

Course Outline of Record

Los Medanos College 2700 East Leland Road Pittsburg CA 94565 (925) 439-2181

Course Title: Child Growth and Development Subject Area/Course Number: CHDEV-010

Approval Date: 11/26/08

New Course OR Existing Course

Instructor(s)/Author(s): Janice Townsend, Pam Perfumo

Subject Area/Course No.: CHDEV-010

Units: 3

Course Name/Title: Child Growth and Development

Discipline(s): Child Development

Pre-Requisite(s): none

Co-Requisite(s) none

Advisories: Eligibility for ENGL-100

Catalog Description

This course examines the major physical, psychosocial, and cognitive/language developmental milestones for children, both typical and atypical, from conception through adolescence. There will be an emphasis on interactions between maturational processes and environmental factors while studying developmental theories and research methodologies. Students will observe children, evaluate individual differences and analyze characteristics of development at various stages.

Schedule Description

Do you want to make a positive impact in the lives of children? This class will help you understand how children learn and develop while providing you with strategies to work effectively with children at home and at your place of employment. This class is great for parents, people who want to be parents, future and current teachers, nurses, doctors, police officers, social workers and counselors. Required for Child Development Major. Satisfies Department of Social Services Category I and the Child Development Permit Matrix Requirement

Hours/Mode of Instruction: Lecture 54 Lab Composition Activity Total Hours 54
(Weekly hours) (Total for course)

Credit <input checked="" type="checkbox"/> Credit Degree Applicable (DA) <input type="checkbox"/> Credit Non-Degree (NDA) (If Non-Credit desired, contact Dean.)	Grading <input type="checkbox"/> Credit/Non-Credit (CR/NC) <input type="checkbox"/> Letter (LR) <input checked="" type="checkbox"/> Student Choice (SC)	Repeatability <input checked="" type="checkbox"/> 0
		<input type="checkbox"/> 1
		<input type="checkbox"/> 2
		<input type="checkbox"/> 3

Please apply for:

LMC General Education Requirement and/or Competency & Graduation Requirement(s):

LMC General Education requirement for Behavioral Science _____

Transfer to: CSU UC IGETC LDTP Course is Baccalaureate Level: Yes No

Signatures:

Department Chair _____	Date _____
Librarian _____	Date _____
Dean/Sr. Dean _____	Date _____
Curriculum Committee Chair _____	Date _____
President/Designee _____	Date _____
CCCCD Approval Date (Board or Chancellor's Office) _____	Date _____

FOR OFFICE OF INSTRUCTION ONLY. DO NOT WRITE IN THE SECTION BELOW.

Begin in Semester _____	Catalog year 20____/20____	Class Max: _____
Dept. Code/Name: _____	T.O.P.s Code: _____	Crossover course 1/ 2: _____
ESL Class: Yes / No _____	DSPS Class: Yes / No _____	Coop Work Exp: Yes / No _____
Class Code <input type="checkbox"/> A Liberal Arts & Sciences <input type="checkbox"/> B Developmental Preparatory <input type="checkbox"/> C Adult/Secondary Basic Education <input type="checkbox"/> D Personal Development/Survival <input type="checkbox"/> E For Substantially Handicapped <input type="checkbox"/> F Parenting/Family Support <input type="checkbox"/> G Community/Civic Development <input type="checkbox"/> H General and Cultural <input type="checkbox"/> I Occupational Educational	SAM Code <input type="checkbox"/> A Apprenticeship <input type="checkbox"/> B Advanced Occupational <input type="checkbox"/> C Clearly Occupational <input type="checkbox"/> D Possibly Occupational <input type="checkbox"/> E* Non-Occupational <input type="checkbox"/> F Transfer, Non-Occupational *Additional criteria needed <input type="checkbox"/> 1 One level below transfer <input type="checkbox"/> 2 Two levels below transfer <input type="checkbox"/> 3 Three levels below transfer <input type="checkbox"/> 3+ Four levels below transfer	Remediation Level <input type="checkbox"/> ES Elementary and Secondary Basic Skills <input type="checkbox"/> P Pre-collegiate Basic Skills <input type="checkbox"/> B Basic Skills <input type="checkbox"/> NBS Not Basic Skills

Course approved by Curriculum Committee as Baccalaureate Level: Yes / No

LMC GE or Competency Requirement Approved by the Curriculum Committee: _____

Distribution: Original: Office of Instruction Copies: Admissions Office, Department Chairperson

Rev 10-2007

Course Outline of Record

Los Medanos College

2700 East Leland Road

Pittsburg CA 94565

(925) 439-2181

Course Title: Child Growth and Development

Subject Area/Course Number: CHDEV-010

Check the institutional student learning outcomes (or category of outcomes) below that are reflected in your course:



General Education SLOs (Recommended by GE Committee)

At the completion of the LMC general education program, a student will:

1. read critically and communicate effectively as a writer and speaker.
 2. understand connections among disciplines and apply interdisciplinary approaches to problem solving.
 3. think critically and creatively
 4. consider the ethical implications inherent in knowledge, decision-making and action.
 5. possess a worldview informed by diverse social, multicultural and global perspectives.
- (Each of the above student learning outcomes for the general education program has a written explanation with illustrations and examples of its application within courses, as well as specific assessment criteria. Consult the GE program information pages.)



Occupational Education SLOs (Recommended by Occupational Education Committee)

At the completion of the LMC occupational certificate or degree, a student will:

1. Be academically prepared to **obtain an entry-level or a mid-level position** in their industry.
2. Apply **critical thinking** to research, evaluate, analyze and synthesize information.
3. Demonstrate strong **communication skills** (written and/or oral) and **interpersonal skills** (customer service and team work).
4. Appropriately apply **industry materials and technology**.
5. Demonstrate the skills and knowledge necessary to take and pass **certification exams** for career **advancement** in their industry.

(Individual certificates or degree programs in occupational education may adopt some or all of these SLOs. Please check all those that apply to this course.)



Developmental Education SLOs (Recommended by Developmental Education Committee)

At the completion of the LMC Developmental Education Program, a student will:

1. Demonstrate the skills necessary for the first transfer level courses in English and Math or for the English and Math competencies for the Certificate of Achievement.
2. Think critically to construct meaning and solve problems.
3. Read with comprehension.
4. Communicate effectively both in writing and orally.
5. Demonstrate the characteristics, habits, and attitudes of an effective learner.



Student Services SLOs

1. LMC students will demonstrate proficiency in the use of college on-line services.
2. LMC students will demonstrate proficiency in self-advocacy.



Library and Learning Support Services SLOs

LMC students utilizing various Library and Learning Support Services will:

1. access and effectively utilize available campus Library and Learning Support Services.
2. apply knowledge learned and competencies gained from using Library and Learning Support Services to academic coursework and assignments.
3. demonstrate information competency skills needed to meet the research demands of academic course work and life long learning.



None of the Above

Course Outline of Record

Los Medanos College

2700 East Leland Road

Pittsburg CA 94565

(925) 439-2181

Course Title: Child Growth and Development

Subject Area/Course Number: CHDEV-010

Program-Level Student Learning Outcomes (PSLOs)

At the completion of the program, the student should:

1. Obtain, maintain, and advance in permit licensure and/or prepare for upper division transfer through appropriate academic preparation.
2. Apply critical thinking to research, observe, assess, evaluate, analyze, and synthesize early learning and child development information.
3. Utilize effective written and verbal communication techniques to ensure optimum communication with children, families, and professional colleagues.
4. Select, develop, and/or use educational equipment, curriculum, assessments, materials, technology, and environments that are culturally relevant and developmentally appropriate.
5. Demonstrate the skills and knowledge necessary to obtain employment or advancement in early care and education careers.

Course-Level Student Learning Outcomes (CSLOs):

1. Read critically to identify major developmental milestones for children from conception through adolescence in the domains of physical, psychosocial, cognitive, and language development and in writing effectively apply developmental theories to the analysis of child observations including all domains of development and areas of typical and atypical development. (GESLO 1,2 3, 5) (PSLO 1,2,3,5)
2. In writing critically analyze research results and methodologies involved in establishing the child development canon from an interdisciplinary perspective that includes socio-economic, political, historical, and multicultural factors as well as ethical limitations involved in human subject research. (GESLO1, 2,3,4,5) (PSLO 1,2,3,5)
3. Think critically about various theoretical frameworks of child development and using interdisciplinary approaches in writing creatively apply these theories to interactions and prescriptions to promote optimal child development across the domains considering multicultural factors (GESLO 1,2,3,5) (PSLO 1,2,3,4,5)
4. In writing and in oral presentations analyze the importance of childhood through synthesis of the interdisciplinary impacts of the social, political, economic, multicultural, historical, biological, global and psychological contexts that influences the domains of child development and identify ethical concerns (GESLO 1, 2, 3,4,5) (PSLO 1, 2, 3, 5)

CSLO Assessment Criteria:

To demonstrate CSLO 1 **Read critically to identify major developmental milestones for children from conception through adolescence in the domains of physical, psychosocial, cognitive, and language development and in writing effectively apply developmental theories to the analysis of child observations including all domains of development and areas of typical and atypical development** the students will complete weekly topic guides, a child development theory paper and presentation, age group or discipline report and presentation and answer questions on the final, and their work will be assessed by the following criteria:

- uses terms accurately
- writes accurate and detailed summaries
- makes connections to own experiences
- inferences are logical
- applies developmental theories to strategies
- observations are objective
- synthesizes readings, observations, and theories
- evaluations combine a variety of interdisciplinary and cultural perspectives

To demonstrate CSLO 2 **In writing critically analyze research results and methodologies involved in establishing the child development canon from an interdisciplinary perspective that includes socio-economic, political, historical, and multicultural factors as well as ethical limitations involved in human subject research** the students will complete topic guides, the parent trap essay, the observation paper, research paper and final and students will be assessed by the following criteria:

- writings are accurate, clear and organized and child development terms are used appropriately
- writings are insightful and synthesize interdisciplinary perspectives related to child development
- topical research is thorough and inclusive of multicultural and global perspectives
- reveals a metacognitive conversation regarding evaluating and questioning research
- critiques connect to text/written and lecture material

Course Outline of Record

Los Medanos College

2700 East Leland Road

Pittsburg CA 94565

(925) 439-2181

Course Title: Child Growth and Development

Subject Area/Course Number: CHDEV-010

To demonstrate CSLO 3 **Think critically about various theoretical frameworks of child development and using interdisciplinary approaches in writing creatively apply these theories to interactions and prescriptions to promote optimal child development across the domains considering multicultural factors** the students will complete topic guides, child development theory paper, observation paper, and final and students will be assessed by the following criteria:

- relates theories to own experiences
- accurately applies theories to strategies across domains of development
- theories are evaluated based on multicultural factors and application to today
- answers to scenarios and topic guide questions consider interdisciplinary and cultural perspectives and solutions
- strategies are creative and are developmentally and culturally appropriate

To demonstrate CSLO 4 **In writing and in oral presentations analyze the importance of childhood through synthesis of the interdisciplinary impacts of the social, political, economic, multicultural, historical, biological, global and psychological contexts that influences the domains of child development and identify ethical concerns** the students will complete topic guides, the parent trap essay, the child development theory paper and presentation, the observation paper, the age group or discipline report and presentation, research paper and presentation and final and students will be assessed by the following criteria:

- writings include multiple perspectives and answers depict an “it depends” mindset
- identifies that every answer comes from a cultural perspective (culture influences everything)
- objectively states differing opinions
- identifies ethical issues
- written and oral communication is cohesive and clear
- opinions are backed by citations

Course Outline of Record

Los Medanos College

2700 East Leland Road

Pittsburg CA 94565

(925) 439-2181

Course Title: Child Growth and Development

Subject Area/Course Number: CHDEV-010

Assessments:

	Topic Guides	Parent Trap Essay	Child Development Theory Paper and Presentation	Observation Paper	Age Group or Discipline Report and Presentation	Research Paper and Presentation	Final
CSLO 1	X		X	X	X		X
CSLO 2	X	X		X		X	X
CSLO 3	X		X	X			X
CSLO 4	X	X	X	X	X	X	X

For CSLO 1 in the Topic Guide assignment students will read from the text and write notes, comments, critiques and answer questions related to the reading that examine cultural and interdisciplinary aspects of child development. A question from the reading about self development might be, “Do you think the discrepancy between Rebecca’s real and ideal selves is relatively large or small? Is there reason for concern that it may lead to problems such as depression? If so what could her family do to prevent this from happening?” or “What cultural factors might underlie the international differences in attachment”. In the Child Development Theory Paper assignment students will also choose one child development theory and provide a complete summary of the theory relating to the domain of development the theory pertains to. In the Observation Paper assignment students will observe a child and apply a variety of theories in order to accurately analyze typical and atypical development of the child. For the Age Group or Discipline Assignment students will read a book and in a written report identify milestones for the typically developing child. The final will ask students to choose a specific age child, identify the range of typical development and develop strategies to support each domain of development.

For CSLO 2 In the Topic Guide assignment students will be asked to question the research they are reading in the textbook and in writing respond to it from cultural, economic, political, and sociological perspective. In the Parent Trap Essay students will critically read an article that summarizes work that denounces the impact of parents in a child’s development. Students will critically examine the types of research that were performed and determine the validity of the research. Students will identify the ethical issues that pose challenges for research with human subjects. In the Observation assignment students will discuss the validity of observation as a data recording method for research. For the research assignment students will defend the research information they include as sources in their paper and determine that the research is inclusive of multicultural and global perspectives. In the final students will be asked to identify the questions they ask themselves to determine the validity of the research they are reading.

For CSLO 3 in the Topic Guide assignment students will read the textbook and answer questions regarding theoretical frameworks of child development. A question about the reading might be “Engage in some reflective abstraction. What do you notice about Piaget’s background in biology and what do you think about how this background relates to his theory of cognitive development.” In the Child Development Theory Paper students using interdisciplinary and multicultural approaches will apply the theory to interactions with children and develop parenting advice. For the Observation assignment students in writing will apply theoretical frameworks to their observations. On the final students will be given scenarios and develop strategies and prescriptions based on a specific theoretical frameworks to promote optimal child development considering cultural and interdisciplinary factors.

For CSLO 4 in the Topic guides analyze the factors that impact childhood. A question students might answer is, “Do you agree that Malissa Ann Crawley should have served time in prison for delivering cocaine to her unborn baby?” In the Parent Trap Essay students will evaluate the impact that peers, parents, neighborhoods, culture, income, adoption, health issues impact the outcome of children and identify the ethical challenges in measuring impact. In the Child Development Theory Reports students will identify the cultural, ethical and interdisciplinary factors and applications of a specific theoretical framework and will share their findings orally. In the Age Group or Discipline Report students will engage in a presentation where they share the interdisciplinary and cultural impacts on their topic and discuss ethical issues related to the age of their child in the form of parenting advice (child care or stay home or kith and kin care, etc). In the Research Paper students will research a topic and present all sides of the interdisciplinary issue that impact children in an objective manner and identify ethical and cultural concerns with the topic (home birth, circumcision, breastfeeding, etc.). On the Final students will be asked to evaluate the nature verses nurture controversy and explain how nature and nurture interact together to impact a child’s development?

Course Outline of Record

Los Medanos College

2700 East Leland Road

Pittsburg CA 94565

(925) 439-2181

Course Title: Child Growth and Development

Subject Area/Course Number: CHDEV-010

Sample Essay question (CSLO 2 and 4):

In this essay you will analyze the role of nature vs. nurture by responding to Judith Rich Harris' theory in the **Parent Trap** article. Before you read the **Parent Trap**, write a paragraph identifying your beliefs regarding the influence of parents, peers and heredity on the outcome of a child's development. Read the **Parent Trap** and identify Judith Rich Harris' theory? In detail describe how her theory compares and contrasts to your own childhood. Consider the impact that peers, parents, neighborhoods, culture, income, adoption and health issues had in your childhood. What research methods (refer to textbook pages 21-29) does Harris use or engage in to develop her theory? Is her research valid, flawed, etc. (be specific in your critique)? Identify ethical issues in developing research to answer the nature vs. nurture question and the challenges of measuring impact on a child. How has your belief been influenced (changed or reinforced) by Judith Rich Harris' theory?

Method of Evaluation/Grading

A-level student work is characterized by written work that holds multiple perspectives, is objective, insightful and synthesizes cultural and interdisciplinary perspectives related to child development, research that is balanced and thorough, ethical issues can be readily identified, opinions expressed can be backed by logic and can relate to readings and/ or lecture material, oral presentations are well prepared and contain insight into the topic, written observation is objective and analysis synthesizes observation, text information, and theory, relates readings and topics to own life experiences in both writings and presentations, strategies developed show thought and originality, relate to theories and are developmentally and culturally appropriate

C-level student work is characterized by written work that holds two perspectives, has some opinions and considers most issues in terms of right and wrong, written work often lacks cohesiveness but terms are used accurately and theories are accurately summarized, some ethical issues are cited but are seen as simple issues with right and wrong answers, written observation may include subjective statements and analysis does not synthesize text information, shares experiences related to topic but does not connect to readings, oral presentations lack some preparation and contain the information but are not insightful, strategies developed lack originality

Possible Point Structure

Topic Guides	100 points
Parent Trap Essay	30 points
Child Development Theory Paper	70 points
Presentation	10 points
Age Group or Discipline Report	50 points
Presentation	30 points
Observation Paper	50 points
Research Paper	40 points
Presentation	10 points
Research Class Notes	20 points
Final	90 points
Total Points	500 points

Course Content:

Nature vs. Nurture

- heredity vs. environment
- nature and nurture
- heredity and environment

Parenting Types and Impact

- authoritative
- authoritarian
- permissive
- rejecting/neglecting

Course Outline of Record

Los Medanos College

2700 East Leland Road

Pittsburg CA 94565

(925) 439-2181

Course Title: Child Growth and Development

Subject Area/Course Number: CHDEV-010

- the interplay and beyond 4 types
- cultural perspectives

Research

- methodologies
- causality vs. relationships
- bias
- ethics

Genetics

- definitions
- probabilistic epigenesis
- heritability

Pregnancy

- conception
- the mother's experience
- the families experience
- embryo/fetus development
- brain development
- teratogens/critical periods
- birth (options) and history
- complications, birth defects, prematurity

Infant capabilities

- apgar and NBAS
- reflexes
- research methods
- visually
- auditorially
- taste, smell
- intermodal perception

Child Development Theories

- operant conditioning/behaviorism (Skinner)
- psychosexual theory (Freud)
- psychosocial theory (Erickson)
- cognitive development theory (Piaget)
- sociocultural theory (Vygotsky)
- social learning theory (Bandura)
- ecological systems theory (Bronfenbrenner)
- evaluation of white male dominated Euro/American model

Attachment and Temperament

- secure and insecure
- delay of gratification
- locus of control and self regulation
- temperamental traits
- goodness of fit
- cultural component

Age Studies Across Domains (cognitive, social emotional, language, physical)

- age 1 –18 years of age

Observation

- objective methods
- inferences
- relating to development

Language and Literacy Development

- definitions
- in utero to 18
- developmental stages
- bilingual development

Physical Development

- gross and fine motor
- importance of (sensory integration)

Course Outline of Record

Los Medanos College

2700 East Leland Road

Pittsburg CA 94565

(925) 439-2181

Course Title: Child Growth and Development

Subject Area/Course Number: CHDEV-010

- milestones

Child Care and Society

- cultural
- ethical
- types
- quality

Self Identity and Moral Development

- Self development and evaluations
- gender issues
- Kohlberg
- Freud
- Piaget

Academics

- Information Processing Theory and Memories
- testing and IQ (ethics)
- multiple intelligences
- reading, writing , mathematics
- good classroom environments

Play, Friends and Peers throughout childhood

- levels of play
- types of friendships
- cliques, crowds, teams,
- popularity

Discipline

- punishment vs discipline
- cultural and class issues
- child abuse
- mandated reporting

Research Topics (possible examples)

- media
- childhood disabilities
- interracial/biracial identity development
- circumcision
- divorce
- gifted children
- resiliency
- competitive sports
- nutrition
- obesity
- extra curricular activities
- autism
- ADD/ADHD
- effects of abuse
- depression and suicide
- OCD
- juvenile delinquency
- teens in prison
- teen pregnancy
- English language learners
- schooling options
- stay at home fathers
- learning disabilities
- Midwives and home births
- breastfeeding
- foster youth/children

Course Outline of Record

Los Medanos College

2700 East Leland Road

Pittsburg CA 94565

(925) 439-2181

Course Title: Child Growth and Development

Subject Area/Course Number: CHDEV-010

Instructional Methods:

- Lecture
- Lab
- Activity
- Problem-based Learning/Case Studies
- Collaborative Learning/Peer Review
- Demonstration/Modeling
- Role-Playing
- Discussion
- Computer Assisted Instruction
- Other (explain) _____

Textbooks:

Child Development: Principles and Perspectives, Cook and Cook, Person Education, Inc. 2009