

Items in bold indicate Honors enhancements to CD105

I. CATALOG DESCRIPTION:

Department Information

Division: Science and Math

Department: Child Development

Course ID: **CD 105H**

Course Title: Child Growth and Development - **Honors**

Units: 3 units

Lecture hrs: 3 hours

Laboratory hrs: None

Prerequisite: None

Co-requisite: None

Departmental Advisory: None

Catalog Description: Study of the growth and development of children from the prenatal period through adolescence; with an emphasis on individual, physical, cognitive, and socio-emotional needs of children. Practical experience observing and interacting with children.

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

III. EXPECTED OUTCOMES FOR STUDENTS:

Upon successful 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. Analyze 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
- J. Locate, research, and analyze an approved child development topic from the course content based on a minimum of 10 research sources.**
- K. Formulate and express arguments in written and oral forms as related to approved topics in the area of child development.**
- L. Identify and construct a reference list of child development journals, publications, and reference materials.**

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
 - 3. Piaget
 - 4. Vygotsky
 - 5. 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

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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
- M. **Research**
1. **Sources for Child Development Research**
 2. **University Libraries & Other Research Tools**
 - a) **The instructor will teach students how to use research resources at university libraries to acquire a minimum of 10 related primary-source research articles.**
 2. **Analytical Studies**
 3. **Appropriate Research Topics**
- V. **METHODS OF INSTRUCTION:**
- A. 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
 5. **Field trips to universities or community meetings relevant to course research and topics facilitated by instructor.**
 6. **Guest speakers on research techniques, oral presentations, or other pertinent topics.**
 7. **Conferences sponsored by the SBVC Child Development Department and other local community agencies**
- VI. **TYPICAL ASSIGNMENTS:**
- A. Two written autobiographies (including a time line) demonstration the ability to identify critical areas in personal development and discuss aspects of individual development as related to theory. a). Birth – 12 years of age and b), 12 years of age to present

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- B. Observations of children at different developmental stages to include a written discussion identifying development milestones in children and critiquing theory and practices as they pertain to an individual child
- C. An oral report on a topic taken from a suggestion list or one of your own choice. This is the chance to explore a topic of your choice within the range of child or adolescent development. Some examples of topics are biosocial development- the first two years, cognitive development- the play years, psychosocial development- the school years.
- D. One summary and critique of a reading analyzing current trends child development and comparing them to traditional theory and practice
- E. **Compose an APA format college-level research paper and related oral presentation based on a faculty approved topic in child development. Utilize information from published research in child development; determine the outcomes in children and their families that will result from related practices. Example: What are the effects of misdiagnosis of behavioral disorders of young children, particularly as seen in energetic children who are diagnosed with ADD/ADHD (attention-deficit disorders)?**

VII. EVALUATION:

- 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. Final examinationOther methods may include: true-false tests; multiple choice tests; matching items tests
- B. Frequency of Evaluations
 - 1. Weekly assignments
 - 2. Monthly unit exams
 - 3. One midterm
 - 4. One final exam
- C. **Research Evaluation**
 - 4. **Research paper: 8-10 pages in length, APA format**
 - 5. **Information from the research paper can be reformatted for a poster presentation.**
 - 6. **An oral presentation will also be given based on the paper or the poster**

VIII. TYPICAL TEXT(S):

Berger, Kathleen. The Developing Person: Through Childhood and Adolescence, fifth ed. Worth Publishers, 2000.

Decker, Celia. Children: The Early Years. The Goodheart-Wilcox Company, Inc., 2004.

Feldman, Robert. Child Development, third ed. Pearson/Prentice Hall, 2004.

Papalia, Diane et al. A Child's World: Infancy Through Adolescence, ninth ed. McGraw Hill Companies, 2004.

Rathus, Spencer. Voyages: Childhood and Adolescence. Thompson & Wadsworth, 2003.

IX. OTHER SUPPLIES REQUIRED OF STUDENTS: NONE