

ECE R102: CHILD GROWTH AND DEVELOPMENT

Originator

pmendez

Co-Contributor(s)**Name(s)**

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College

Oxnard College

Discipline (CB01A)

ECE - Early Childhood Education

Course Number (CB01B)

R102

Course Title (CB02)

Child Growth and Development

Banner/Short Title

Child Growth and Development

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

This introductory course examines the progression of development in the physical, cognitive, social, and emotional domains and identifies developmental milestones for children from conception through adolescence. Interactions between biological processes and environmental factors will be explored. Students will observe children, evaluate individual differences, and analyze characteristics of development at various stages according to developmental theories. The course will also examine cultural, economic, political, and historical contexts that impact children's development.

Taxonomy of Programs (TOP) Code (CB03)

1305.00 - *Child Development/Early Care and Education

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

D - Possibly Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Faculty notes on field trips; include possible destinations or other pertinent information

Student may visit day-care programs, preschool settings, school (preschool-kindergarten-first grade).

Grading method

Letter Graded

Alternate grading methods

Credit by exam, license, etc.

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.50

Maximum Contact/In-Class Lecture Hours

52.50

Activity**Laboratory****Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

52.50

Total Maximum Contact/In-Class Hours

52.50

Outside-of-Class**Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

105.00

Maximum Outside-of-Class Hours

105.00

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

157.50

Total Maximum Student Learning Hours

157.50

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|---|
| 1 | Explain children's development from conception through adolescence in the physical, social, emotional, language, and cognitive domains. |
| 2 | Describe cultural, economic, political, and historical contexts that impact children's development. |
| 3 | Apply knowledge of development and major theoretical frameworks to child observations. |

Course Objectives**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|---|
| 1 | Apply concepts of major theories to behaviors and events in child growth and development. |
| 2 | Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development. |
| 3 | Apply current (within the last five years) research to reflective papers that contribute to the student's understanding of child growth and development. |
| 4 | Identify the typical progression of development across all domains. |
| 5 | Apply objective techniques and skills when observing, interviewing, describing, and evaluating behavior in children. |

- | | |
|---|---|
| 6 | Demonstrate knowledge of how cultural and family contexts influence development. |
| 7 | Recognize typical and atypical behaviors within the physical, cognitive and psychosocial domains. |

Course Content

Lecture/Course Content

1. Theories and philosophies of human development
 - a. Psychoanalytical theories
 - b. Learning theories
 - c. Cognitive theories
 - d. Sociocultural theories
 - e. Humanistic theories
 - f. Emergent theories
2. Research methods and designs
 - a. Case study
 - b. Observation
 - c. Experimentation
 - d. Survey / interview
3. 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
4. Infancy: The first two years
 - a. Physical development
 - i. Norms and variations
 - ii. Nutrition and health
 - iii. Brain development
 - iv. Sensory development
 - v. Motor development
 - b. Cognitive development
 - i. Memory
 - ii. Language
 - iii. Sensorimotor intelligence
 - iv. Perception
 - c. Psychosocial development
 - i. Attachment
 - ii. Temperament
 - iii. Emotions
 - iv. Trust and autonomy
5. Early childhood years
 - a. Physical development
 - i. Norms and variations
 - ii. Nutrition and health
 - iii. Motor skills
 - b. Cognitive development
 - i. Language
 - ii. Preoperational thought
 - iii. Memory and learning
 - iv. Educational programs
 - c. Psychosocial development

- i. Gender identity
 - ii. Development of initiative
 - iii. Physical, cognitive and social play
 - iv. Parenting / guidance
- 6. Middle childhood years
 - a. Physical development
 - i. Norms and variations
 - ii. Nutrition and health
 - iii. Special needs
 - b. Cognitive development
 - i. Language
 - ii. Concrete operations
 - iii. Education
 - c. Psychosocial development
 - i. Peer group
 - ii. Moral development
 - iii. Development of industry
 - iv. Family dynamics
- 7. Adolescence
 - a. Physical development
 - i. Norms and variations
 - ii. Puberty
 - iii. Nutrition and health
 - iv. Motor development
 - v. Body image
 - b. Cognitive development
 - i. Language
 - ii. Formal operations
 - iii. Decision-making
 - c. Psychosocial development
 - i. Identity
 - ii. Peer group
 - iii. Family dynamics
 - iv. Moral thinking
 - v. Contemporary social issues that impact development

Laboratory or Activity Content

None (this is not a lab course).

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
 Essays
 Group projects
 Individual projects
 Journals
 Objective exams
 Performances
 Quizzes
 Research papers

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
 Collaborative group work

Class activities
 Class discussions
 Case studies
 Distance Education
 Group discussions
 Instructor-guided interpretation and analysis
 Instructor-guided use of technology
 Internet research
 Lecture
 Small group activities

Describe specific examples of the methods the instructor will use:

1. Instruction methodologies can include, book review: students are asked to indicate, in writing, how well they understood the contents of the textbook assigned for this course. How they think about it, and possibly how it connects to their life and/or experience.
2. Instructor presents videos that support the topics according to the reading (i.e., The APGAR assessment, Typical and Atypical development in 3, 6, and 9 month babies, Impact of Poverty in Development, Life span from conception to birth).
3. The instructor will guide students in short written assignments relating to observation of a child's development in a scientific method.
4. Students will provide class with oral presentation on course material ranging from Prenatal Development, Infancy, Early Childhood, Middle Childhood, and Adolescence, in the areas of Physical, Cognitive and Social/Emotional Development.

Representative Course Assignments

Writing Assignments

1. Written summary of information on one of three of the following child development topics (child rearing through three generations, temperament types, birth order)
2. Written observation and analysis on two children: Infant/Toddler, Preschool and/or School age.
3. Answers to questions at the end of each chapter as assigned by instructor and/or resume of each chapter.
4. Students are asked to indicate, in writing, how well they understood the contents of the readings and reflections on videos.

Critical Thinking Assignments

1. Students participate in sharing of ideas/points of view, asking questions, and responding to others. This is often guided an initial instructional question or prompt.
2. Students put objects, thoughts, ideas, or concepts into groups based on overarching themes, theories, frameworks, likenesses, or differences.
3. Analyzing typical and atypical development.
4. Compare and contrast attachment styles among cultures.
5. Participate in class and small-group discussion analyzing the videos presented by instructor (i.e., The APGAR assessment, Typical and Atypical development in 3, 6, and 9 month babies, Impact of Poverty in Development, Life span from conception to birth).
6. Compare and contrast theories of development: B.F. Skinner, John B. Watson, Sigmund Freud, Erik Erikson, Albert Bandura, Jean Piaget, Karen Horney, Vygotsky, the Ecological Systems Theory and the Sociocultural Perspective and Human Diversity.

Reading Assignments

1. Read weekly one-two chapters of the Rathus Voyages textbook
2. Online research topics (e.g., child obesity, child abuse, anorexia, autism, poverty, ethnicity)

Other assignments (if applicable)

1. Homework assignments: four "matching" activities, one from each of 4 different topic areas-1) Prenatal Development and Infancy, 2) Early Childhood, 3) Middle Childhood, and 4) Adolescence (i.e. matching terms and their definitions from the Rathus text)
2. Field Trip to a school for young children, a day care center. For specific activities such as observation on young children, students can observe their own children and/or relatives if authorized by family members.
3. Analyzing typical and atypical development.
4. Compare and contrast theories of development: B.F. Skinner, John B. Watson, Sigmund Freud, Erik Erikson, Albert Bandura, Jean Piaget, Karen Horney, Vygotsky, the Ecological Systems Theory and the Sociocultural Perspective and Human Diversity.
5. Compare and contrast attachment styles among cultures.

Outside Assignments

Representative Outside Assignments

1. Read weekly one-two chapters of the Rathus Voyages textbook. Students are asked to indicate, in writing, how well they understood the contents of the readings.
2. Online research topics (e.g., child obesity, child abuse, anorexia, autism). Students are asked to indicate, in writing, how well they understood the contents of the videos.
3. Field Trip to a school for young children, a day care center. For specific activities such as observation on young children, students can observe their own children and/or relatives if authorized by family members.
4. At home, analyze the videos send online by instructor (i.e., The APGAR assessment, Typical and Atypical development in 3, 6, and 9 month babies, Impact of Poverty in Development, Life span from conception to birth).

Articulation

C-ID Descriptor Number

CDEV 102

Status

Approved

Comparable Courses within the VCCCD

CD M02 - Human Development: Infancy through Adolescence
CD V02 - Child Growth and Development

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable

Yes

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Spencer A. Rathus (2017). *Childhood and Adolescence Voyages in Development* (6th). Spencer A. Rathus CENGAGE Learning
ISBN-13:978-1-305-50459-2

Resource Type

Other Resource Type

Description

National Association for the Education of Young Children (NAEYC) "Young Children Journal" articles as assigned by the instructor.

Library Resources

Sufficient Library Resources exist

No

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Face to Face (by student request; cannot be required)	Student may request in-person conferences in conjunction with the face to face portion of the hybrid class.
Asynchronous Dialog (e.g., discussion board)	Regular discussions between students via discussion boards, assignments and quizzes may be provided.
E-mail	Regular email correspondence and announcements.
Synchronous Dialog (e.g., online chat)	Regular discussions between students via discussion boards of other collaborative tools, such as Zoom or Google Docs.
Video Conferencing	Instructor may choose to provide online video conference times.
Telephone	Instructor may choose to provide telephone conference times.
Other DE (e.g., recorded lectures)	Instructor may choose to record video lectures and presentations. He/ She may also use existing video or other digital material.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
E-mail	Regular email correspondence and announcements.
Asynchronous Dialog (e.g., discussion board)	Regular discussions between students via discussion boards, assignments and quizzes may be provided.
Other DE (e.g., recorded lectures)	Instructor may choose to record video lectures and presentations. He/ She may also use existing video or other digital material.
Synchronous Dialog (e.g., online chat)	Regular discussions, online chat, via discussion boards and other collaborative tools, such as Zoom or Google Docs.
Video Conferencing	Instructor may choose to provide online video conference times.
Telephone	Instructor may choose to provide telephone conference times.
Face to Face (by student request; cannot be required)	Student may request in-person conferences in conjunction with the face to face portions of the hybrid class.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
E-mail	Regular email correspondence and announcements.
Asynchronous Dialog (e.g., discussion board)	Regular discussions between students via discussion boards, assignments and quizzes may be provided.
Other DE (e.g., recorded lectures)	Instructor may choose to record video lectures and presentations. He/ She may also use existing video or other digital material.
Synchronous Dialog (e.g., online chat)	Regular discussions, online chat, via discussion boards and other collaborative tools, such as Zoom or Google Docs.

Video Conferencing
Telephone

Instructor may choose to provide online video conference times.
Instructor may choose to provide telephone conference times.

Examinations

Hybrid (1%–50% online) Modality

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

CHILD DEV/ECE

Additional Minimum Qualifications

Minimum Qualifications

Early Childhood Education

Review and Approval Dates

Department Chair

08/31/2020

Dean

09/01/2020

Technical Review

09/23/2020

Curriculum Committee

09/23/2020

Curriculum Committee

11/25/2020

CCCCO

MM/DD/YYYY

Control Number

CCC000557244

DOE/accreditation approval date

MM/DD/YYYY