

## COURSE OUTLINE

### **Child Development 135 (C-ID Number: CDEV 100) Child Growth & Development (C-ID Title: Child Growth and Development)**

#### **I. Catalog Statement**

Child Development 135 examines the major physical, psychosocial, and cognitive - language developmental milestones for children, both typical and atypical, from conception through adolescence. The course emphasizes the interactions between maturational processes and environmental factors. While studying developmental theory and investigative research methodologies, students observe children, evaluate individual differences and analyze characteristics of development at various stages.

Total Lecture Units: 3.0

**Total Course Units: 3.0**

Total Lecture Hours: 48.0

**Total Faculty Contact Hours: 48**

Prerequisite: Verification of tuberculosis clearance required

#### **II. Course Entry Expectations**

Skills Level Ranges: Reading 6, Writing 6, Listening/Speaking 6, Math 2.

#### **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; explore contemporary social issues that impact children's development;
3. compare and contrast various theoretical frameworks that relate to the study of human development, examine and evaluate the role of play and its relationship to development at various stages;
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 Content**

**Total Faculty Contact Hours = 48**

- |    |  |         |
|----|--|---------|
| A. | Child Development: Concepts and Principles             | 7 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                                | 9 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                     |         |
|    | 8. Special needs and risk factors                      |         |
| D. | Early Childhood: the Preschool Years                   | 9 hours |
|    | 1. Early childhood thought: "Islands of Competence"    |         |
|    | 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                     |         |
|    | 8. Special needs and risk factors                      |         |
| E. | Middle Childhood: Contexts                             | 9 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               |         |
|    | a. Gender roles; childhood sexuality                   |         |
|    | 6. The "Special Child", special needs and risk factors |         |
|    | 7. Moral and spiritual development                     |         |
| F. | Adolescence: Contexts                                  | 8 hours |
|    | 1. Characteristics of early and later adolescence      |         |

2. Special needs and risk factors
3. The home, school, community
4. Biological and social foundations
  - a. Gender roles, adolescent sexuality
5. Changes in primary and secondary sex characteristics
6. Cognitive development
7. Psychological achievements and identity development

## **V. Methods of Instruction**

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. Out of Class Assignments**

The following out of class assignments may be used in the course:

1. reading and writing in preparation for class discussion and quizzes (e.g. reflective essays based on reading assignment discussing thoughts about the reading and how it relates to student's experience and observations);
2. observations (e.g. four 30-minute observation and recording sessions at the Child Development Center focused on 6-24 months, summarize the observation);
3. create content in preparation for in-class group presentations (e.g. discuss the contributions of the Grand Theories and Emergent Theories to our understanding of human development);
4. research and writing assignment addressing a topic relative to the course; (e.g. prepare an annotated bibliography on the pros and cons of breast feeding);
5. on-line lessons completed on Moodle (e.g. identify the pros and cons about immunization for children join the online conversation about immunizations, post your opinion and respond to at least two other posts.

## **VII. Methods of Evaluation**

The following methods of evaluation may be used in the course:

1. instructor evaluation of reflective writings;
2. instructor evaluation of small group work;
3. instructor evaluation of written observations of children;
4. quizzes;
5. final examination.

## **VIII. Textbook**

Kathleen Stassen Berger, *The Developing Person: Through Childhood and Adolescence*, 9<sup>th</sup>

Edition. New York: Worth Publishers, New York, 2006.  
13<sup>th</sup> Grade Textbook Reading Level. ISBN: 9781429243513

**IX. Student Learning Outcomes**

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

1. describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development;
2. identify cultural, economic, political, historical contexts affect children's development;
3. identify and compare and major theoretical frameworks related to the study of human development;
4. apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies;
5. differentiate characteristics of typical and atypical development at various stages.