

**SAN DIEGO COMMUNITY COLLEGE DISTRICT  
MIRAMAR COLLEGE  
ASSOCIATE DEGREE COURSE OUTLINE**

**SECTION I****SUBJECT AREA AND COURSE NUMBER:** Child Development 103**COURSE TITLE:** Lifespan Growth and Development**Units: 3**  
Grade Only**CATALOG COURSE DESCRIPTION:**

This course provides students and child development professionals with the study of human development from conception to death. This course emphasizes theories of human development, including the physical, socio-emotional, and cognitive stages from prenatal through adulthood and aging. Students explore the interrelationship of the family's role and its influences throughout life. They also perform behavioral observations of various life stages.

**REQUISITES:****Advisory:**

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

**FIELD TRIP REQUIREMENTS:** 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. Explain and define the interrelationship of lifespan and human development through the physical, socio-emotional, and cognitive domains
2. Apply the principles and tools necessary to conduct developmental research using the scientific method; identify the rights of research participants
3. Evaluate developmental theories and issues through the perspectives of nature vs. nurture, activity and passivity, continuity and discontinuity, and universality and context specificity
4. List the genetic and environmental conditions that affect and influence human development; describe the effects of these conditions to prenatal, neonatal, and perinatal environments
5. Examine the different stages of human development from infancy through adulthood and explain the physical, cognitive, and psychological changes that occur at each stage
6. Differentiate theoretical perspectives on the development of social relationships for infants, children, adolescents, and adults
7. Analyze the family's role as a changing system in an evolving and culturally diverse world

8. Evaluate developmental psychopathology and issues, such as autism, depression, attention deficit disorder (ADD), stress, aging, and dementia
9. Apply theories of aging and life and death issues to infants, children, adolescents, and adults.

## **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. Understanding lifespan human development
  - A. The science of lifespan development
  - B. Goals of study.
- II. Conducting developmental research
  - A. The scientific method
  - B. Methods of Research
    1. Correlational and experimental
    2. Observation
    3. Case study
    4. Surveys, questionnaires, and interviews
  - C. Research designs.
- III. Theories of human development
  - A. Developmental theories and issues
    1. Freud: psychoanalytic theory
    2. Erikson: neo-Freudian psychoanalytic theory.
  - B. Learning theories
    1. Watson: classical conditioning
    2. Skinner: operant conditioning
    3. Bandura: social cognitive theory.
  - C. Cognitive developmental theory
    1. Piaget: constructivism
    2. Stages of cognitive development.
  - D. Contextual systems and theories
    1. Vygotsky: a sociocultural perspective
    2. Gottlieb: evolutionary-epigenetic systems.
  - E. Theories in perspective.
- IV. Genes, environment, and development
  - A. Evolution and species heredity
  - B. Individual heredity.
- V. Genetic and environmental influences
  - A. Heredity and environment conspiring
  - B. Prenatal development and birth
    1. Conception
    2. Prenatal stages
    3. Prenatal environment
    4. Perinatal environment
    5. At-risk newborns.
- VI. Stages of growth and development
  - A. Infants
    1. Substages of sensorimotor stage
    2. Development of object permanence
    3. Emergence of symbols.
  - B. Children
    1. Preoperational stage
    2. Concrete operations stage.
  - C. Adolescents
    1. Formal operations stage

- 2. Implications of formal thought.
- D. Adults
  - 1. Growth beyond formal operation
  - 2. Aging and cognitive skills.
- VII. Memory and information processing
  - A. Intelligence and creativity
  - B. Gardner's Theory of Multiple Intelligences.
- VIII. Conceptualizing the self
  - A. Self and personality
  - B. Perspectives on personality development.
- IX. Gender roles and sexuality
  - A. Male and female
  - B. Gender norms and stereotypes.
- X. Social cognition and moral development
  - A. Social cognition
  - B. Perspectives on moral development.
- XI. The family as a system
  - A. Changing system in an evolving world
  - B. Diversity in family life
  - C. Family violence.
- XII. Developmental psychopathology
  - A. Autism
  - B. Depression
  - C. ADD
  - D. Stress
  - E. Aging
  - F. Dementia.
- XIII. Life and death issues
  - A. Theories of aging
  - B. Nature and nurture
  - C. Experiencing dying.

**B. Reading Assignments:**

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

- I. Assigned textbook
- II. Articles related to lifespan development published in professional journals, such as Journal of the National Association for the Education of Young Children (Young Child) and Journal of the Association for Childhood Education International (Childhood Education).

**C. Appropriate Assignments that Demonstrate Critical Thinking:**

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

- I. Assessing lifespan development as presented through case studies
- II. Analyzing the nature-nurture issue by applying developmental research designs
- III. Evaluating lifespan development in its ecological context
- IV. Relating concepts to interpret collected material for all life stages.

**D. Appropriate Outside Assignments:**

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

- I. Completing reading and writing assignments related to the principles of lifespan and human development
- II. Conducting library and/or Internet research related to the development of lifespan lesson plans
- III. Conducting interviews
- IV. Attending field trips to educational programs
- V. Conducting naturalistic observations of various life stages.

**E. Writing Assignments:**

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

- I. Summarizing and reviewing articles related to lifespan learning found in professional journals and/or current periodicals
- II. Writing interview questions and interpretations of collected material
- III. Evaluating the strengths and weaknesses of various lifespan theorists.

## **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 synthesize lifespan development theory and data related to human development
- II. Performance on out-of-class writing assignments that test the student's ability to assess and evaluate the principles of lifespan development
- III. Contributions to class discussion.

## **3. METHODS OF INSTRUCTION:**

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

### **Methods of Instruction**

- \* Lecture Discussion
- \* Lecture
- \* Distance Education
- \* Other (Specify)
- \* Field trips and projects; guest speakers

## **4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

### **TEXTBOOKS:**

1. Berger, Kathleen, and Ross Thompson. The Developing Person Through Childhood and Adolescence, 6th ed. Worth Publishers, 2004, ISBN: 0716757060
2. Berk, Laura. Infants, Children, and Adolescents, 5th ed. Allyn & Bacon, 2005, ISBN: 0205419283
3. Rathus, Spencer A. Childhood and Adolescence, Voyages in Development, 2nd ed. Thomson, 2005, ISBN: 0534528996
4. Sigelman, Carol K., and Elizabeth A. Rider. Life-Span Human Development, 5th ed. Thomson, 2006, ISBN: 0534553508

### **MANUALS:**

### **PERIODICALS:**

### **SOFTWARE:**

### **SUPPLIES:**

1. None

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