

Course Outline for ECE 56
CHILD GROWTH AND DEVELOPMENT
Effective: Fall 2018

I. CATALOG DESCRIPTION:

ECE 56 — CHILD GROWTH AND DEVELOPMENT — 3.00 units

A study of 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 theory and investigative research methodologies, students will observe children, evaluate individual differences and analyze characteristics of development at various stages.

3.00 Units Lecture

Grading Methods:

Letter Grade

Discipline:

- Child Development/Early Childhood Education

	MIN
Lecture Hours:	54.00
Expected Outside of Class Hours:	108.00
Total Hours:	162.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

IV. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

- A. Demonstrate objective techniques and skills when observing and evaluating behavior in children of all ages, taking into consideration bias
- B. Express basic developmental theories of prenatal, neonatal, infant, toddler, preschool, primary child and adolescence within a social-cultural context
- C. Articulate the connection between child development knowledge and appropriate practices
- D. Examine the importance of the early years and the impact of the interaction between environment, genetics, and culture on the child's development physical, self esteem, socially, emotionally, language, and cognitive
- E. Describe current trends in research about early childhood
- F. Investigate and describe risk factors that impact child's development and their families;
- G. Describe typical development milestones of children birth through adolescence
- H. Differentiate characteristics of typical and atypical development at various stages
 - I. Examine ways in which developmental domains are continuous, sequential and inter-related
 - J. Identify the strengths and exceptional needs of the child in the context of his/her family
- K. Assess through observation and identify children's unique qualities, behaviors, skills, traits, and developmental level
- L. Evaluate the role of play and its relationship to development at various stages
- M. Identify the teachers role and ethical responsibilities to children

V. CONTENT:

- A. Child Study
 1. Scientific method
 2. Research strategies
 3. Historical overview
 4. Social and cultural context
 5. Bias in research
- B. Theories
 1. Historical perspectives and theorists
 - a. Freud and Erikson - psychoanalytic
 - b. Watson and Skinner - learning theory
 - c. Piaget and Vygotsky – cognitive
 - d. Gardner, Kagan, Maslow, Bronfenbrenner and others
 2. Emerging theorists and trends
 3. Application of theory to practice

- a. Research
 - b. Child-rearing
 - c. Teaching
- C. Role of heredity, genetics: the Nature - Nurture controversy
 - 1. Influence of chromosomes
 - 2. Conception - anatomy and family planning
- D. Prenatal development
 - 1. Stages of growth - zygote, embryo, and fetus
 - 2. Effects of genetics, environment, parental health and nutrition and other factors
 - 3. Causes of disabilities and conditions that put children at risk
 - 4. Birth process
- E. Neonatal development
 - 1. Early reflexive behavior and early neurological development
 - 2. Complete dependence
 - 3. Risks of premature infants
- F. Development during infancy
 - 1. Personality and socialization
 - 2. Cognitive and early brain development
 - 3. Development of language
 - 4. Physical development
 - 5. Basic warning signs of delay in developmental domains
 - 6. Foundation for early literacy
 - 7. Role of families and early educators
 - a. Foundations for attachment and sense of trust
 - b. Dependency needs
 - c. How to meet infants' needs for early neural development
- G. Development during toddlerhood
 - 1. Foundations of social emotional development
 - a. Autonomy
 - b. Developing sense of self
 - 2. Cognitive development
 - a. Sensory-motor experiences
 - b. Learning schemes
 - c. Cause and effect
 - d. Object permanence
 - e. Understanding space and imitation
 - 3. Language development
 - a. Structure
 - b. Content
 - c. Functions
 - d. Emergent literacy
 - e. Recognizing problems
 - f. Responding to toddler needs for interaction
 - 4. Physical Development
 - a. Development and acquisition of large and small motor skills
 - b. Influence of heredity and environment on physical growth
 - 5. Basic warning signs of delay in developmental domains
 - 6. Cultural, social and family factors
 - 7. Regulation of behavior
 - a. Toilet training
 - b. Eating
 - c. Setting limits
- H. Development in Preschool Years (2-6)
 - 1. Psychosocial development
 - a. Awareness of self-need for competence
 - b. Emotional development
 - c. Gender roles
 - 2. Cognitive development
 - 3. Language and second language development
 - 4. Physical development
 - 5. Basic warning signs of delay in developmental domains
 - 6. Promotion of continued literacy development
 - 7. Communication with peers and adults
 - 8. School for preschool children – social development
 - 9. Role of play and influence of teachers on development
- I. Development in primary years (6-12)
 - 1. Psychosocial development
 - a. Increasing need to perform competently
 - b. Emotional development
 - c. Importance of high self-esteem
 - 2. Cognitive development
 - a. Approaches of theorists
 - b. Information processing
 - c. Mastery the mechanics of language
 - d. Meta-linguistic awareness
 - 3. Physical development
 - a. The growing body
 - b. Nutrition, health and obesity
 - c. Motor development and safety
 - 4. Signs of delay in developmental domains
 - a. Influence of peers, teachers, parents, television and computers
- J. Adolescence (12-18)
 - 1. Physiological changes of puberty
 - a. social
 - b. physical
 - c. emotional
 - d. intellectual development
 - 2. Establishing identity and independence
 - 3. Gender roles and sexuality
- K. The influence of current societal issues

1. Effect on family life across all ages
2. Challenges to early care and school settings
 - a. Culturally sensitive care
 - b. Anti-bias implementation
- L. Code of Ethical Conduct-responsibilities to all children
 1. Role of teacher and other professional
 2. Respecting individual differences

VI. METHODS OF INSTRUCTION:

- A. Student projects
- B. **Research** -
- C. **Observation** - Direct observation of children at various ages
- D. **Guest Lecturers** -
- E. **Discussion** -
- F. **Audio-visual Activity** -
- G. **Lecture** -

VII. TYPICAL ASSIGNMENTS:

- A. Reading
 1. Read a professional journal on a developmental topic from the list supplied by the instructor.
 - a. Prenatal and early brain development
 - b. Multi-lingual language development
 - c. Effects of substance abuse on prenatal development
 - d. Effects of peer interactions during the school-age years
 2. Read NAEYC Code of Ethical Responsibility to Children.
- B. Writing and Critical Thinking
 1. Observation and written analysis to determine typical and atypical developmental stages of children including: Focus on 4 developmental domains: cognitive, social-emotional, language and physical
 2. Comparative study of 2 children at least 1 year apart comparing similarities and differences in the four domains
 3. Create a portfolio for a child (2 ½ - 8 years) that includes but is not limited to: a collection of child's written work, logs of observed behaviors, language samples, social interaction, physical and cognitive development
 4. Written report selected from relevant topics related to child development research, such as
 - a. Attachment and effects on brain development
 - b. Effects of nature/nurture on typical and atypical development of young children
 - c. How culture affects children's development
 - d. Brain development and the adolescence years
 - e. Temperament and its implications for early educators
 - f. Howard Gardner's Seven Intelligences

VIII. EVALUATION:

A. **Methods**

1. Quizzes
2. Research Projects
3. Papers
4. Final Class Performance
5. Other:
 - a. Child observations

B. **Frequency**

1. 2 or 3 quizzes
2. 1 research project
3. 2 - 4 observations of children
4. 1 portfolio of individual child
5. 1 or 2 midterms
6. Final exam or project

IX. TYPICAL TEXTS:

1. Bee, Helen and Boyd, Denise *The Developing Child*. 13th ed., Allyn and Bacon, 2013.
2. Strassen Berger, Kathleen. *The Developing Person Through Childhood and Adolescence*. 11th ed., Worth Publishing Company, 2018.
3. Papalia, D., Wendkos Olds, S., & Duskin Feldman, R. *A Child's World: Infancy Through Adolescence*. 13th ed., McGraw Hill, 2014.
4. Feldman, Robert. *Child Development*. 7th ed., Pearson, 2016.
5. Woolfolk, Anita, and Nancy Perry. *Child and Adolescent Development*. 2nd ed., Pearson, 2015.

X. OTHER MATERIALS REQUIRED OF STUDENTS: