

Course Outline

COURSE: PSYC 3 **DIVISION:** 10 **ALSO LISTED AS:** CD 3

TERM EFFECTIVE: Spring 2016 **CURRICULUM APPROVAL DATE:** 11/09/2015

SHORT TITLE: CHILD GROWTH AND DEVELOPMENT

LONG TITLE: Child Growth and Development During the School Years

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

COURSE DESCRIPTION:

This course examines typical and atypical development within the psychosocial, cognitive and physical domains from middle childhood through adolescence. Upon completion of this course, students will be able to evaluate theories and research of child development and effectively apply and communicate their understanding through observation and evaluation. This course has the option of a letter grade or pass/no pass. This course is also listed as CD 3. **ADVISORY:** Eligible for English 1A; transfer students consult with advisor.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

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.

Measure: Written exams, oral presentations, observations, class discussions, written assignments

PLO: 1

ILO: 3,7,6,2

GE-LO: D1, D2,D3, E3

Year assessed or anticipated year of assessment: 2016

2. Analyze how cultural, economic, political, historical contexts affect children's development from middle childhood through adolescence.

Measure: Written exams, class discussions, in-class activities

PLO: 1

ILO: 3,6,4

GE-LO: D4, D5

Year assessed or anticipated year of assessment: 2016

3. Compare and contrast various theoretical frameworks that relate to the study of human development.

Measure: class discussions, compare/contrast discussions, in-class activities, written exams

PLO: 1

ILO: 2,3,7

GE-LO: D1, D2, D3

Year assessed or anticipated year of assessment: 2016

4. Apply developmental theory to the analysis of child observations, surveys, and/or interviews using valid and ethical investigative research methodologies.

Measure: Observations, written assignments, class discussions, written exams

PLO: 1

ILO: 6,1,4,3

GE-LO: E1, E3

Year assessed or anticipated year of assessment: 2017

5. Differentiate characteristics of typical and atypical development at various stages.

Measure: class discussions, written exams, in-class assignments, observations, written assignments

PLO: 1

ILO: 3,6,2,1

GE-LO: E1, D4, E3

Year assessed or anticipated year of assessment: 2017

6. Analyze the importance of the early years, the interaction between maturational processes and social/environmental factors, and the effects on various areas of development.

Measure: Written exams, class discussions, observations, evaluations, in-class activities

PLO: 1

ILO: 6,4,3,1

GE-LO: D4, D5, E1, E2, E3

Year assessed or anticipated year of assessment: 2017

PROGRAM LEARNING OUTCOMES:

1. Articulate five major child development theories and translate these theories into appropriate classroom environments that include learning centers and materials.

2. Plan developmentally appropriate curriculum activities in four domains of development: Cognitive (intellectual), Affective (social-emotional), Psychomotor (physical) and Language Development

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 11/09/2015

3 Hours

Content: Overview of course and purpose; discussion of assignments; introduction to Child Development. In-class assignment discuss how cultures view child development, historical context of child development.

Student Performance Objectives:

Describe and explain biological and environmental factors that influence the development of children in middle childhood and adolescence.

Out of class assignments: read chapter 1, review syllabus and prepare any questions.

6 Hours

Content: Theories of development; periods of development; domains of development; contexts of development and major theorists. In class activity: Apply theoretical perspectives to a case study.

Student Performance Objectives:

Examine and discuss major theories of child development; examine ways in which developmental domains are continuous, sequential, and inter-related.

Out of class assignments: read chapter 1.

3 Hours

Content: Research writing, research methods and designs. In-class activity to design own research study in child development and critique a peer-reviewed research study.

Student Performance Objectives: Examine child development research questions, parts of a research study; research methods and elements of a research paper.

Out of class assignments: read chapter 2; bring in one peer-reviewed research article next class; discuss its findings next class.

3 Hours

Content: Research writing, methods and design, theories of child development.

Student Performance Objectives: Demonstrate knowledge of current research findings as they apply to child development. Examine the factors that influence the research process. Compare and contrast various theoretical frameworks that relate to the study of human development.

In-class assignments: Critique a peer-reviewed research article. Group and class discussion of own peer-reviewed research article brought to class.

Out of class assignments: read chapter 2.

3 Hours

Content: Physical and cognitive development of middle childhood; review of Piaget's constructivist theory; comparison of preoperational and concrete operational stages; demonstration of conservation experiments and Third Eye.

Student Performance Objectives: Examine physical and cognitive development. Differentiate characteristics of typical and atypical development at various stages.

In-class assignments: Video "The Journey Through Childhood" and discussion of culture and child development; Piaget's theory.

Out of class assignments: read chapter 11

3 Hours

Content: Theory of intelligence and individual differences; brain development reviewed; differences in learning and school testing; memorization strategies.

In-class assignments: Activity measuring intelligence and discussing standardized testing in schools; school performance.

Student Performance Objectives: Examine physical and cognitive development in middle childhood using several theories of learning.

Out of class assignments: read chapter 12; finish research topic and sources

3 Hours

Content: Language, bilingualism, barriers in learning, school culture, teaching strategies, learning disabilities, cultural differences in education; culturally responsive curriculum.

In-class assignments: With a partner, apply the concepts of culturally responsive curriculum, alternative forms of classroom instruction and reciprocal teaching to a classroom case study.

Student Performance Objectives: Examine the culture and impact of education on development in middle childhood; examine and evaluate the role of teachers and other professionals in facilitating children's development; describe and explain biological and environmental factors influencing development in middle childhood. Investigate and explain the process of bilingual development.

Out of class assignments: read chapter 12; observe students in a classroom setting and apply concepts learned from chapters 12 and 13, due in 2 weeks

3 Hours

Content: Self-esteem; moral development; peers and parent involvement.

In-class assignments: Midterm Exam (Chapters 1,2,11,12)

Student Performance Objectives: Demonstrate knowledge of social/emotional development of children, both typical and atypical, in major developmental stages; examine and evaluate the role of family in facilitating children's development; describe and explain biological and environmental factors influencing the development of identity in middle childhood.

Out of class assignments: read chapter 13; observe students in a classroom setting and apply concepts learned from chapters 12 and 13

3 Hours

Content: Moral development, parent, teacher and peer involvement.

In-class assignments: Class discussion regarding observation assignment, types of barriers and instruction, individual differences; discuss teacher and peer involvement.

Student Performance Objectives:

Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages, Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children, aged 6-12, and their caregivers of various cultures and backgrounds, Examine and evaluate the role of family in facilitating children's development, Examine and evaluate the role of teachers and other professionals in facilitating children's development, Describe and explain biological and environmental factors influencing the development of identity in children. Apply developmental theory to the analysis of child observations, surveys, and/or interviews using valid and ethical investigative research methodologies.

Out of class assignments: read chapter 13

3 Hours

Content: Physical and cognitive development in adolescence. Early and late adolescence defined, cultural expectations of adolescent development; sexual behavior; historical view of adolescence; peer and parental expectations; issues in development.

In-class assignment: Video, "The Journey through Adolescence" and related

discussion.

Student Performance Objectives:

Describe and explain biological and environmental factors influencing the development of identity in children ages 12-18; identify and describe risk factors and protective factors that impact families and children in the adolescent stage; examine and evaluate the effects of earlier development on later development and the effects of interactions between the individual and her/his environment; investigate and explain influences of developmental change and factors which affect atypical development.

Out of class assignments: read chapters 14

3 Hours

Content: Cognitive and physical development explained through several theories including: Kohlberg's theory of moral reasoning, Piaget's theory of formal operations, information-processing and sociocultural approaches.

In-class assignments: Video, "The Teenage Brain." Discussion of how theories relate to the teenage brain as outlined in the video and related to a case study on Kohlberg's theory of moral reasoning.

Student Performance Objectives: Examine and discuss major theories of child development, demonstrate knowledge of the physical, social/emotional, cognitive, and language development of children, both typical and atypical, in adolescence, describe and explain biological and environmental factors influencing the development of identity in children 12-18; and examine and evaluate the role of parents, peers and teachers in children's development.

Out of class assignments: read chapter 14; finish research paper

3 Hours

Content: Relate physical and cognitive development to social and emotional development throughout adolescence and previous stages of development. Social and emotional development in adolescence including identity development, continued study of moral reasoning, self-regulation, aggression, prosocial behaviors, theories of social/emotional development.

Student Performance Objectives: Analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.

Examine and discuss major theories of child development, demonstrate knowledge of the physical, social/emotional, cognitive, and language development of children, both typical and atypical, in adolescence, describe and explain biological and environmental factors influencing the development of identity in children 12-18; and examine and evaluate the role of parents, peers and teachers in children's development; observation and recording techniques.

Out of class assignments: read chapter 15; observation assignment due in 2 weeks: observe adolescents at the mall or at school forming groups, estimate grade/age and stages of group development.

3 Hours

Content: Relate physical and cognitive development to social and emotional development throughout adolescence and previous stages of development. Social and emotional development in adolescence including identity development, continued study of moral reasoning, self-regulation, aggression, prosocial behaviors, theories of social/emotional development; parent-teen conflict; relationships; conformity.

In-class assignments: Video on Teenage Pressures and discussion

Student Performance Objectives Examine and discuss major theories of child development, demonstrate knowledge

of the physical, social/emotional, cognitive, and language development of children, both typical and atypical, in adolescence, describe and explain biological and environmental factors influencing the development of identity in children 12-18; and examine and evaluate the role of parents, peers and teachers in children's development.

Out of class assignments: read chapter 15; prepare for oral presentations

3 Hours

Content: Social and emotional development in adolescence and as it relates to previous stages of development and physical/cognitive development; identity development, continued study of moral reasoning, self-regulation, aggression, pro-social behaviors, theories of social/emotional development; parent-teen conflict; relationships; conformity. Analyze how cultural, economic, political, historical contexts affect children's development from middle childhood through adolescence.

In-class assignment: Discuss observational assignment in groups and with the class using a handout; oral presentations.

Student Performance Objectives: Demonstrate knowledge of current research findings as they apply to child development, examine the factors that influence the research process. Examine and discuss major theories of child development, demonstrate knowledge of the physical, social/emotional, cognitive, and language development of children, both typical and atypical, in adolescence, describe and explain biological and environmental factors influencing the development of identity in children 12-18; and examine and evaluate the role of parents, peers and teachers in children's development; observation and recording techniques.

Out of class assignments: read chapter 15, continue to prepare for oral presentations

6 Hours

Content: Current research findings as they apply to child development. Oral presentations of research papers; final exam review

Student Performance Objectives:

Demonstrate knowledge of current research findings as they apply to child development, Examine the factors that influence the research process. Social and emotional development in early childhood including identity development, the development of morality, self-regulation, aggression, pro-social behaviors, theories of social/emotional development. Examine and discuss major theories of child development, demonstrate knowledge of the physical, social/emotional, cognitive, and language development of children, both typical and atypical, in adolescence, describe and explain biological and environmental factors influencing the development of identity in children 12-18; and examine and evaluate the role of parents, peers and teachers in children's development; observation and recording techniques. Analyze the importance of the early years, the interaction between maturational processes and social/environmental factors, and the effects on various areas of development..

Out of class assignments: read chapter 15, study for final exam.

2 Hours

Final Exam

METHODS OF INSTRUCTION:

Lecture, in-class activities, out-of-class activities, videos, class assignments, demonstrations, observations.

METHODS OF EVALUATION:

CATEGORY 1 - The types of writing assignments required:

Percent range of total grade: 25 % to 50 %

Written Homework

Term or Other Papers

Other: Observation Assignments

CATEGORY 2 -The problem-solving assignments required:

Percent range of total grade: 20 % to 40

Exams

CATEGORY 3 -The types of skill demonstrations required:

Percent range of total grade: 30 % to 50 %

Class Performance/s

Field Work

CATEGORY 4 - The types of objective examinations used in the course:

Percent range of total grade: 20 % to 40 %

Multiple Choice

True/False

CATEGORY 5 - Any other methods of evaluation:

Percent range of total grade: 10 % to 20 %

Oral Presentation

REPRESENTATIVE TEXTBOOKS:

Required:

Lightfoot, Cole & Cole. The Development of Children. New York: Worth Publishers, 2013. Or other appropriate college level text.

ISBN: 1429243287

Reading level of text, Grade: 14 Verified by: P. Henrickson

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV D2, effective 201570

GAV E2, effective 201570

CSU GE:

CSU D, effective 201570

CSU D9, effective 201070

CSU E, effective 201570

IGETC:

IGETC 4I, effective 201570

CSU TRANSFER:

Transferable CSU, effective 201570

UC TRANSFER:

Transferable UC, effective 201570

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: PSYC

CSU Crosswalk Course Number: 3

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: D

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000326667

Sports/Physical Education Course: N

Taxonomy of Program: 130500