COURSE OUTLINE OF RECORD

Number: PSYC G116  TITLE: Child Growth and Development

ORIGINATOR: Laura Duvall  EFF TERM: Spring 2017
FORMERLY KNOWN AS: Psychology G150, Child Psychology
DATE OF OUTLINE/REVIEW: 12-06-2016
CROSS LISTED COURSE:

TOP NO: 2001.00  CID: CDEV 100

SEMMESTER UNITS: 3.0
HRS LEC: 54.0  HRS LAB: 0.0  HRS OTHER: 0.0
CONTACT HRS TOTAL: 54.0
STUDY NON-CONTACT HRS RECOMMENDED: 108.0

CATALOG DESCRIPTION:
Recommended for parents, future parents or teachers, and for majors in education, social service, and recreation. A study of the physical, emotional, mental and social development of the child. Emphasis on relations with parents, peers and teacher. Approaches to discipline and education are considered. C-ID CDEV 100

JUSTIFICATION FOR COURSE:

PREREQUISITES:
COREQUISITES:
ADVISORIES:

ASSIGNED DISCIPLINES:
Psychology

MATERIAL FEE: Yes [ ] No [X] Amount: $0.00
CREDIT STATUS: Noncredit [ ] Credit - Degree Applicable [X] Credit - Not Degree Applicable [ ]
GRADING POLICY: Pass/No Pass [X] Standard Letter [X] Not Graded [ ] Satisfactory Progress [ ]
OPEN ENTRY/OPEN EXIT: Yes [ ] No [X]
TRANSFER STATUS: CSU Transferable [ ] UC/CSU Transferable [X] Not Transferable [ ]

BASIC SKILLS STATUS: Yes [ ] No [X] LEVELS BELOW TRANSFER: Not Applicable
CALIFORNIA CLASSIFICATION CODES: Y - Not Applicable
NON CREDIT COURSE CATEGORY: Y - Not applicable, Credit Course

OCCUPATIONAL (SAM) CODE: E
REPEATABLE ACCORDING TO STATE GUIDELINES: No [X] Yes [ ] NUMBER REPEATS:
REQUIRED FOR DEGREE OR CERTIFICATE: No [ ] Yes [X]
Associate in Arts: Liberal Arts: Emphasis in Social Behavior and Self-Development (Associate in Arts)
Associate of Arts: Liberal Arts: Emphasis in Social and Behavioral Sciences (Associate in Arts)
Elementary Teacher Education (Associate in Arts for Transfer)
Elementary Teacher Education (Associate in Arts for Transfer)
Liberal Studies for Elementary Education (Associate in Arts)
Psychology (Associate in Arts for Transfer)
Psychology (Associate in Arts)

GE AND TRANSFER REQUIREMENTS MET:

IGETC Area 4: Social and Behavioral Sciences
4I: Psychology

CSU GE Area D: Social, Political, and Economic Institutions
COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:

1. explain different types of child discipline and the pros and cons of each.
2. explain the effect of life experiences on child development.
3. analyze the positive and negatives of Progressive Education.

COURSE OBJECTIVES:
1. Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.
2. Analyze how cultural, economic, political, historical contexts affect children’s development. Identify cultural, economic, political historical contexts that affect children’s development.
3. Identify and compare major theoretical frameworks related to the study of human development.
4. Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.
5. Differentiate characteristics of typical and atypical development.

COURSE CONTENT:

LECTURE CONTENT:

1. Introduction to developmental perspectives.
2. Major current and historical theoretical frameworks of child development.
3. Investigative research methods: interviews, surveys, observation; documentation, analysis.
4. Presentation of findings, including questions of ethics, bias, and validity of research, heredity and genetics.
5. Conception and prenatal development.
7. Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level).
8. Infant and toddler development.
9. Play-years development.

10. Middle childhood development.

11. Adolescent development.

12. Bilingual development and theories of language learning and bilingualism.

13. Gender roles; childhood and adolescent sexuality.

14. Contemporary social issues that impact children’s development.

15. The role and influence of family and caregivers.

16. The role and influence cultural and societal impacts.

METHODS OF INSTRUCTION:

A. Lecture:
B. Online:
C. Independent Study:
D. Hybrid:

INSTRUCTIONAL TECHNIQUES:

COURSE ASSIGNMENTS:

Reading Assignments
1. Assigned readings from the Text and ancillary readings
2. Syllabus
3. Discussion assignments

Out-of-class Assignments
n/a

Writing Assignments
1. Papers, reports
2. Discussion assignments
3. Short answer essay quiz questions
METHODS OF STUDENT EVALUATION:
Midterm Exam
Final Exam
Short Quizzes
Written Assignments
Essay Examinations
Objective Examinations
Report
Projects (ind/group)
Problem Solving Exercises
Oral Presentations
Skills Demonstration

Demonstration of Critical Thinking:
Exams (objective and essay) that demonstrate the students' ability to define principle theories of development, research methods, historical perspectives on child development, ethical issues, and recent trends in the field.

Required Writing, Problem Solving, Skills Demonstration:
Research papers, essays and/or group projects that demonstrate student's ability to trace human development from conception through adolescence, analyze specific theories in child development, compare and contrast physical, cognitive and psychosocial development norms and deviations from typical development and analyze historical perspectives related to child development. Instructor assessment of participation in classroom discussions, presentation of individual/group projects, observational study, and direct classroom experience with children.

TEXTS, READINGS, AND RESOURCES:

TextBooks:

Other:
1. Syllabus

LIBRARY:

Adequate library resources include: Print Materials
Non-Print Materials
Online Materials
Services

Comments:

Attachments:

Attached Files