



5055 Santa Teresa Blvd
Gilroy, CA 95023

Course Outline

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

TERM EFFECTIVE: Fall 2021

CURRICULUM APPROVAL DATE: 02/9/2021

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

Out of Class Hrs: 108.00

Total Learning Hrs: 162.00

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. (C-ID: CDEV 100: CD2 + CD3).

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

05 - Hybrid

71 - Dist. Ed Internet Simultaneous

72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Analyze and explain aspects of children's experience as members of families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences.
2. Critique theories and review the multiple impacts of educational, political, and socioeconomic factors directly impact the lives of children and families, especially on young children's experience and social identity.
3. Compare and contrast the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.
4. Evaluate the impact of personal experiences on teaching approaches and interactions with children.

COURSE CONTENT:

Curriculum Approval Date: 02/9/2021

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.

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.

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.

3 Hours

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

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

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.

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.

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

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

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.

COURSE CONTENT(CONTINUED):

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

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.

3 Hours

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

In-class assignments: Midterm Exam

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.

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 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.

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.

COURSE CONTENT(CONTINUED):

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.

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.

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.

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.

COURSE CONTENT(CONTINUED):

7 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..

2 Hours

Final Exam

METHODS OF INSTRUCTION:

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

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 13

Assignment Description:

Observation of various programs, family life experiences of typically and atypically developing children.

Required Outside Hours: 20

Assignment Description:

Research developmental milestones, typical and atypical development of children 5-18 years of age.

Required Outside Hours: 30

Assignment Description:

Read the textbook and course materials.

Required Outside Hours: 20

Assignment Description:

Research and review scholarly articles concentrating on a self selected topic of child development during the school years and adolescence.

Required Outside Hours: 10

Assignment Description:

Research and prepare presentation on the developing middle school child and the adolescent.

Required Outside Hours: 15

Assignment Description:

Prepare essays and documentation of student learning.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 25.00 %

Percent range of total grade: 20% to 50% Written Homework; Term or Other Papers; Other: Observation Assignments

Problem-solving assignments

Percent of total grade: 20.00 %

Percent range of total grade: 10% to 20% Exams

Skill demonstrations

Percent of total grade: 30.00 %

Percent range of total grade: 20% to 40% Class Performance/s; Field Work

Objective examinations

Percent of total grade: 20.00 %

Percent range of total grade: 20% to 40% Multiple Choice; True/False

Other methods of evaluation

Percent of total grade: 5.00 %

Percent range of total grade: 5% to 20% Oral Presentation

REPRESENTATIVE TEXTBOOKS:

Kathleen Stassen Berger. The Developing Person through Childhood and Adolescence. New York: Worth Publishers, 2018.

ISBN: 13-978-1-319-05813-5

Reading Level of Text, Grade: 14th Verified by: P. Henrickson

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV D2

GAV E2

GAV Area 4 = Social & Behavior

GAV Area 7 = Life Learn & Dev

CSU GE:

CSU D

CSU D9

CSU E

IGETC:

IGETC 4I

CSU TRANSFER:

Transferable CSU

UC TRANSFER:

Transferable UC

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

C-ID: (CDEV 100)

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: D

Course Control Number: CCC000326667

Sports/Physical Education Course: N

Taxonomy of Program: 130500