fall 2005 |
| | 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: | |
| UC Transfer: | Transferable | Effective: | Fall 1981 |
| | | Inactive: | |
| CID: | | | |
| CID Descriptor: | CDEV 100 | Child Growth and Development | |
| SRJC Equivalent Course(s): | | CHLD10 | |

Certificate/Major Applicable:

Both Certificate and Major Applicable

COURSE CONTENT

Student Learning Outcomes:

Upon completion of the course, students will be able to:

1. Describe major developmental milestones for children from conception through adolescence in the areas of biosocial, psychosocial, and cognitive development.
2. Examine the multiple influences affecting children's development.
3. Compare and contrast various theoretical frameworks that relate to the study of child

development.

4. Apply developmental theory to analyze child observations, surveys, and/or interviews.

Objectives:

Upon completion of this course students will be able to:

1. Describe characteristics of the biosocial, 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. 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. 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. 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. 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-harm
- VII. Child Maltreatment as a Developmental Influence

Assignment:

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 on readings, terminology, presentations, and lectures (approximately 2 - 5 exams)
5. Other assignments, such as:
 - a. Group research project and/or oral presentation of findings on selected topics in development
 - b. 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.

Essays; written analysis of observations

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.

Written analysis of observation of children at various stages

Skill Demonstrations
5 - 15%

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

Exams: multiple choice, true/false, fill in, short answer, essays

Exams
30 - 50%

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

Class attendance; participation; and/or other assignments

Other Category
10 - 20%

Representative Textbooks and Materials:

The Developing Person Through Childhood and Adolescence. 11th ed. Berger, Kathleen. Worth Publishers. 2018

Children. 13th ed. Santrock, John. McGraw-Hill. 2015

Instructor prepared materials