

I. COURSE DESCRIPTION:

- A. Division: Science and Math
Department: Child Development
Course Title: Child Growth and Development
Course I.D.: CD 105
Units: 3
Lecture: 3 Hours
Laboratory: None
Prerequisite: None

B. Catalog and Schedule Description:

Growth and development of children from the prenatal period through adolescence; with an emphasis on individual, physical, cognitive, and socioemotional needs of children. Practical experience observing and interacting with children.

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One

III. EXPECTED OUTCOMES FOR STUDENTS:

Upon completion of the course, the student should be able to:

- A. Recognize and describe the three domains of human development: biosocial, cognitive and psychosocial.
B. Identify and explain the controversies in the area of: (1) Nature and Nurture and (2) Continuity and Discontinuity
C. Critically evaluate the major components of the major theories in child development: Erikson's psychosocial theory of development; Piaget's cognitive-development theory and Kohlberg's theory of moral reasoning and development
D. Understand the importance and impact of genetics, prenatal development and birth
E. Distinguish and discuss the stages of prenatal development, including the major changes in each stage
F. Identify and analyze the physical development (biosocial development-growth and health, motor, sensory and perceptual skills, nutritional needs) of children ages birth to 18 years
G. Identify and analyze the cognitive development (intelligences, thinking, memory, language and schooling) of children ages birth to 18 years
H. Identify and analyze the social and emotional development (personality, temperament, moral development, interaction with others, relationships, gender roles, peer groups) of children ages birth to 18 years
I. Recognize the importance of care and education in the early years of childhood

IV. CONTENT:

- A. The Study of Human Development
1. Three domains
a. Biosocial development
b. Cognitive development
c. Psychological development
B. Controversies
1. Nature and nurture
2. Continuity or discontinuity
C. Scientific Method
D. Theories
1. Freud
2. Erikson
2. Piaget

3. Vygotsky
4. Kohlberg
- E. The Beginning of Development
 1. Chromosomes
 2. Genetics
 3. Prenatal development
 - a. Zygote to newborn
 - b. Preventing complications
- F. Birth
 1. Normal birth
 2. Variation, problems and solutions
- G. Infants and Toddlers
 1. Biosocial development
 - a. Growth and health
 - b. Motor, sensory and perceptual
 - c. Nutrition
- H. Cognitive Development
 1. Cognitive, memory and intelligence
 2. Language development
- I. Psychosocial Development
 1. Emotional development
 2. Personality and interaction
- J. The Preschool Child
 1. Biosocial development
 - a. motor skills
 - b. child behaviors
 2. Cognitive Development
 - a. how preschoolers think
 - b. language development
 - c. preschool development
 3. Psychosocial Development
 - a. the self and the social world
 - b. relationships
 - c. gender roles and stereotypes
- K. The Middle Years of Childhood
 1. Biosocial development
 - a. motor skills
 - b. children with special needs
 2. Cognitive Development
 - a. thinking
 - b. language
 - c. schooling
 3. Psychosocial Development
 - a. peer groups
 - b. moral development
- L. Adolescence
 1. Biosocial Development
 - a. puberty
 - b. secondary sex characteristics
 2. Cognitive thinking
 - a. adolescent thought
 - b. decision making
 3. Psychosocial Development
 - a. drug use

- b. delinquency
- c. suicide

V. METHODS OF INSTRUCTION:

- A. Methods of instruction will include the following components:
 - 1. Weekly lecture time with a percent of this time devoted to student participation and discussion
 - 2. Assignments that require reading of course materials outside of regular class time
 - 3. Completion of assignments that involve the use of writing skills
 - 4. Observation of the children, in the campus child development center or other appropriate/approved child care facility
- B. Methods of instruction may include any or all of the following components as well:
 - 1. Lecture
 - 2. Small group and individual participation in class discussions
 - 3. Presentations
 - 4. Audio-visual presentations

VI. TYPICAL ASSIGNMENTS:

- A. Complete two written autobiographies (including a time line) identifying critical areas in personal development and aspects of individual development as related to Child Development theory. The first autobiography should cover Birth – 12 years of age and the second should cover 12 years of age to present.
- B. Complete observations of children at different developmental stages including a written analysis on identifying development milestones in children and critiquing theory and practices as they pertain to an individual child.
- C. Complete an oral report on a topic taken from a suggestion list or explore a topic of your choice within the range of child or adolescent development. Some examples of topics include biosocial development- the first two years, cognitive development- the play years, psychosocial development- the school years.
- D. Write a summary and critique of some reading material of your choice, analyzing current trends in child development and comparing them to traditional theory and practice.

VII. EVALUATION(S):

- A. Methods of evaluation will consist of components that demonstrate the student's proficiency in course objectives. These include:
 - 1. Written tests in the form of essay/question
Example: Examine Piaget's theory of intellectual development and compare and contrast the theory with another leading child development expert
 - 2. Quizzes
 - 3. Evaluation of research
 - 4. Term paper
 - 5. Final examinationOther methods may include:
 - 1. true-false tests
 - 2. multiple choice tests
 - 3. matching items tests
- B. Frequency of Evaluations
 - 1. Weekly assignments
 - 2. Monthly unit exams
 - 3. One midterm
 - 4. One final exam

VIII. TYPICAL TEXT(S):

San Bernardino Valley College
Curriculum Approved: February 2, 2004
Last updated January 2004

Berger, Kathleen and Ross Thompson, The Developing Person Through Childhood and Adolescence, Worth, 2003

Rathus, Spencer A., Voyages: Childhood and Adolescence, Wadsworth/Thomson Learning Inc., 2003

IX. OTHER SUPPLIES REQUIRED OF STUDENTS: None