

CHLD 10 Course Outline as of Spring 2007**CATALOG INFORMATION**

Dept and Nbr: CHLD 10 Title: DEVELOP STAGES CHILD

Full Title: Developmental Stages of Childhood

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	8	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:

Overview of developmental stages of the child from the prenatal period through childhood and early adolescence including physical emotional, social, and intellectual development with varied cultural contexts. Developmental theories and current research are explored and applied. Observations required.

Prerequisites/Corequisites:**Recommended Preparation:**

Eligibility for ENGL 100 or ESL 100.

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

Description: Overview of development stages of the child from the prenatal period through childhood and early adolescence; including physical, emotional, social, and intellectual development with varied cultural contexts. (Grade Only)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 100 or ESL 100.

Limits on Enrollment:

Transfer Credit: CSU;UC. (CAN FCS14)

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

Certificate/Major Applicable:

Certificate Applicable Course

COURSE CONTENT

Outcomes and Objectives:

1. To outline normal physical development in children from the prenatal period through adolescence.
2. To outline normal cognitive development in children from the birth through adolescence.
3. To outline normal social and emotional development in children from birth through adolescence.
4. Compare and contrast physical cognitive and psychosocial development during the different stages of childhood.
5. To describe possible problems during the different stages of childhood.
6. Identify developmentally appropriate practices at different stages of childhood.

7. To evaluate current research on child development and early childhood education.
8. To compare and contrast cultural practices as they relate to child development.

Topics and Scope:

1. Heredity, Prenatal Development, and Birth.
2. Infants and Toddlers
 - a. the newborn
 - b. physical characteristics
 - c. cognitive abilities
 - d. developmental aspects and relationships with people
3. The Preschool Child
 - a. physical, emotional, social, and cognitive development
 - b. the role of play
4. The School-Age Child
 - a. physical characteristics and skills
 - b. cognitive development
 - c. the role of the peer group in development
 - d. social development and interpersonal relationships.
5. The Adolescent
 - a. physical growth, health, and coordination
 - b. intellectual development
 - c. parent-adolescent relationship
 - d. the quest for identity

Assignment:

1. Reading and discussion of assigned text and handouts.
2. Essays - possible general topics could include
 - a. theories
 - b. evaluation of theories based on student observation and reading
 - c. personal experience
 - d. interviews and follow-up reports
3. Written observations of children
4. Discussion and evaluation of media presentations

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, Reading reports, Essay exams, Term papers, Written Observations

Writing
20 - 60%

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

Homework problems, Field work, Quizzes, Exams	Problem solving 20 - 60%
Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.	
Role plays and oral presentations	Skill Demonstrations 10 - 50%
Exams: All forms of formal testing, other than skill performance exams.	
Multiple choice, True/false	Exams 10 - 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, 4th Edition. Worth Publishers, Inc, New York, N.Y.

1995 ISBN 1-57259-002-5

EARLY CHILDHOOD DEVELOPMENT, A MULTICULTURAL PERSPECTIVE by Jeffrey

Trawick-Smith. Merrill/Prentice Hall, Upper Saddle River NJ 1997

ISBN 0-13-340076-X.

ANNUAL EDITIONS IN CHILD GROWTH AND DEVELOPMENT. Dushkin Publishing Group,

Gilford, CT (yearly)

CHILDREN by John Santrock 5th ed. Brown & Benchmark, Madison WI

ISBN 0-697-23592-0