

### Course Outline

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

**TERM EFFECTIVE:** Fall 2022                      **CURRICULUM APPROVAL DATE:** 3/08/2022

**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
		Total Learning Hrs:	162	

**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 CD 40. (C-ID: CDEV 100) Transfer students should consult with an 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
- 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. 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.
2. Analyze how cultural, economic, political and historical contexts affect children's development.
3. Compare, contrast and apply 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 valid and ethical investigative research methodologies.
5. Differentiate characteristics of typical and atypical development at various stages.
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.

## **COURSE OBJECTIVES:**

By the end of this course, a student should:

1. Describe and explain biological and environmental factors influencing the development of children.
2. Discuss contemporary social issues that impact children's development.
3. Examine ways in which developmental domains are continuous, sequential, and inter-related.
4. Examine and evaluate the role of family, teachers and other professionals in facilitating children's development.
5. Identify and describe risk factors and protective factors that impact families and children at each major developmental stage.
6. Examine and evaluate the role of play and its relationship to development at various stages.
7. Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children and their caregivers of various cultures and backgrounds.
8. Investigate and explain the process of bilingual development in children at various stages.
9. Examine the factors that influence the research process, investigative research methods, interviews, surveys, observation, documentation and analysis

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

Curriculum Approval Date: 3/08/2022

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.

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.

3 Hours

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

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.

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.

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.

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.

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.

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.

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.

5 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.

2 Hours

Final Exam.

**METHODS OF INSTRUCTION:**

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

**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 14

Assignment Description

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

### **METHODS OF EVALUATION:**

Writing assignments

Evaluation Percent 20

Evaluation Description

Percent range of total grade: 25 % to 50 % Written Homework

Problem-solving assignments

Evaluation Percent 20

Evaluation Description

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

Skill demonstrations

Evaluation Percent 30

Evaluation Description

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

Objective examinations

Evaluation Percent 20

Evaluation Description

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

Other methods of evaluation

Evaluation Percent 10

Evaluation Description

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

### **REPRESENTATIVE TEXTBOOKS:**

The Developing Person, Through Childhood and Adolescence, 12 Ed., Kathleen Stassen Berger, Macmillian Learning, 2021.

ISBN: 9781319191740

12th Grade Verified by: MS Word

**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: CDEV

CSU Crosswalk Course Number: 100

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000556159

Sports/Physical Education Course: N

Taxonomy of Program: 200100