GROSSMONT COLLEGE

 COURSE OUTLINE OF RECORD

 Curriculum Committee Approval: 04/26/2022

 GCCCD Governing Board Approval: 06/14/2022

CHILD DEVELOPMENT 125 – CHILD GROWTH AND DEVELOPMENT

 1. Course Number Course Title Semester Units

 CD 125 Child Growth and Development 3

 Semester Hours

 3 hours lecture: 48-54 hours 96-108 outside-of-class hours 144-162 total hours

 2. Course Prerequisites

None

Corequisite

None

 Recommended Preparation

 None

 3. Catalog Description

This course is a study of child growth and development from conception through adolescence as determined by the interaction of the biosocial, cognitive and social/emotional domains of development within the family and the cultural context with implications for raising successful adults. Observations of children of various ages are an integral part of this course.

 4. Course Objectives

 The student will:

1. Examine and integrate current and historical theories, research and practices in child development.
2. Examine ways in which developmental domains are continuous, sequential and interrelated.

 c. Recognize the role of environment, family, teachers, gender, culture, and society in the development of children and factors that impact typical and atypical development.

 d. Apply appropriate procedures for unbiased and ethical observation and analysis of children’s behavior.

 e. Examine and apply developmental processes at each stage of child development.

 f. Identify and interpret diverse needs of children including linguistic, cultural, socioeconomic and special needs.

 g. Evaluate the role of play and its relationship to development at various stages.

 5. Instructional Facilities

 Standard classroom

 6. Special Materials Required of Student

 a. Computer and internet access

 b. Online format- May require the additional purchase of a publisher’s access code

7. Course Content

1. Developmental theory and current research in the field of child development.
2. Developmental change in biosocial, cognitive and psychosocial domains from preconception through adolescence
3. Family, culture, teachers, gender, and social institutions as they influence child development.
4. Techniques for unbiased observation and analysis of children’s behaviors.
5. Developmental processes and appropriate strategies that promote healthy development at each stage.
6. Brain development as a foundation for overall development.
7. Uniqueness of the child and the variations in their development.
8. Role of play

 8. Method of Instruction

 a. Lecture.

 b. Small group discussions and activities.

 c. Direct observation of children.

 d. Multimedia materials.

 e. Online activities.

 f. Speakers.

 9. Methods of Evaluating Student Performance

 a. Objective/essay tests and final exam.

 b. Written observations of children.

 c. Participation in class, group and/or online assignments.

10. Outside Class Assignments

1. Readings. Supplemental resources include current articles, publications etc
2. Written Assignments. Includes application of theory, interviews of across the life span – birth to adulthood. Surveys with various scenarios to learn about people’s point of view then analyze their information.
3. Observations. Utilizing licensed child care settings like the Lab on campus or in the community.
4. Projects. Examine a child’s development. Interviews a person of specific age group from birth through adulthood.

11. Representative Texts

 a. Representative Text(s):

 Berger, Kathleen. *The Developing Person Through Childhood and Adolescence*. New York, NY: Worth Publishers, 2021.

1. Supplementary texts and workbooks:

 None

12. Addendum: Student Learning Outcomes

 Upon completion of this course, our students will be able to do the following:

1. Analyze major milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.
2. Analyze how cultural, economic, political, historical contexts affect children’s development.
3. Compare and contrast various theoretical frameworks that relate to the study of human development.
4. Integrate and apply current theory and research to the observation, documentation and unbiased analysis of a preschool child’s behavior.
5. Differentiate characteristics of typical and atypical development at various stages.
6. Analyze the interaction of genetic/nature and environment/nurture in various areas of development.