Lassen Community College Course Outline

CD-31 Child Development: Conception through Adolescence   3.0 Units

I.   Catalog Description

This course examines the major physical, psychological, and cognitive/language developmental milestones for children, both typical and atypical, from conception through adolescence. Emphasis will be on interactions between the maturational process and environmental factors. Students will be expected to observe children, analyze characteristic of children at different developmental stages and investigate research methodologies. This course has been approved for online and correspondence delivery.

Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.

Transfers to both UC/CSU
CSU GE Area: D7 & E1
IGETC GE Area: 4G
General Education Area: E1
C-ID CDEV 100
51 hours lecture,102 hours out-of-class, total student learning hours 153
Scheduled: Fall, Spring

II.   Coding Information

Repeatability: Not Repeatable, Take 1 Time
Grading Option: Graded or Pass/No Pass
Credit Type: Credit - Degree Applicable
TOP Code: 200100

III. Course Objectives

A. Course Student Learning Outcomes

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

1. Analyze major development milestones for children from conception through adolescence in the area of physical, psychological, cognitive and language development using standard research methodologies.
2. Analyze how culture, economics, political, and historical contexts affect children's development.
3. Compare and contrast various theoretical frameworks that relate 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

B. Course Objectives

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

1. Interpret basic concepts and principles of child development through the study of major developmental theories and their applications.
2. Distinguish developmental characteristics marking major stages of the child from conception through adolescence.
3. Formulate perspectives of the whole child through an integrated study of the physical, cognitive, and psychosocial dimensions of behavior.
4. Evaluate individual differences in growth and development.

5. Choose and assess the factors and their inter-relationships including: social phenomena such as family, peers, school, environment, and biological determinants.
6. Analyze the increased awareness and apply to understanding self.

IV. Course Content
A. Introduction to developmental perspectives
B. Major current and historical theoretical frameworks of child development
C. Investigative research methods: interviews, surveys, observations, documentation, analysis, presentation of findings. Including questions of ethics, bias, and validity of research
D. Observations applying theory and developmental norms to various ages
E. Heredity and genetics
F. Conception and prenatal development
G. Birth: Physiology, psychology, social and cultural influences
H. Development(including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level
I. Infant & toddler development
J. Early childhood development
K. Middle childhood development
L. Adolescent development
M. Bilingual development and theories of language learning and bilingualism
N. Gender roles; childhood and adolescent sexuality
O. Contemporary social issues that impact child development
P. The role and influence of family and caregivers
Q. The role and influence of culture and how it impacts society

V. Assignments
A. Appropriate Readings
Appropriate readings: The Text and supplemental material provided by the instructor or assigned through the internet.
B. Writing Assignments
Weekly writing assignments, essay questions on 5 tests, term project consisting of a book report, term paper, or biography
C. Expected Outside Assignments
These will include 15 weekly writing assignments, a term paper, book report or biography and weekly reading assignments.
D. Specific Assignments that Demonstrate Critical Thinking
Students will evaluate children as they play, grow, develop and socialize with others. Compare actions of different age groups, validate the ages and actions. Compare theories with observations and judge appropriateness.

VI. Methods of Evaluation
Traditional Classroom Instruction
A. Exams (objective and easy) that demonstrate the student's ability to define principle theories of development research methods, historical perspectives on child development, ethical issues, and recent trends in the field
B. Research papers, essays and/ or group projects that demonstrate the student's ability to trace human development from conception through adolescence, analyze specific theories in child development, compare and contrast physical, cognitive and psychosocial developmental norms and deviation from typical development and analyze historical perspectives' related to child development

C. Instructor assessment of participation in classroom discussions, presentations of group projects, observational study, and direct classroom experience with children

Online Delivery

Research papers, asynchronous and synchronous discussions (chat/forum), online quizzes, and exams, postings to online website, and email communications.

Correspondence Delivery

Same as face to face with the exception of the desired use of proctored exams and exclusion of participation in classroom activities. Students will be expected to complete assignments and activities equivalent to in-class assignments and activities. Written correspondence and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student.

Hybrid Delivery

A combination of traditional classroom and online instruction will be utilized, such as 1) Traditional classroom: Exams (objective and easy) that demonstrate the student's ability to define principle theories of development research methods, historical perspectives on child development, ethical issues, and recent trends in the field. Instructor assessment of participation in classroom discussions, presentations of group projects, observational study, and direct classroom experience with children. 2) Online delivery: Research papers, asynchronous and synchronous discussions (chat/forum), online quizzes, and exams, postings to online website, and email communications.

VII. Methods of Delivery

Check those delivery methods for which, this course has been separately approved by the Curriculum/Academic Standards Committee.

☒ **Traditional Classroom Delivery** ☒ Correspondence Delivery

☒ Hybrid Delivery   ☒ Online Delivery

Traditional Classroom Instruction

1. Lecture
2. Discussion
3. Audio-visual media

Online Delivery

Online exercises/assignments contained on website. Discussion papers, email communications, postings to forums, and web-links will comprise the method of instruction.

Correspondence Delivery

Assigned readings, instructor-generated typed handouts, typed lecture materials, exercises and assignments equal to face to face instructional delivery. Written correspondence and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student.

Hybrid Delivery

Each semester a minimum of 17 hours will be taught face-to-face by the instructor and the other 34 hours will be instructed online through the technology platform adopted by the District. Traditional class instruction will consist of lectures, visual aids, and group

presentations. Online delivery will consist of participation in forum-based discussions and posts, web links, email communications, lecture posts, and online lectures.

VIII. Representative Texts and Supplies

Required:

Kathleen Stassen Berger, *The Developing Person; Childhood through Adolescence*, 11th edition, 2018, Worth Publishing, ISBN-13: 9781319058135

IX. Discipline/s Assignment

Psychology, Child Development / ECE

X. Course Status

Current Status: Active
Original Approval Date: 12/13/1990
Revised By: Laura Greer
Curriculum/Academic Standards Committee Revision Date: 10/17/2023