



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	CDEV
Course Number:	103
Descriptive Title:	Child Growth and Development
Division:	Behavioral and Social Sciences
Department:	Child Development
Course Disciplines:	Child Development, Early Childhood Education
Catalog Description:	<p>This course is an introduction to child development from conception through adolescence with an emphasis on the interaction between the maturational processes and environmental factors relating to physical, cognitive, and psychosocial growth. While studying developmental theory and investigative research methodologies, students will observe and interview children, evaluate individual differences and analyze characteristics of development. Also, the effect of cultural influences on development at various stages will be studied.</p> <p>Note: This is a core course for all teachers and assistants in early childhood programs regulated by the State of California.</p>
Prerequisite:	
Co-requisite:	
Recommended Preparation:	English 1 or eligibility for English 1A or qualification by appropriate assessment
Enrollment Limitation:	
Hours Lecture (per week):	3
Hours Laboratory (per week):	0
Outside Study Hours:	6
Total Course Hours:	54
Course Units:	3
Grading Method:	Letter Grade only
Credit Status:	Credit, degree applicable
Transfer CSU:	Yes
Effective Date:	Prior to July 1992
Transfer UC:	Yes
Effective Date:	
General Education: ECC	Area 2C - Social and Behavioral Science

Term:	
Other:	
CSU GE:	Area D - Social Sciences, Area E - Lifelong Understanding and Self-Development
Term:	
Other:	
IGETC:	
Term:	
Other:	
Student Learning Outcomes:	<p>SLO #1 Major Theoretical Frameworks</p> <p>Identify and compare major theoretical frameworks, such as Piaget, Vygotsky, Erikson, Maslow, and Bronfenbrenner, as related to the study of human development.</p> <p>SLO #2 Milestones</p> <p>Describe major developmental milestones and typical characteristics for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.</p> <p>SLO #3 Research Methodologies</p> <p>Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.</p>
Course Objectives:	<ol style="list-style-type: none"> 1. Define developmental theory and explain how theories are used to understand child behavior and development. 2. Examine and discuss major theories of child development such as those of Piaget, Vygotsky, Freud, Erikson, and Bronfenbrenner. 3. Evaluate the effectiveness of theories in terms of their practical applications in parenting and teaching. 4. Analyze the interdependence of the cognitive, psychosocial and physical domains of development. 5. Demonstrate knowledge of the physical, socioemotional, cognitive and language development of children, both typical and atypical, in major developmental stages. 6. Demonstrate knowledge of current research findings as they apply to child development. 7. Define various methods of observation and utilize these methods to collect data.

	<ol style="list-style-type: none"> 8. Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages, cultures, and backgrounds. 9. Analyze and interpret data collected through observations and interviews. 10. Examine and evaluate the role of family, teachers, and other professionals in facilitating children's development. 11. Examine and evaluate the role of play and its relationship to development at various stages. 12. Analyze the effect of biological, environmental, and cultural influences on the development of children of all ages. 13. Differentiate characteristics of typical and atypical development.
<p>Major Topics:</p>	<p>I. Introduction to Course (2 hours, lecture)</p> <ul style="list-style-type: none"> A. Course Overview B. Required Assignments C. Defining Child Development <p>II. Overview of Developmental Theories (2 hours, lecture)</p> <ul style="list-style-type: none"> A. Psychoanalytic B. Behaviorism C. Cognitive D. Sociocultural <p>III. The Context of Development (3 hours, lecture)</p> <ul style="list-style-type: none"> A. Influences <ul style="list-style-type: none"> 1. Historical 2. Cultural 3. Socioeconomic B. Developmental Study as a Science <ul style="list-style-type: none"> 1. Scientific Method 2. Research Methods 3. Observation Techniques 4. Interview Techniques C. Ethics and Science

1. Ethics in Child Development Research

2. Implications of Research

3. Ethical Studies

D. Abuse and Neglect

1. Types

2. Impact on Development

IV. Prenatal Development (6 hours, lecture)

A. Genetic Inheritance

B. Zygote to Newborn

C. Environmental Influences (Teratogens, Medications, Drugs)

D. Genetic Counseling

V. Birth (6 hours, lecture)

A. Methods of Birth

B. Stages of Labor

C. Parent and Family Involvement

D. Birth Complications

E. Variations, Problems and Solutions

F. Bonding

VI. Infant and Toddler Developmental Stages (9 hours, lecture)

A. Physical Growth

1. Body Changes

2. Brain Maturation

3. The Senses and Motor Skills

4. Nutrition

B. Cognitive Development

1. Sensorimotor Intelligence

2. Information Processing

3. Language Development

C. Psychosocial Development

1. Emotional Development

2. Social Context

3. Attachment

4. Infant Childcare

D. Cultural and Environmental Influences

1. Child Abuse

2. Gender Roles

3. Stereotypes

E. Contemporary Social Issues and Societal Impacts

VII. Early Childhood Development (9 hours, lecture)

- A. Physical Growth
 - 1. Size and Nutrition
 - 2. Brain Growth and Development
 - 3. Mastering Motor Skills
 - 4. Injuries and Death
 - 5. Child Maltreatment
- B. Cognitive Development
 - 1. Theories of Piaget and Vygotsky
 - 2. Information Processing Theory
 - 3. Language Development
 - 4. Bilingual Language Development
 - 5. Early Childhood Education
- C. Psychosocial Development
 - 1. Emotional Development
 - 2. Prosocial and Antisocial Behavior
 - 3. Parenting Patterns
 - 4. Gender Awareness and Development
- D. Cultural and Environmental Influences
- E. Contemporary Social Issues and Societal Impacts

VIII. Middle Childhood Development (9 hours, lecture)

- A. Physical Growth
 - 1. Motor Skill Development
 - 2. Children with Special Needs
- B. Cognitive Development
 - 1. Building on Piaget and Vygotsky
 - 2. Information Processing
 - 3. Language Development
 - 4. Bilingual Language Development
 - 4. Moral Development
 - 5. School, Values, and Research
- C. Psychosocial Development
 - 1. Theories of School Age Development
 - 2. Understanding of Self and Others
 - 3. The Peer Group
 - 4. Family Influences
 - 5. Coping with Problems
- D. Cultural and Environmental Influences
- E. Contemporary Social Issues and Societal Impacts

IX. Adolescent Development (8 hours, lecture)

- A. Physical Growth
 - 1. Puberty
 - 2. Biological Changes
 - 3. Emotional Responses to Physical Growth
 - 4. Health and Hazards
- B. Cognitive Development
 - 1. Intellectual Advances
 - 2. School, Learning, and the Adolescent Mind
 - 3. Adolescent Decision Making

	<p>C. Psychosocial Development</p> <ol style="list-style-type: none"> 1. The Self and Identity 2. Depression and Self-Destructive Behavior 3. Rebellion and Destructiveness 4. Family and Friends <p>D. Cultural and Environmental Influences</p> <p>E. Contemporary Social Issues and Societal Impacts</p>
Total Lecture Hours:	54
Total Laboratory Hours:	0
Total Hours:	54
Primary Method of Evaluation:	1) Substantial writing assignments
Typical Assignment Using Primary Method of Evaluation:	The goal of this assignment is to help you discover a deeper understanding of infants and how they develop. Conduct a naturalistic observation of an infant and interview the parent. In a four- to five-page paper, write an analysis of the child's development including physical skills, socio-emotional skills, language development, temperament, and sensorimotor intelligence. Integrate what you have read in the textbook, learned in class discussions, and observed. Support your conclusions with specific examples from the observation and parent interview.
Critical Thinking Assignment 1:	Using Erikson's theory of psychosocial development, write a four- to five-page autobiography in which you interpret each stage as it relates to your personal development. Provide specific examples of life experiences, both social and cultural, which correlate with each stage and examine how these experiences may have affected your development. Include a summary of each of Erikson's stages in your essay.
Critical Thinking Assignment 2:	Conduct an interview with a child between the ages of six and twelve. Based on the interview packet provided in class, invite the child to participate in several Piagetian tasks, draw pictures, and answer interview questions. In a five- to six-page paper, present your conclusions about the child in relation to his/her self-esteem, family relationships, Piagetian stage of cognitive development and Kohlberg's stage of moral development. Support your findings with information from your interview and integrate it with information from your textbook.
Other Evaluation Methods:	Completion, Essay Exams, Matching Items, Multiple Choice, Term or Other Papers, True/False, Written Homework
Instructional Methods:	Discussion, Group Activities, Guest Speakers, Lecture, Multimedia presentations, Role play/simulation
If other:	
Work Outside of Class:	Answer questions, Observation of or participation in an activity related to course content (such as theatre event, museum, concert, debate, meeting), Required reading, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Textbooks:	<p>Kathleen Stassen Berger, Ross A. Thompson. The Developing Person Through Childhood and Adolescence. 11th ed. Worth Publishers, 2018.</p> <p>John Santrock. Children. 14th ed. McGraw Hill, 2019.</p>

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Alternative Textbooks:	
Required Supplementary Readings:	Professional Journal Articles
Other Required Materials:	
Requisite:	
Category:	
Requisite course(s): List both prerequisites and corequisites in this box.	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	
Requisite course:	English 1
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	<p>This course involves reading college level textbooks, developing written projects, and answering essay questions. A student's success in this class will be enhanced if they have these skills.</p> <p>Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and projects.</p> <p>ENGL 1- Summarize, analyze, evaluate, and synthesize college-level texts. ENGL 1 - Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.</p>
Requisite Skill:	Eligibility for English 1A or qualification by appropriate assessment
Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable	<p>Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and projects.</p> <p>Summarize, analyze, evaluate, and synthesize college-level texts. Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.</p>
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	

Course Created by:	Ann Husmann
Date:	09/01/1987
Original Board Approval Date:	
Last Reviewed and/or Revised by:	Cynthia Cervantes and Janet Young
Date:	10/05/2021
Last Board Approval Date:	11/15/2021