

CATALOG INFORMATION

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Dept & Nbr: CDV 200 Title: PSYCHOLOGY OF DEVELOPMNT
Full Title: Psychology of Development: Infancy through Adolescence

Units	Course Hours	Per Week	Nbr of Weeks	Course Hours	Total
Max: 3.0	Lecture	3.0	17	Lecture	51.0
Min: 3.0	Lab	0.0		Lab	0.0
	Contact DHR	0.0		Contact DHR	0.0
	Contact Total	3.0		Contact Total	51.0
	Non-contact DHR	0.0		Non-contact DHR	0.0

Title 5 Category: 01 AA Degree Applic
Grading: GC Credit course for grade or CR/NC
Repeatability: 00 No repeatability allowed or defined
Also listed as:

CATALOG DESCRIPTION:

The physical, mental, social, and emotional aspects of psychological development of the child from birth through adolescence.

PREREQUISITES:

COREQUISITES:

RECOMMENDED PREPARATION:

ENG 200

LIMITS ON ENROLLMENT:

SCHEDULE OF CLASSES INFORMATION:

Recommended: ENG 200

Learn about the physical, mental, social and emotional development of children from birth through adolescence. Discuss the major theories about how children learn. Develop skill in observing children's behavior. (Grade or CR/NC)

Transfer Credit: CSU; UC.

ARTICULATION and CERTIFICATE INFORMATION

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ASSOCIATE DEGREE:	Effective: FALL	1981	Inactive:
Area: B2	SOCIAL & BEHAVIORAL SCIENCES		
CSU GE:	Effective: FALL	1981	Inactive:
Transfer area: D9	PSYCHOLOGY		
IGETC:	Effective: FALL	1981	Inactive:
Transfer area: 4I	PSYCHOLOGY		

CSU TRANSFER: TRANSFERABLE Effective: FALL 1981 Inactive:

UC TRANSFER: TRANSFERABLE Effective: FALL 1981 Inactive:

CAN:

CERTIFICATE APPLICABLE: C CERTIFICATE APPLICABLE COURSE

APPROVAL AND DATES

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Version 02 Submitted by: PENNY WALKER Date: 12/08/2004
 Department approved: Date:
 Curriculum approved: 06/01/1981 Version approved: 12/03/2004
 Prerequisites approved: 06/01/1981 Last reviewed: 12/03/2004
 Term effective: FALL 2005 Last taught: SUMMER 2008 Inactive:

COURSE CONTENT

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OUTCOME AND OBJECTIVES:

1. Describe theories of development according to Piaget, Erickson, Kohlberg, and Freud.
2. Explain stages of prenatal development and factors that may have detrimental effects.
3. Describe simple hereditary transmission and which traits are inherited.
4. Describe physical skills normally present at various ages and explain the effect of individual differences.
5. Explain the process of attachment and describe the effects of disruption in the process.
6. Describe stages of language development and theories of language acquisition.
7. Describe the stages of cognitive development and recognize behavior that exemplifies these stages.
8. Explain how each socialization theory views: aggression, dependency, sex role development, and moral development.
9. Describe the influence of parental behavior on socialization.
10. Describe the physical, social and emotional changes that occur in adolescence.

TOPICS AND SCOPE:

1. Science and Child Psychology
 - a. Historical perspectives
 - b. Historical perspectives
 - c. Ethical issues in research
2. Theory in Developmental Psychology
 - a. Goals of behavior - the nature of the child
 - b. Piagetian theory
 - c. Freudian theory
 - d. Erik Erickson - psychosocial stages
3. Genetic and Prenatal Factors
 - a. Beginnings of life
 - b. Hereditary transmission
 - c. Genetic mechanisms and influences

4. Prenatal Development
 - a. Periods in prenatal development
 - b. Environmental influences
 - c. The birth process
 - d. Prematurity
 - e. Nutrition
5. Biological Changes in Infancy
 - a. The newborn
 - b. Body growth
 - c. Maturational stages
 - d. Perceptual development
 - e. Basic needs and nutrition
 - f. Individual differences
6. Social Factors in Infant Development
 - a. Attachment
 - b. Interaction with the caretaker
 - c. Cultural differences in child rearing
 - d. Maternal deprivation
7. Development of Language
 - a. Major elements of language
 - b. Theoretical approaches to language development
 - c. Beginnings of speech
 - d. Language and cognition
 - e. Language and culture
8. Cognitive Development - Preschool and Middle Childhood
 - a. Cognitive aspects of early experiences
 - b. Parental effects on early cognition: Burton White's research
 - c. Piaget's theory of cognitive development
 - d. I.Q. tests
 - e. Impact of school
9. Personality Development - Preschool and Middle Childhood
 - a. Socialization
 - b. Aggression
 - c. Dependency
 - d. Identification
 - e. Sex-role development
 - f. Conscience development: Prosocial behavior - Kohlberg's theory
 - g. Personality and social learning in the home: Parental styles
10. Biological Changes in Adolescence
 - a. Physical maturation
 - b. Primary and secondary sex characteristics
 - c. Onset of puberty
11. Personality Development - Adolescence
 - a. Identity
 - b. Sexuality
 - c. Problem areas - drugs, delinquency

ASSIGNMENTS:

READING ASSIGNMENTS:

Students will be required to read and study the assigned chapters in the textbook, as well as assignments from handouts, library books and magazines. Each topic in the course outline will be supplemented by articles from Young Children, Psychology Today or other related

sources for current information.

WRITING ASSIGNMENTS:

Students are expected to complete a child study paper of approximately 1,500 words covering the physical, social, emotional, and cognitive development of one child. In addition students will write a paper of 500 words on their childhood or complete a book report of comparable length. Students will write two short essays of 200 words each on the final exam.

OUTSIDE ASSIGNMENTS:

Students are expected to spend a minimum of two hours of independent work out of class for each unit of credit, by doing the following:

1. Observation of one child approximately 8-10 hours
2. Writing a child study report.
3. Reading assignments as indicated on course syllabus and study material. Read 2 to 3 hours per week.

ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

1. Comparing and contrasting the various theories of child development
2. Analyzing their child observations to find examples that illustrate the theories
3. Synthesizing and organizing their finding in the final paper
4. Interpreting a theory of child development and describing the appropriate parental behavior that would be associated with it

METHOD OF INSTRUCTION:

Lecture, class discussions, observations in child development lab, reading assignments, handouts, audio-visual presentations, class demonstrations.

FOR DISTANCE EDUCATION COURSES:

The content of this course is delivered using some form or forms of distance technology such as television, videotape, audiotape, or the Internet. For telecourses, no less than 11 hours of personal contact between instructor and students shall be included through: group or individual meetings; orientation and review sessions; and supplemental in-person activities.

For online courses, instructor/student contact may take place in a face-to-face setting and/or through email or other electronic means. Students may interact with each other through in-person study groups, electronic message boards, or other means.

METHODS OF EVALUATION:

Substantial writing assignments, including: Reading reports, essay, exam, observations (approximately 40-60%); Objective examination, including: Multiple-choice, true/false, matching items (approximately 40-60%)

BASIS FOR GRADING:

The assignment of a grade is based on the level of achievement of the outcomes and objectives of the course outline and is reflected in quantifiable terms in the course syllabus.

REPRESENTATIVE TEXTBOOKS:

The Developing Person through Childhood and Adolescence by K.S. Berger OR
A Child's World by Papalia and Olds

Required text for Media Course:

The Growing Years: A Study Guide, Riddick and Weir, 4th edition, McGraw
Hill

REASON FOR REVISION

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This new version is being created for a GE change - a memo was received from
the State suggesting inclusion in Area E for GE certification.

RESOURCES REQUIRED

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MISCELLANEOUS

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Advisory generate desc:	N	NO
Area department:	CDV	CHILD DEVELOPMENT
Audit flag:	N	NOT AUDITABLE
Basic skills:	X	NOT BASIC SKILLS
Classification:	I	Career-Technical Education
Cost level:	01	
Disciplines:		CHILD DEVELOPMENT
Division:	01	GAITHER LOEWENSTEIN
Faculty service areas:		CHILD DEVELOPMENT
Fee:	\$0.00	
In-service:	X	NOT IN-SERVICE
Level below transfer:	X	NOT APPLICABLE
Matric-requiring:	X	Exempt from assessment
Maximum class size:	0	
Maximum wait list:	0	
Method of instruction:	02	LECTURE
	72	DELAYED INTERACTION
	63	TV/VIDEO 1-WAY; PASSIVE
	99	OTHER/UNSPECIFIED METHOD OF INSTRUCTION
Non-credit category:	X	NOT APPLICABLE, CREDIT COURSE
Open entry/exit:	N	Not open entry/exit
Pacs activity:	1305	CHILD DEV - INSTRUCTION
Pacs program project:	0000	
Preq/coreq generate desc:	N	NO
Preq/coreq provisional:	N	NO
Preq/coreq reg check:	N	NO PREREQUISITE RULES EXIST
Repeat group id:		
Requires instructor sig:	N	INSTRUCTOR'S SIGNATURE NOT REQUIRED
SAM classification:	D	Possibly occupational
Selected/special topic:	N	NOT A SELECTED TOPIC COURSE
Special class:	X	NOT A SPECIAL COURSE
TOP code:	1305.00	CHILD DEVELOPMENT/EARLY CARE & EDUCATION
Workload:	0.0000	