

College of San Mateo
Official Course Outline

1. **COURSE ID:** PSYC 201 **TITLE:** Child Development
Units: 3.0 units **Hours/Semester:** 48.0-54.0 Lecture hours; and 96.0-108.0 Homework hours
Method of Grading: Letter Grade Only
Prerequisite: PSYC 100

2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: CSU; UC
AA/AS Degree Requirements:
 CSM - GENERAL EDUCATION REQUIREMENTS: E5b. Social Science
CSU GE:
 CSU GE Area D: SOCIAL SCIENCES: DSI - Social Institutions
IGETC:
 IGETC Area 4: SOCIAL AND BEHAVIORAL SCIENCES: Social and Behavioral Sciences

3. **COURSE DESCRIPTIONS:**
Catalog Description:
 Study of the physical, perceptual, cognitive, linguistic, and social and emotional development from conception through adolescence. Particular emphasis is placed on current research studies and theories as well as 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 along with current scientific literature.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
 Upon successful completion of this course, a student will meet the following outcomes:
 1. Identify and distinguish development of children from conception through adolescence in the areas of physical, cognitive, linguistic, social, and emotional development.
 2. Identify the strengths and challenges of using the scientific method in examining issues of developmental psychology.
 3. Describe cultural, economic, political historical contexts that affect development from conception through adolescence.
 4. Identify and distinguish primary models used in the study of human developmental psychology.
 5. Apply developmental theory and models of psychological science to child observations, surveys, and/or interviews using investigative research methodologies.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
 Upon successful completion of this course, a student will be able to:
 1. Identify and distinguish approaches to the study of human developmental psychology from conception and through adolescence.
 2. Identify the strengths and challenges of using the scientific method in examining issues of developmental psychology from conception through adolescence.
 3. Examine the science of evolution, heredity, genetics, and epigenetics.
 4. Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.
 5. Describe and explain biological and environmental factors influencing development physically, cognitively, socioemotionally at each stage of development spanning conception, prenatal, newborn/infancy, toddler, early childhood, middle childhood, and adolescence.
 6. Examine language and linguistic development, including core theories of language development, processing, biological, social, cultural influences, and bilingualism.
 7. Apply human development theory and models of psychological science to real-world observation of children including analysis of scientific literature and identification of maturational processes including social, emotional, and cognitive development.
 8. Examine the biological, social, emotional aspects of the development of gender and sexuality.
 9. Examine the biological, social, emotional aspects of maturation from childhood to adolescence.

6. COURSE CONTENT:

Lecture Content:

1. Introduction to Child Development
 - A. The Changing Concept of Childhood
 - B. Importance of Culture (some historical comparisons)
 - C. The Modern Child
 - D. Theory and Methods of Research
2. Biological Foundations of Development
 - A. Introduction to Evolution and Genetics
 - B. Prenatal Development
 - C. Teratogens
 - D. Childbirth Issues
3. Growth, Maturation, and Individual Differences
 - A. Reflexes of the Neonate
 - B. Trends in Motor Development
 - C. Norms
 - D. Differentiation and Hierarchic Integration
 - E. Individual Differences in Temperament
4. Neural, Sensory, and Perceptual Development
 - A. Development of the Brain and Nervous System
 - B. Sensory Abilities of the Infant
 - C. Perceptual Abilities of the Infant
 - D. Trends in Perceptual Development:
 - a. Increased Differentiation
 - b. More Optimal Attention
 - c. Increased Efficiency of Information Pick-up
5. Social and Emotional Development
 - A. Theories of Attachment and Related Research
 - B. Emotion: Aspects of Emotion (cognitive, physiological, behavioral)
 - C. Universals and Individual Differences
 - D. Frustration and Aggression
 - E. Teaching Coping Behavior
6. Learning
 - A. Sensorimotor Learning Processes: Habituation and Conditioning
 - B. Symbolic Learning Processes:
 - a. Social Learning Theory
 - b. Gagne's Hierarchical Model
 - C. Biological Constraints on Learning
 - D. Alternative Conceptions of the Learner: Mechanistic vs Organismic
7. Language Development
 - A. Hierarchical Structure of Language: Phonemes, Words, Syntax
 - B. Semantics and Pragmatics
 - C. Typical Developmental Sequence
 - D. Biological Basis of Language
 - a. Pidgin and Creole
 - b. Deaf Children
8. Cognitive Development
 - A. Piaget's Stages of cognitive Development
 - B. The Debate about Stage Theory
 - C. The Information Processing Approach
 - D. Development of Memory: Attention, Meta memory, Memory Strategies, and Executive Control Process
9. Individual Differences in Intelligence
 - A. Measuring Intelligence, Intelligence Tests
 - B. Different Kinds of Intelligence
 - C. Adoption Studies
 - D. Compensatory Education
 - E. Intellectual Extremes: Giftedness and Retardation
10. Socialization
 - A. Psychoanalytic Theory

- B. Parenting
 - a. Parenting Roles
 - b. Parenting Goals
 - c. Aspects of Parenting
 - i. Childrearing Climate
 - ii. Limits on Parental Choice
 - iii. Divorce and One-parent Families
- 11. Development of Sexuality
 - A. Physical Dimorphism
 - B. Psychological Dimorphism
 - a. Sex Roles
 - b. Sex Differences in Mental Abilities
 - c. Sex Discrimination
- 12. The Social Environment
 - A. Changing Approaches to the Study of Environmental Influences:
 - a. Overly-narrow, Parent-centered Approach
 - b. The Broader Environment--Nested Systems: Microsystem
Mesosystem, Exosystem
 - B. Socioeconomic Factors
 - C. Community Organization and Disorganization
 - D. Peer Relationships
 - E. Play and the Culture of Childhood
 - F. Influence of Schools
 - G. Influence of Television, Technology & Media
- 13. Moral Development and Development of Self-control
 - A. Prosocial Behavior: Cooperation, Helping, Sharing, and Altruism
 - B. Self-control and Delay of Gratification
 - C. Moral Development: Emotional, Behavioral, and Cognitive Aspects

Introduction to class, what is expected from students to achieve success in this class. Review definitions, operationalize terms, examine focus of examination in Psychology as it relates to development. Discuss history of ideas making up this discipline, beginning with Pre- and Enlightenment eras, and how they relate to the central concepts in each of these theories. Review theoretical perspectives with an emphasis on Darwin, Freud, Erikson, Pavlov, Skinner, and Piaget.

Introduce concept of discontinuous and continuous models of development, their axioms and theorems. Special attention will be spent to describe concept of critical period/sensitive period within both these models. Introduce concept of nature/nurture as they apply to these models. Review primary theory of discontinuous and continuous development. Apply these theories and models to the object(s) of interest in child development.

Review Fundamentals of Biological development, their relationship to the concept of nature and nurture, and to the primary subject(s) of interest in child development. Emphasis will be on neural development and bilateral asymmetry and their relationship to concept of nature (genetics) and nurture (environment). Discuss Marian Diamond, Harry Harlow, John Bowlby, Mary Ainsworth and influences on the formation of attachment, including details of observation of attachment patterns. Special attention will be spent to describe and discuss environmental concerns during biological development and their relationship to social groups.

Review the topic of experimental design and ethics in research. Focus on difference between cross-sectional and longitudinal design. Specific discussion will focus on the NYLS and the Spitz study, and how they relate to basic concept of nature-nurture and the ideas expressed by Freud, Erikson, and Piaget, as well as Diamond/Ross/Harlow/and Sapolsky.

Examination of gestation and prenatal development - conception thru birth, as well as newborn baby capacities as they relate to nature-nurture. Biological and sociocultural impact will be discussed.

Prenatal development and newborn baby capacities. Infancy and toddlerhood. Emphasis on health care and social differences determining this care and effects on later life development. Define Cognition and its development and relationship to Psychology. Focus on relationship between habituation/dishabituation with memory and cognitive development; Piaget's Sensory-Motor stages and their relation to cognition with emphasis on integrating theory with real-world observation of maturational processes.

Relationship between Classical and Operant conditioning with perception. Introduce traditional models of Learning: neurological, biological, and social with specific description of Pavlov and Skinner. Review experimental design and methods.

We will focus on Piaget's SM stages and inferred concepts, the mechanics of conditioning (learning) and

inferred concepts, and the neurobiology of habituation and inferred concepts.

Relate and continue discussion on sensory/perceptual development in infancy to Piaget's cognitive-development theory and Information processing theory. Relate this discussion to Marian Diamond's work and Vygotsky's ZPD.

Sensory/perceptual development in infancy and as connects to Piaget's cognitive-development theory and Information processing theory. Relate this discussion to Marian Diamond's work and Vygotsky's ZPD.

Discussion on Mental and Language development and relationship to consciousness, and nature/nurture. This discussion will be expanded to include issues related to Social and emotional development during infancy, toddlerhood, and early childhood. Relate these topics to Freud and Erikson, Lorenz, and Harlow with reference to attachment. Special attention will be paid to Chomsky's work in linguistics as well as bilingualism. Also, discussion on self-development and its consequences.

Emphasis on Piaget, Vygotsky, and Information processing perspectives of brain and motor development and emphasis on observation of milestones of development through these perspectives. Special emphasis on language and mental development during this period relative to consciousness. Compare and contrast Vygotsky and standardized teaching and testing, and project forward into social experiences.

Emphasis on Erikson's theory of events during this period, as well as on development of Moral and sexual identity. Early and Middle childhood and the school experience will be examined with special emphasis on how Piaget's theory of language and Mind development can be integrated with memory theory and to Moral development. Discussion on psychological measurement of intelligence.

Special attention to relationship between these concepts and development of self, esteem, and cognition.

Emphasis on Emotional and Moral development (Erikson and Kohlberg) and their relationship to basic decision making models and theories and to Piaget's concepts of Decentering and to Freud's concept of Ego during this period.

Examine Cognitive and Motor development during Middle childhood and Adolescence with Emphasis on Piaget's theory, especially with respect to language and abstract thought, and to emotional and Moral development during adolescence. Compare and contrast issues raised earlier with these and relate it to decisions made during adolescence, with specific emphasis on medical and social decisions. Re-introduce concept of supervision versus ego development and decentering. Development of self and identity, gender identity. Discussion of puberty and development biologically, socially, cognitively, emotionally during adolescence and what supports development during this time.

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Activity
- C. Discussion
- D. Guest Speakers
- E. Observation and Demonstration
- F. Other (Specify): Lecture/discussion/media. Observation tasks to identify developmental milestones at major points within toddlerhood, early childhood, middle childhood and core periods of development. Library and online research. Textbook, objective, and written critical thinking and analytical assignments. In class demonstration of mastery using various pen/paper techniques.

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

Representative assignments in this course may include, but are not limited to the following:

Examinations and quizzes (objective and essay) to assess mastery of class concepts and methods. Research papers and generative methods may be used to assess student mastery of course material, including papers integrating an analysis of research with observation of children at various stages of development to identify core developmental domains.

Reading Assignments:

Reading of textbook (550 pages+) as well as multiple scholarly articles provided to class as well as generated by student research.

Other Outside Assignments:

Child Observations: Students will observe a child within a specific age group for evidence of major developmental domains.

Analysis and integration of research identifying sociocultural influences on development.

Self-study assignments of the student's own childhood and adolescence integrated with scholarly research and analysis of core developmental theories.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Performance
- C. Class Work
- D. Exams/Tests
- E. Homework
- F. Papers
- G. Quizzes
- H. Written examination
- I. Examinations and quizzes to assess mastery of concepts and methods in the class. Papers and generative methods may be used to assess student mastery of course material on multiple levels, including the integration of observational and scholarly detail. Observation assignments identify key developmental milestones particular to biological, social, emotional, and cognitive development and integrate observation with core and current research.

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Rathus, S.. *Childhood and Adolescence: Voyages in Development*, 5th ed. Cengage, 2013
- B. Woolfolk & Perry. *Child and Adolescent Development*, 2nd ed. Pearson, 2014
- C. Hauser-Cram, Nugent, J.K., Thies, K. & Travers, J.. *The Development of Children and Adolescents*, 1st ed. Wiley, 2013
- D. Stassen Berger, K.. *Developing Person Through Childhood and Adolescence*, 10th ed. Worth, 2015
- E. Berk, L. & Meyers, A.. *Infants, Children, and Adolescents*, 8th ed. Pearson, 2015

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Course Originator: Michelle Mullane