Degree Applicable

Glendale Community College
November, 2008

COURSE OUTLINE

Child Development 135
Child Growth & Development

I. Catalog Description

Child Development 135 examines the major physical, psychosocial, and cognitive/language developmental milestones for children, both typical and atypical, from conception through adolescence. There will be an emphasis on 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.

Units - 3.0
Lecture Hours - 3.0

Recommended Preparation: Eligibility for English 101.

II. Course Entry Expectations

Skills Level Ranges: Reading 6 Writing 6 Listening/Speaking 6; Math 1.

III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:

1. analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies;
2. analyze how cultural, economic, political, historical contexts affect children's development;
3. compare and contrast various theoretical frameworks that relate to the study of human development;
4. apply developmental theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies;
5. differentiate characteristics of typical and atypical development at various stages;
6. analyze the importance of the early years and the interaction between maturational processes and social/environmental factors and the effects on various areas of development

IV. **Course Outline**

A. Child Development: Concepts and Principles — 6 hours
1. Principles of child growth and development
2. Periods of development
3. Methods of studying child development
4. Theories of child development

B. Genetic Factors and Prenatal Development — 6 hours
1. The human heritage: genes and environment
2. Prenatal development and birth

C. Infancy and Toddlerhood — 8 hours
1. Initial capacities and the process of change
2. Physical development and locomotion
3. Sensory and perceptual development
4. Cognitive development
5. Social and personality development
6. Language acquisition and enhancement
7. Early experience and later life

D. Early Childhood: The Preschool Years — 9 hours
1. Early childhood thought: "Islands of Competence"
2. Physical development and locomotion
3. Sensory and percep0tual development
4. Cognitive development
5. Social and personality development
6. Language acquisition and enhancement
7. Early experience and later life

E. Middle Childhood: Contexts — 8 hours
1. The home, school, community
2. Cognitive and biological attainments
3. Language development: vocabulary and grammar
4. Schooling and development
5. Social development and the peer group
6. The "Special Child"
7. Moral and spiritual development

F. Adolescence: Contexts — 8 hours
1. Characteristics of early and later adolescence
2. The home, school, community
3. Biological and social foundations
4. Changes in primary and secondary sex characteristics
5. Cognitive development
6. The psychological achievements, and identity development

G. Lifespan Development Perspective 3 hours
1. Stages of adult development
2. Erikson: Psychosocial stages

V. **Methods of Presentation**

The following instructional methodologies may be used in the course:
1. lecture/discussion;
2. demonstration;
3. modeling appropriate strategies & techniques;
4. media/oral presentation;
5. Web-enhanced, hybrid, or online.

VI. **Assignments and Methods of Evaluation**

1. Examinations.
2. Written assignments.
3. Presentations / Projects (i.e. Annotated Bibliography).
4. Written observations of children

VII. **Textbook**

Berger, K., The Developing Person: Through Childhood and Adolescence, 7th ed.
New York: Worth Publishers, 2006.
13th Grade Textbook Reading Level ISBN: 9780716770503.