

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY, MESA, AND MIRAMAR COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I**SUBJECT AREA AND COURSE NUMBER:** Child Development 101**COURSE TITLE:** Human Growth and Development**Units: 3**
Grade Only**CATALOG COURSE DESCRIPTION:**

This course is a study of the interrelationship between the physical, cognitive and psychosocial growth and development of the individual from conception through adolescence. Emphasis is placed on positive relationships with family members, peers and other significant individuals. Theories and philosophies of human development and cross-cultural patterns are explored. Observations of children and educational programs are required. This course is a core requirement for the State of California Child Development Permit and the State of California Community Care Licensing, Title XXII.

REQUISITES:**Advisory:**

ENGL 049 with a grade of "C" or better, or equivalent or Assessment Skill Level W5
&
ENGL 048 with a grade of "C" or better, or equivalent or Assessment Skill Level R5

FIELD TRIP REQUIREMENTS: May be required**TRANSFER APPLICABILITY:** Associate Degree Credit & transfer to CSU and/or private colleges and universities CSU General Education IGETC UC Transfer Course List UC Transfer Limitation: CHIL 101 and 103 combined: maximum credit, one course.**TOTAL LECTURE HOURS:** 48 - 54**TOTAL LAB HOURS:****STUDENT LEARNING OBJECTIVES:**

Upon successful completion of the course the student will be able to:

1. Define, compare and contrast distinct theories and philosophies of human development.
2. Describe common research methods and designs used in the child development field.
3. Explain the conception, prenatal development and birth processes.
4. Distinguish among stages of human growth including the first two years, the play years, the school years and adolescence in terms of physical, cognitive and psychosocial development.

SECTION II**1. COURSE OUTLINE AND SCOPE:****A. Outline Of Topics:**

The following topics are included in the framework of the course but are not intended as limits on

content. The order of presentation and relative emphasis will vary with each instructor.

- I. Theories and philosophies of human development
 - A. Psychoanalytical theories
 - B. Learning theories
 - C. Cognitive theories
 - D. Sociocultural theories
 - E. Humanistic theories
 - F. Emergent theories
- II. Research methods and designs
 - A. Case study
 - B. Observation
 - C. Experimentation
 - D. Survey / interview
- III. Conception, prenatal development and birth processes
 - A. Genetics
 - B. Environment
 - C. Birth defects
 - D. Germinal period
 - E. Embryonic period
 - F. Fetal period
 - G. Birth process
 - H. Prenatal, perinatal and postnatal issues
 - I. Status of newborn
 - J. Nutrition
- IV. First two years
 - A. Physical development
 - 1. Norms and variations
 - 2. Nutrition and health
 - 3. Brain development
 - 4. Sensory development
 - 5. Motor development
 - B. Cognitive development
 - 1. Memory
 - 2. Language
 - 3. Sensorimotor intelligence
 - 4. Perception
 - C. Psychosocial development
 - 1. Attachment
 - 2. Temperament
 - 3. Emotions
 - 4. Trust and autonomy
- V. Play years
 - A. Physical development
 - 1. Norms and variations
 - 2. Nutrition and health
 - 3. Motor skills
 - B. Cognitive development
 - 1. Language
 - 2. Preoperational thought
 - 3. Memory and learning
 - 4. Educational programs
 - C. Psychosocial development
 - 1. Gender identity
 - 2. Development of initiative
 - 3. Physical, cognitive and social play
 - 4. Parenting / guidance
- VI. School years
 - A. Physical development
 - 1. Norms and variations

- 2. Nutrition and health
 - 3. Motor skills
 - 4. Special needs
 - B. Cognitive development
 - 1. Language
 - 2. Concrete operations
 - 3. Education
 - C. Psychosocial development
 - 1. Peer group
 - 2. Moral development
 - 3. Development of industry
 - 4. Family dynamics
- VII. Adolescence
- A. Physical development
 - 1. Norms and variations
 - 2. Puberty
 - 3. Nutrition and health
 - 4. Motor development
 - 5. Body image
 - B. Cognitive development
 - 1. Language
 - 2. Formal operations
 - 3. Decision-making
 - C. Psychosocial development
 - 1. Identity
 - 2. Peer group
 - 3. Family dynamics
 - 4. Moral thinking
 - 5. Social issues
- VIII. Application of theories, philosophies, research methods and designs
- A. Planning and implementing studies, experiments and case studies
 - B. Types of educational programs
 - C. Children in a given educational setting
 - D. Recording techniques for observations
 - E. Norms and variations

B. Reading Assignments:

Reading assignments are required and may include but, are not limited to, the following:

- I. 1. The assigned and optional textbooks such as
- II. a. Berger, K.S, The Developing Person through Childhood and Adolescence. 5th ed. Worth Publishing Company, 2000
- III. b. Papalia, Diane, et al., A Child's World: Infancy through Adolescence with Making the Grade. 9th ed. McGraw-Hill Higher Education, 2001
- IV. c. DeHart, Ganie, et al., Child Development: Its Nature and Course. 4th ed. McGraw-Hill Higher Education, 2000
- V. 2. Professional journals such as:
- VI. a. Young Children
- VII. b. Child Development
- VIII. 3. Daily newspapers and weekly news magazines such as:
- IX. a. The San Diego Union Tribune
- X. b. Newsweek
- XI. c. Time
- XII. 4. Internet sites such as:
- XIII. a. www.ffcd.org
- XIV. b. www.cdasantiego.com
- XV. c. www.naccp.org

C. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. 1. Set up a research study to observe children from the first two years through adolescence in given educational settings, record observations and categorize norms and variations
- II. 2. Evaluate given case studies of child development within a given educational program
- III. 3. Assess the current state of child development theories, philosophies and research studies

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- I. 1. Reading and writing assignments as specified in the course syllabus
- II. 2. Library and/or internet research
- III. 3. Field trips to educational programs
- IV. 4. Observations of individuals and groups as assigned

E. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

- I. 1. Short essays related to the theories and philosophies of human development and/or the interrelationship between the physical, cognitive and psychosocial growth and development of individuals from conception through adolescence
- II. 2. A research plan and summary of recorded observations
- III. 3. Reviews of articles found in professional journals and/or current periodicals
- IV. 4. Semester project report evaluating a given case study of child development within a given educational program

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Performance on in class written assignments that test the student's ability to analyze as well as to synthesize child development theory and data
- Performance on out of class writing assignments that test the ability of the student to assess and evaluate child development principles
- Performance on the preparation and organization of ideas, theories and contexts of development that may include
- II. Objective and essay examinations
- III. Critiques of specific reading assignments
- IV. Oral analysis of textbook and supplemental reading assignments
- Performance on field research projects
- Performance on in-class group projects
- Class attendance and participation

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Lecture
- * Distance Education
- * Other (Specify)
 - * 1. Lecture and visual aids
 - * 2. Discussion and problem-solving activities in class
 - * 3. Films and other audio-visual materials
 - * 4. Collaborative projects
 - * 5. Homework and extended projects
 - * 6. Field trips and projects at various school and educational programs
 - * 7. Guest speakers
 - * 8. Technically mediated instruction including television and the Internet

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. DeHart, Ganie. Child Development: Its Nature and Course, 4th ed. McGraw-Hill Higher Education, 2000, ISBN: 0072420014
2. K.S. Berger. The Developing Person through Childhood and Adolescence, 5th ed. Worth Publishing Company, 2000, ISBN: 1572594179
3. Papilia, Diane, et al.. A Child's Worth: Infancy through Adolescence, 9th ed. McGraw-Hill Higher Education, 2001, ISBN: 0072488921

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