

Course Outline

COURSE: PSYC 40 **DIVISION:** 10 **ALSO LISTED AS:** CD 40

TERM EFFECTIVE: Spring 2018 **CURRICULUM APPROVAL DATE:** 04/24/2017

SHORT TITLE: CHILD DEV

LONG TITLE: Child Development

<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 the development within the psychosocial, cognitive/language development, and physical domains, 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. This course is appropriate for those working with students in transitional kindergarten, kindergarten, and early education classrooms. Also listed as PSYC 40. (C-ID: CDEV 100) **ADVISORY:** Eligible for English 1A; transfer students consult with advisor.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

1. Describe the major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive and language development using standard research methodologies.

Measure of assessment: written exams, oral presentations, observations, class discussions, written assignments

Year assessed, or planned year of assessment: 2016

Semester: Fall

2. Analyze how cultural, economic, political and historical contexts affect children's development.

Measure of assessment: written exams, class discussions, in-class activities

Year assessed, or planned year of assessment: 2016

Semester: Fall

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

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

Year assessed, or planned year of assessment: 2016

Semester: Fall

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

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

Year assessed, or planned year of assessment: 2016

Semester: Fall

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

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

Year assessed, or planned year of assessment: 2016

Semester: Fall

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 of assessment: Written exams, class discussions, observations, evaluations, in-class activities

Year assessed, or planned year of assessment: 2016

Semester: Fall

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

Curriculum Approval Date: 04/24/2017

3 Hours

Content: Overview of course, purpose, discussion of assignments. Introduction to Child Development. In-class assignment to discuss how our culture views child development.

Student Performance Objectives: Describe and explain biological and environmental factors influencing the development of children. Discuss contemporary social issues that impact children's development.

3 Hours

Content: Theories of Development – Grand Theories: Psychodynamic – Freud and Erikson, Behaviorist – Skinner, Constructivist – Piaget, Sociocultural – Vygotsky and Modern Theories: Evolutionary, Social Learning, Information-Processing and Systems; Periods of Development; Domains of Development; Contexts of Development. Research methods and designs. In-class activity to design own research study in child development.

Student Performance Objectives: Examine and discuss major theories of child development. Examine ways in which developmental domains are continuous, sequential, and inter-related. Discuss current research findings as they apply to child development and examine the factors that influence the research process.

3 Hours

Content: Cultural foundations, biological foundations, and how the two impact development.

Student Performance Objectives: Describe and explain biological and environmental factors influencing the development of children. Discuss the influence of multiple factors on children's development. Examine and evaluate the role of teachers and other professionals in facilitating children's development. Examine and evaluate the role of family in facilitating children's development. Investigate and explain influences of developmental change and factors which affect atypical development.

3 Hours

Content: Periods of prenatal development. Maternal conditions affecting prenatal development, teratogens. Birth process, assessing a newborn, and the beginning of the parent-child relationship. Bronfenbrenner – Ecological Systems Model. Hierarchy of Needs – Maslow. Class discussions and video.

Student Performance Objectives: Describe and explain biological and environmental factors influencing the development of children. Identify and describe risk factors and protective factors that impact families and children at each major developmental stage. Examine and evaluate the effects of earlier development on later development and the effects of interactions between the individual and his/her environment. Investigate and explain influences of developmental changes and factors which affect atypical development.

3 Hours

Content: First three months of life including physical growth, brain development, senses, the organization of behavior, temperament, coordination with social world. Class discussions and group activities.

Student Performance Objectives: Describe the physical, social/emotional, cognitive and language development of children, both typical and atypical, in the major developmental stages. Examine and evaluate the importance of the early years and the effects of interaction between the individual and his/her environment. Identify and describe risk factors and protective factors that impact families and children at each major developmental stage. Describe and explain biological and environmental factors influencing the development of children.

4 Hours

Content: Physical and cognitive development in infancy including physical growth, brain development, theories of cognitive development, and motor development. Class discussions and group activities. Analysis and discussion of how personal experiences have influenced development.

Student Performance Objectives: Examine and discuss major theories of child development. Describe the physical, social/emotional, cognitive and language development of children, both typical and atypical, in the major developmental stages. Describe and explain biological and environmental factors influencing the development of children conception-adolescence.

6 Hours

Content: Social and emotional development in infancy including theories of psychosocial development, emotional expressions, attachment, communication and a sense of self. Gardner's Theory – Multiple Intelligence. Class discussions and group activities, video. Analysis and discussion of how personal experiences have influenced development. Review for midterm exam.

Student Performance Objectives: Examine and discuss major theories of child development. Describe the physical, social/emotional, cognitive and language development of children, both typical and atypical in the major developmental stages. Investigate and explain influences of developmental change and factors which affect atypical development. Examine and evaluate the role of the family in facilitating children's development. Examine and evaluate the role of play and its relationship to development at various stages. Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children and their caregivers of various cultures and backgrounds.

6 Hours

Content: Language acquisition including biological and environmental components, domains of language, theories of language development. Turn in completed observation of child birth-2. Discussion of the observations in small groups and then share with the class as a whole. Class discussion and video. Analysis and discussion of how personal experiences have influenced development. Midterm exam.

Student Performance Objectives: Describe the physical, social/emotional, cognitive, and language development of children, both typical and atypical, in the major developmental stages. Investigate and explain influences of developmental change and factors which affect atypical development. Investigate and explain the process of bilingual development in children at various stages.

6 Hours

Content: Physical and cognitive development; including physical and motor development, and the influence of health and nutrition; theories of cognitive development, and the influence of culture on development.

Class discussions and video. Analysis and discussion of how personal experiences have influenced development.

Student Performance Objectives: Examine and discuss major theories of child development. Examine ways in which developmental domains are continuous, sequential and inter-related. Describe and explain biological and environmental factors influencing development.

6 Hours

Content: Social and emotional development in early childhood including identity development; gender roles; the development of morality, including Kohlberg's Theory of Moral Development; self-regulation; aggression; pro-social behaviors; and theories of social/emotional development.

Student Performance Objectives: Examine and discuss major theories of child development. Describe the physical, social/emotional, cognitive and language development of children, both typical and atypical, in the major developmental stages. Describe and explain biological and environmental factors influencing development. Examine and evaluate the role of teachers and other professionals in facilitating children's development. Examine and evaluate the role of play and its relationship to development at various stages.

4 Hours

Content: Contexts of development including cultural aspects; family, including distressed families – families in poverty, families with teen mothers, and abusive families; neighborhoods and communities; and media contexts. Turn in completed observation of child 3- 6 years. Discussion of observations in small groups and then share with class as a whole. Class discussion, group activities. Analysis and discussion of how personal experiences have influenced development.

Student Performance Objectives: Describe the physical, social/emotional, cognitive and language development of children, both typical and atypical, in the major developmental stages. Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children 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 development.

4 Hours

Content: Physical, cognitive, social/emotional development of children, both typical and atypical, of middle childhood-adolescence. Intelligence, language, bilingualism, moral reasoning, pro-social behaviors and sexual identity. Turn in scholarly journal review. Oral presentations of scholarly journal review. Review for final exam.

Student Performance Objectives: Utilize current research findings as they apply to child development. Examine the factors that influence the research process, investigative research methods, interviews, surveys, observation, documentation and analysis.

2 Hours

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 6

Assignment Description: Out-of-Class Assignments: Read Chapter 1. Review syllabus.

Required Outside Hours: 6

Assignment Description: Out-of-Class Assignments: Read Chapter 2.

Required Outside Hours: 6

Assignment Description: Out-of-Class Assignments: Read Chapter 3. Start thinking about topics for a scholarly journal review.

Required Outside Hours: 6

Assignment Description: Out-of-Class Assignments: Read Chapter 4.

Required Outside Hours: 6

Assignment Description: Out-of-Class Assignments: Read Chapter 5. Locate a site to do the first observation.

Required Outside Hours: 8

Assignment Description: Out-of-Class Assignments: Read Chapter 6. Begin work on first observation.

Required Outside Hours: 12

Assignment Description: Out-of-Class Assignments: Read Chapter 7. Complete observation of a child Birth-2. Study for midterm exam.

Required Outside Hours: 12

Assignment Description: Out-of-Class Assignments: Read Chapter 8. Decide on topic for scholarly journal review, begin finding a journal. Study for midterm exam.

Required Outside Hours: 12

Assignment Description: Out-of-Class Assignments: Read Chapter 9. Continue to work on scholarly journal review, begin work on observation of child 3- 6 years of age. Sample observation assignment: After observing a child within this age range, reflect of the child's cognitive development and connect to Piaget's cognitive theory with specific examples.

Required Outside Hours: 12

Assignment Description: Out-of-Class Assignments: Read Chapter 10. Complete observation of a child 3- 6 years.

Sample observation assignment: Using the observation of a specific child for this age group of 3-6 years, select one of the developmental domains and plan an individualized activity that will support the child's development.

Required Outside Hours: 8

Assignment Description: Out-of-Class Assignments: Complete scholarly journal review. Sample homework assignment: Complete a developmental timeline for a child 3-6 years old which includes all the developmental domains accurately identifies the developmental benchmarks and indicates individual variations. Study for final exam.

Required Outside Hours: 8

Assignment Description: Out-of-Class Assignments: Read Chapter 11. Complete written assignment. Study for final exam.

METHODS OF INSTRUCTION:

Lecture, in-class activities, out-of-class activities, multi-media, guest speakers, class assignments, demonstrations, observations.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 20.00 %

Percent range of total grade: 20 % to 50 % Written Homework

Problem-solving assignments

Percent of total grade: 20.00 %

Percent range of total grade: 20 % to 40 % Exams

Skill demonstrations

Percent of total grade: 30.00 %

Percent range of total grade: 30 % to 50 % Class Performance/s

Objective examinations

Percent of total grade: 20.00 %

Percent range of total grade: 20 % to 40 % Multiple Choice, Completion

Other methods of evaluation

Percent of total grade: 10.00 %

Oral Presentation Percent range of total grade: 10 % to 20 %

REPRESENTATIVE TEXTBOOKS:

Required Representative Textbooks

Lightfoot, Cole. The Development of Children. Worth Publishers,2014.

ISBN: ISBN: 978-1-4292-0225-1

Reading Level of Text, Grade: 14th Verified by: M. Bumgarner

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV D2, effective 201570

CSU GE:

CSU D, effective 201570

CSU D7, effective 201530

IGETC:

IGETC 4G, 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: 40

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours: 3

Minimum Hours: 3

Course Control Number: CCC000556159

Sports/Physical Education Course: N

Taxonomy of Program: 200100