

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

Child Development C1000 – Child Growth and Development

3 hours lecture, 3 units

Catalog Description

Students examine the progression of development in the physical, cognitive, social, and emotional domains and identify developmental milestones for children from conception through adolescence. Emphasis is on interactions between biological processes, environmental, and cultural factors. Students may engage in various methods of observing children's development to evaluate individual differences and analyze development characteristics at various stages according to developmental theories.

Formerly CD 125. Not open to students with credit in CD 125.

Prerequisite

None

Course Content**Part: 1**

1. Contemporary and historical theories of Child Development and Learning from a diverse representation of scholars.
2. Influences on Development
 - a. Biological factors
 - i. Heredity and genetics
 - ii. Maturation
 - b. Environmental influences
 - c. Supporting optimal development in school and at home
 - d. Contexts of development
 - i. Cultural
 - ii. Socio-Economic
 - iii. Historical perspectives
 - iv. Societal
 - e. Other influences including, but not limited to:
 - i. Family and parenting
 - ii. Schools and teachers
 - iii. Community support and resources
 - iv. Socio-political climate
 - v. Multi-generational impacts
3. Typical and Atypical Development from conception through Infancy, Toddlerhood, Early Childhood, Middle Childhood, and Adolescence
 - a. Conception, prenatal development, and birth
 - i. Influences on healthy conception, development, and birth
 - ii. Cultural variations
 - iii. Newborn care
 - b. Physical

- i. Growth and health
 - ii. Brain development
 - iii. Fine and gross motor
 - iv. Gender and sexuality
- c. Cognitive
 - i. Learning differences and neurodiversity
 - ii. Value of play
 - iii. Memory
 - iv. Processing skills
 - v. Moral development
 - vi. Language
 - vii. Mono and multilingual learners
 - viii. Literacy development
- d. Socioemotional
 - i. Temperament
 - ii. Attachment
 - iii. Relationships
 - 1. Peers and Friendships
 - 2. Families
 - iv. Role of play
 - v. Self-Concept
 - vi. Self-Esteem
 - vii. Identity
 - viii. Self-Regulation
 - ix. Influence of guidance and discipline
- 4. Risk Factors Including, but not limited to:
 - a. Forms of abuse and neglect
 - b. Trauma
 - c. Housing and food insecurity
 - d. Substance abuse and addictions
 - e. Mental health
- 5. Observing Children: How and why
 - a. Methodology
 - b. Objective and subjective reporting
 - c. Ethical considerations

Part 2:

- 1. Current research in the field of child development

Course Objectives**Part 1:**

At the conclusion of this course, the student should be able to:

- 1) Identify the typical progression of development across all domains.
- 2) Describe the impact of multiple factors on development and well-being, including those related to biology, environment, culture, and social interactions.
- 3) Summarize major theories of child development.
- 4) Apply objective and ethical techniques and skills when observing, describing, and evaluating behavior in children.
- 5) Differentiate characteristics of typical and atypical development.

Part 2:

- 1) Evaluate the role of play and its relationship to development at various stages.
- 2) Examine and integrate current and historical theories, research and practices in child development and compare and contrast various theoretical frameworks that relate to the study of human development.

Method of Evaluation

Part 1:

Methods of evaluation are at the discretion of local faculty. Representative samples may include but are not limited to:

1. Exams or quizzes that demonstrate the students' competencies related to theories of development, research methods, historical perspectives on child development, ethical issues, and recent trends in the field.
2. Research papers, essays, and/or group projects that demonstrate students' 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.
3. Participation in class discussions, written assignments, reflective practice activities, group projects, observations, and/or interviews.

Special Materials Required of Student

Access to computer

Minimum Instructional Facilities

Smart classroom, access to Child Development Center

Methods of Instruction

- 1) Lecture and small group discussion
- 2) Direct observation of children
- 3) Multimedia presentations
- 4) Guest speakers
- 5) Projects, directed group tasks

Out-of-Class Assignments

- 1) **Reading:** current journals, periodicals, and internet sources; textbook chapters.
- 2) **Writing:** Synthesize current journals, periodicals and internet sources; apply information from selected textbook chapters to assignments; written assignments including application of theory in a variety of activities.
- 3) **Other:** Analysis of children's behavior at various stages of development by means of observation; individual and/or group projects.

Texts and References

Part 1:

Texts used by individual institutions and even individual sections will vary.

Suggested representative textbooks:

- 1) Paris, J., Ricardo, A., Rymond, D., & Johnson, A. (2024). Child Growth and Development. OER: LibreTexts.
- 2) Berger, K. (2023). The Developing Person Through Childhood and Adolescence. 13th ed.: Worth Publishers.
- 3) Arnett, J., & Maynard, A. (2016). Child Development: A Cultural Approach. 2nd ed.: Pearson Education, Inc.

- 4) Fuligni, A. S., Fuligni, A. J., & Bayne, J. (2024). *Scientific American: Child and Adolescent Development*. 1st ed.: Macmillan.
- 5) Berk, L. (2022). *Infants, Children, and Adolescents*. 9th ed.: Sage Publications.

Exit Skills

Students having successfully completed this course exit with the following skills, competencies and/or knowledge:

- 1) Demonstrate knowledge of the theories of Freud, Piaget, Erikson and the learning theorists.
- 2) Understand the evolving process in the physical, cognitive, social and emotional development from conception to adolescence, typical and atypical.
- 3) Consider the role of culture and social institutions in affecting child development.
- 4) Demonstrate knowledge of appropriate activities which promote healthy physical development.
- 5) Identify effective guidance techniques based on developmental theory.
- 6) Observe, record and evaluate children's behaviors according to current research and theory in child development, comparing typical development to atypical development.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1) Identify major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language.
- 2) Describe how family, cultural, economic, political, historical contexts affect children's development.
- 3) Integrate and apply current theory and research to the observation, documentation and unbiased analysis of a preschool child's behavior.