

CDE A180: CHILD, GROWTH AND DEVELOPMENT

Item	Value
Curriculum Committee Approval Date	09/22/2021
Top Code	130500 - Child Development/Early Care and Education
Units	3 Total Units
Hours	54 Total Hours (Lecture Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Open Entry/Open Exit	No
Grading Policy	Standard Letter (S)
Associate Arts Local General Education (GE)	<ul style="list-style-type: none"> Area 4 Social and Behavioral Sciences 4C Behavioral Science (OD3) Area 7 Life Skills, Lifelong Learning, and Self-Development 7A Theory/ Non-activity (OE1)
Associate Science Local General Education (GE)	<ul style="list-style-type: none"> Area 4 Social and Behavioral Sciences (OSD)
California General Education Transfer Curriculum (Cal-GETC)	<ul style="list-style-type: none"> Cal-GETC 4 Social & Behavioral Sciences (4) Cal-GETC 4G Interdiscipline Study (4G)
Intersegmental General Education Transfer Curriculum (IGETC)	<ul style="list-style-type: none"> IGETC 4 Social&Behavioral Sci (4) IGETC 4G Interdiscipline Study (4G)
California State University General Education Breadth (CSU GE-Breadth)	<ul style="list-style-type: none"> CSU D7 Interdisciplinary Study (D7) CSU D9 Psychology (D9) CSU E1 Lifelong Understanding (E1)

Course Description

Formerly: HMDV A180. A study of growth and development from conception through adolescence. Emphasis on theories of physical, cognitive, and psychosocial development using standard research methodologies and identifying typical and atypical development. Analyze how cultural, economic, political, and historical contexts affect children's development. Observations directed to further insight into change during childhood years. Transfer Credit: CSU; UC. C-ID: CDEV 100. **C-ID:** CDEV 100.

Course Level Student Learning Outcome(s)

1. Explain children's development from conception through adolescence in the physical, social, emotional, and cognitive domains.

2. Identify cultural, economic, political, and historical contexts that impact children's development.
3. Apply knowledge of development and major theoretical frameworks to child observations.

Course Objectives

- 1. Discuss the basic principles of human growth and development
- 2. Identify the major developmental theories and compare the basic tenets of each theory
- 3. Define key terms related to the process of human development
- 4. Describe the role of heredity and the environment in human development as well as the impact of various contexts (i.e. cultural, economic, historical, or political) on a child's development.
- 5. Describe the beginnings of human life from conception through birth
- 6. Recognize characteristics of the biosocial, cognitive, and psychosocial development of children from birth through adolescence
- 7. Identify the general patterns of the developing child from birth through adolescence to differentiate characteristics of typical and atypical development.
- 8. Explain possible causes for variations in child growth and development
- 9. Identify critical periods of development and possible problems encountered
- 10. Recognize environmental factors that influence the developing child
- 11. Describe the factors that promote healthy parent-child relationships
- 12. Conduct simple observations to examine different aspects of child development and behavior
- 13. Demonstrate knowledge of current research findings as they apply to child development.
- 14. Examine how bias can influence the research process.
- 15. Examine and evaluate the role of the teachers and other professionals in facilitating children's development.
- 16. Examine and evaluate the role of play and its relationship to development at various stages.
- 17. Investigate and explain the process of bilingual development in children.
- 18. Describe and explain biological and environmental factors influencing the development of identity and self-esteem in children of all ages.

Lecture Content

Principles of human development Theoretical domains Biosocial domain Cognitive domain Psychosocial domain Contexts of development Social Historical and Political Cultural Ethnic Socioeconomic Nature vs. nurture controversy Patterns of inheritance Role of environment Adverse Childhood Experiences and Resiliency Research methods and models Observation Experiment Clinical interview Case study Major theories of human development Psychoanalytic (Freud, Erikson) Behavioral learning (Skinner, Watson) Cognitive (Piaget) Sociocultural (Vygotsky) The beginning of human life Heredity and environment Genetic code Genotype and phenotype Abnormal genes and chromosomes Genetic counseling Environmental risk factors Critical periods Prenatal development

Germinal period Embryo Fetus Birth Stages of labor Evaluation of newborn Stressful birth Low-birth-weight infant Impact of birth on family Infants and toddlers Biosocial development Physical growth Changes in size and body proportions Reflexes Sequence of motor skills Sensory and perceptual capacities Physical health Nutrition Preventive medicine Sudden Infant Death Syndrome Brain growth and maturation Cognitive development Sensorimotor intelligence Perception and object permanence Cognition, memory, and intelligence Steps in language development Psychosocial development Origins of personality Temperament Attachment Synchrony Self-concept Exploration of environment and new relationships Preschool years Physical health Nutrition Preventive Medicine Child maltreatment Physical growth Size, shape, and other body changes Motor skills Brain growth and maturation Cognitive development Preoperational thought Limits of logic Egocentricity Symbolic thinking Language development Language accomplishments Relationship between language and thought Using language to learn Preschool education Psychosocial development Self concept and social awareness Patterns of parenting Peer relationships and social play Gender roles and stereotypes Middle childhood Biosocial development Physical growth and health Variations in Physique Childhood obesity Motor skills Children with special needs Learning disabilities Attention Deficit Hyperactivity Disorder Autism Cognitive development Growth of thinking, memory, and knowledge Selective attention Memory strategies Processing speed and capacity Knowledge expansion Metacognition Formal education Achievement, aptitude, and intelligence measurement Concrete operational thought Principles of logic Limitations Language development

- Skills Communicative competence Psychosocial development Understanding of others and self Influence of peer group Society of Children Social problem solving Power of friendship Moral development Kohlberg's Stages of Moral Reasoning Moral behavior Influence of family Coping with stress Adolescence Biosocial development Puberty Hormonal effects Growth spurt Sexual maturation Health Nutrition Eating disorders Timing of puberty Influencing factors Early and late maturation Cognitive development Formal operational thought Development of logic Adolescent egocentrism Moral development Adolescent decision making Implications for education Psychosocial development Developing identity Influence of parents and peers Problems faced in adolescence Drug use Juvenile delinquency Sexual abuse Suicide

Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)

Instructional Techniques

Lecture on course content Large group discussion and exploration of topics Video demonstration of developmental concepts and tasks Small group discussion with instructor feedback Instructor handouts for student reference and analysis Instructor demonstration of developmental concepts Personal application of concepts through small group discussion

Reading Assignments

Assigned reading from text: 16 chapters, 4 hours per chapter = 64 hours Test Preparation: 3 hours per exam/ 6 exams = 18 hours 4-6 hours per week depending on whether there is a test to prepare/study for.

Writing Assignments

Written assignments may include: Observation and/or evaluation of attachment behaviors between caregiver and child: 1 hour observation plus 1 hour writing the findings = 2 hours Observation and/or evaluation of developmental tasks performed by children: 1 hour observation plus 1 hour writing the findings = 2 hours Observation and/or evaluation of child behavior and interactions among children: 1 hour observation plus 1 hour writing the findings = 2 hours Research article reviews including identification of research elements and summary: 1 hour observation plus 1 hour writing the findings = 2 hours 2 hours depending on when the assignment is due.

Out-of-class Assignments

Assignments may include: Child observation with an analysis and comparison to text: 1 hour observation plus 1 hour writing the findings = 2 hours Watching Videos from Films on Demand and answering questions: 15 hours Online Chapter Quizzes: 3 hours Homework assignments: i.e. Writing a letter of introduction, taking a multiple intelligence test, researching government influence on school lunches: 3 hours 1-3 hours per week depending on when assignments are due.

Demonstration of Critical Thinking

Class participation, assigned observations, objective tests, research papers, and problem solving exercises

Required Writing, Problem Solving, Skills Demonstration

Written assignments may include: 1. Observation and/or evaluation of attachment behaviors between caregiver and child 2. Observation and/or evaluation of developmental tasks performed by children 3. Observation and/or evaluation of child behavior and interactions among children 4. Research article reviews including identification of research elements and summary

Eligible Disciplines

Child development/early childhood education: Master's degree in child development, early childhood education, human development, home economics/family and consumer studies with a specialization in child development/early childhood education, or educational psychology with a specialization in child development/early childhood education OR bachelor's degree in any of the above AND master's degree in social work, educational supervision, elementary education, special education, psychology, bilingual/bicultural education, life management/home economics, family life studies, or family and consumer studies OR the equivalent. Master's degree required.

Textbooks Resources

1. Required Martorell, G.. Child: From Birth to Adolescence, 2 ed. New York City: McGraw-Hill, 2019