

**CENTRAL TEXAS
COLLEGE SYLLABUS
FOR CDEC 1354
CHILD GROWTH AND DEVELOPMENT**

Semester Hours Credit: 3

INSTRUCTOR: _____

OFFICE HOURS: _____

I. INTRODUCTION

- A.** A study of the principle of the principles of child growth and development from conception through adolescence. Focus on physical, cognitive, social, and emotional domains of development. The student will summarize principles of growth and development and developmental stages in various domains; discuss theories of development, the impact of developmental processes on early childhood practices, types, and techniques of observation; and explain the importance of play. The student will demonstrate skills in the practical application of developmental principles and theories, observation, techniques, and recognition of growth and developmental patterns.
- B.** This course is a required course for the AAS Degree and Certificates in the Child Development field.
- C.** This course is occupationally related and serves as preparation for careers in Child Development.
- D.** Prerequisite(s): None

II. LEARNING OUTCOMES

Upon successful completion of this course, Child Growth and Development, the student will be able to:

- 1. Summarize principles of growth and development.
 - a. Explain the principles of growth and development.
 - b. Investigate child development as an integrated process in which development in any one area may affect development in other areas.
 - c. Discuss how specific factors (e.g., those related to prior experiences, classroom grouping practices, stress, family life, nutritional and physical status) may affect individuals in one or more development

- domains.
2. Summarize developmental stages in various domains.
 - a. Explain the process of development from conception through the birth process.
 - b. Describe physical, fine and gross motor and perceptual development from conception through adolescence.
 - c. Explain cognitive development from conception through adolescence.
 - d. Describe social development from birth through adolescence.
 - e. Describe emotional development, including self-concept and self-esteem from birth through adolescence.
 - f. Describe receptive and expressive language development from birth through adolescence.
 - g. Outline literacy development from birth through adolescence.
 - h. Describe creative development from birth through adolescence.
 3. Compare and contrast theories of development.
 - a. Explain the purpose of child development study and research.
 - b. Describe theoretical approaches, research, and theorists.
 - c. Describe biological and environmental influences on growth and development (nature versus nurture.)
 - d. Describe practical applications of theories.
 4. Discuss the impact of developmental processes on early childhood practices.
 - a. Use knowledge of how children develop to describe a classroom environment and experiences that will encourage growth in all developmental areas.
 - b. Explain how to provide children opportunities to recognize differences in individuals, appreciate diversity, and show respect for those different from themselves.
 5. Discuss types and techniques of observation.
 - a. List and explain the types of observations of children.
 - b. Describe ethical issues in assessment of children.
 - c. Observe and record young children's development.
 - d. Describe how personal bias can influence observations and practice.
 6. Explain the importance of play.
 - a. Discuss play as an integral part of a child's development.
 - b. Describe the stages of play.

III. INSTRUCTIONAL MATERIALS

The instructional materials identified for this course are viewable through www.ctcd.edu/books

IV. COURSE REQUIREMENTS

A. General

1. Participate in class, labs, or field experiences regularly.
2. Participate constructively in class discussions.
3. Complete all assignments and examinations on time.
4. Attend any face to face classes on time and remain for the duration of the period. Check into Bb regularly for online courses.
5. Know and observe all college regulations.
6. Read all assigned selections from the text, or other, as assigned.
7. Ask instructor for permission before using audio-recorders to record face- to-face classes.
8. Keep cell phone on vibrate in face-to-face class. Refrain from texting, or using cell phone in face-to-face class, unless otherwise indicated by instructor.

Good class participation is indispensable for earning a good grade. Regular attendance, whether in person or online, is essential for the same reason.

B. There is not a Lab Requirement for this course.

V. EXAMINATIONS

- A.** There will be at least two examinations. (Quizzes are optional.)
- B.** Make-up examinations will be given only with the instructor's permission.
- C.** All students are expected to maintain the highest standard of scholastic honesty in the preparation of all course work and during examination.

VI. SEMESTER GRADE COMPUTATIONS

- A.** Your point total is determined by adding earned points on each scored assignment (projects, labs, examinations, participation, exams, quizzes, discussions, other).

<u>Percentage</u>	<u>Grade</u>
90-100%	A
80- 89%	B
70- 79%	C
60- 69%	D
Below 60%	F

VII. NOTES AND ADDITIONAL INSTRUCTIONS

- A. Withdrawal from course:** It is the student's responsibility to officially drop a class if circumstances prevent attendance. Any student who desires to, or who must officially withdraw from a course after the first scheduled class meeting, must file an Application for Withdrawal or an Application for Refund. The withdrawal form must be signed by the student.

Application for Withdrawal will be accepted according to the following

schedule Friday of 3rd week for 5-week courses

Friday of 4th week for 6-week courses

Friday of 6th week for 8-week courses

Friday of 7th week for 10-week courses

Friday of 9th week for 12-week courses

Friday of 12th week for 16-week courses

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

Students who officially withdraw will be awarded the grade of "W," provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of "F" or "FN" for nonattendance.

- B. Administrative Withdrawal:** An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on the Administrative Withdrawal Form for submission to the registrar.

Under Section 51.907 of the Texas Education Code, "an institution of higher education may not permit a student to drop more than six courses, including any course a transfer student has dropped at another institution of higher education." This statute was enacted by the State of Texas in spring 2007 and applies to students who enroll in a public institution of higher education as first-time freshmen in fall 2007 or later.

- C. Incomplete Grade:** In keeping with College policy, the instructor may grant an incomplete grade in cases in which the student has completed the majority of the course work, but because of extenuating circumstances, is unable to complete the requirement for the course. Prior approval from the instructor is required before the grade of "IP" is recorded. Deadline for changing the IP grade is 110 days after the scheduled end of the course. An IP grade can be

replaced with the student's actual grade, including an F; but it may not be replaced with a W. At the end of the 110 calendar days if the student has not completed the remaining coursework as required by the instructor, the "IP" will be converted to an "FI" and appear as an "F" on the student's official transcript.

- D. Professionalism:** Cellular phones will be turned off while the student is in any classroom or any laboratory/field experience setting. Students are expected to maintain a professional attitude and appearance while participating in outside labs or field experiences. Additional guidelines may be given in class, or by participating lab/field experience sites as they relate to this course.
- E. American with Disabilities Act (ADA):** Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Review the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations, in accordance with federal and state laws, will be given through the DSS office.
- F. Instructor Discretion:** The instructor reserves the right of final decision in course requirements.
- G. Civility:** Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.
- H. Scholastic Honesty:** All students of the Child Development program are required and expected to maintain the highest standards of scholastic honesty in the preparation of all work and in examinations. Students found guilty of scholastic dishonesty are subject to disciplinary action according to CTC policy.

Each student should avoid:

1. **Plagiarism:** the taking of passages or ideas from writings of others without giving proper credit to the source. **Collusion:** working together with another person in the preparation of work unless such joint preparation is specifically approved in advance by the instructor.
2. **Collusion:** working together with another person in the preparation of work unless such joint preparation is specifically approved in advance by the instructor.

3. **Cheating:** giving or receiving information on an examination, homework, or projects.

VIII. COURSE OUTLINE

A. **Lesson One:** Introduction to Child Growth and Development

1. **Lesson Objectives:** When you successfully complete this lesson, you will be able to
 - a. Describe the field of child development and compare it to the science of developmental psychology.
 - b. Explain four broad time periods in the development of children, including the social expectations about what children can do at each period and the broad areas of development within each period.
 - c. Discuss three key and constant questions in child development involving the shape, timing, and sources of development, and explain how these questions are answered.
 - d. Discuss how family, ethnicity, social class, social policies, and historical time periods provide contexts for child development.
 - e. Apply the knowledge you have gained about child development.
2. **Assigned Reading**
 - a. Read the assigned chapter in *Child and Adolescent Development*
 1. Chapter 1: Introduction: Dimensions of Development
3. **Lesson Core Questions**
 - a. What is child development?
 - b. What are the basic themes and debates in the developmental field?
 - c. What are the contexts for development?
 - d. Why study development?

B. **Lesson Two:** Theory and Research in Child Development

1. **Lesson Objectives:** When you successfully complete this lesson, you will be able to
 - a. Demonstrate that child development is a diverse field—multidisciplinary, multicultural, applying multiple methods, and producing multiple theories.
 - b. Summarize these development theories: ethology and sociobiology, Freud's psychoanalytic theory, Erikson's psychosocial theory, classical and operant conditioning, Bandura's cognitive learning

- theory, information processing theories, and Piaget's cognitive developmental theory.
- c. Describe these contextual and dynamic theories: Vygotsky's sociocultural theory, Bronfenbrenners's bioecological theory, and Thelen's dynamic systems theory.
 - d. Explain the scientific research cycle in studying children's development, including methods for gathering information about development and different research designs (correlational, experimental, quantitative, and qualitative).
 - e. Discuss critical issues in child development research including key ethical considerations; comparing and contrasting basic, applied, and community-based research; assuring reliability, validity, and cultural sensitivity in research about children; and evaluating sources of information about child development.

2. **Assigned Reading**

The assigned chapter in *Child and Adolescent Development*: Chapter 2: Theory and Research in Child Development

3. **Lesson Core Questions**

- a. What are some of the key theories informing our understanding of child development today?
- b. How do these theories differ? How are they similar?
- c. What is involved in the process of conducting research in child development, including various research methods and designs?
- d. What are some important ethical, professional, and logical challenges when conducting research with children?

C. **Lesson Three: The First Stages of Life**

1. **Lesson Objectives:** When you successfully complete this lesson, you will be able to
 - a. Explain how genes are inherited, how genes are expressed, and why genetic beginnings are important for teachers and other professionals to know.
 - b. Summarize the research on and implications of reproductive challenges, technologies, and cloning, as well as the argument for and against stem cell research.
 - c. Describe the stages of prenatal development, testing during pregnancy, and the prenatal diagnostic screenings and testing that can occur during each stage.
 - d. Explain the contextual factors that influence prenatal growth, including teratogens and cultural differences in pregnancy.

- e. Explain the stages of labor, delivery methods, delivery complications, and multiple births.

2. Reading Assignment:

- a. Read the assigned chapter in *Child and Adolescent Development*
- b. Chapter 3: Genetics, Prenatal Development, and Birth

3. Lesson Core Questions:

- a. How are genes inherited? Expressed?
- b. What are some of the implications of research and reproductive challenges?
- c. What are the stages of prenatal development?
- d. Specifically, what are the factors influencing prenatal growth?
- e. What is involved in the birthing experience? This includes issues of delivery methods as well as possible delivery complications.
- f. How can professional provide support to families before, during, and after the birth of a child?

D. Lesson Four: Infant and Toddler Development

1. Lesson Objectives When you successfully complete this lesson, you will be able to

- a. Identify characteristics of newborn infants: their capabilities, vulnerabilities, and health issues, including prematurity, screens, and assessments.
- b. Describe how the brain develops in these first years and the role of experience-expectant and experience-dependent factors for typical brain development.
- c. Identify components of health, physical growth, and nutrition of the infant and toddler.
- d. Produce examples of how infants and toddlers develop and learn in each of the following domains: sensory/perceptual development, motor development, cognitive development, and language development.
- e. Explain the role of social and emotional bonds in healthy social and emotional development.

2. Describe at least five critical components of an early intervention system for infants and toddlers with developmental challenges and their families.

3. Reading Activities:
 - a. Read the assigned chapter in *Child and Adolescent Development*
 1. Chapter 4: Infancy and Toddlerhood

4. **Lesson Core Questions:**

- a. Why are the first three years of life so important? What scientific evidence supports these claims?
- b. What are some of the characteristics of newborn infants, including infants' capabilities, vulnerabilities, and health issues?
- c. What are some of the key components of health, physical growth, and nutrition in infants?
- d. How do infants and toddlers develop and learn in different domains (social, cognitive, sensory/perceptual, language and communication, and motor)?
- e. What role does the Early Intervention System play for infants and toddlers with developmental challenges?

E. Lesson Five: Physical Development in Early Childhood

1. **Lesson Objectives:** Upon completion of this lesson the student will be able to:

- a. Describe the significant physical changes in children from ages 2 through 6.
- b. Explain the implications of myelination and lateralization for young children's thinking and functioning.
- c. Provide examples of major milestones in gross and fine motor development during the early years.
- d. Summarize the risks for and implications of overweight and obesity in early childhood.
- e. Identify common sleep problems in young children and present some evidence-based solutions.
- f. Describe how disease and exposure to environmental toxins can affect children's development.

2. **Reading Assignment:**

- a. Read the assigned chapter in *Child and Adolescent Development*
 1. Chapter 5: Physical Development in Early Childhood

3. **Lesson Core Questions:**

- a. What are some of the significant physical changes experienced by children between the ages of 2 and 7?

- b. What are the implications of myelination and lateralization for young children's thinking and functioning?
- c. What are some of the risks of childhood obesity?
- d. What are sleep patterns in young children, and what are some of the common sleep problems?
- e. What are some of the current challenges in child health today, including both illnesses and environmental hazards? What does the research say?

F. Lesson Six: Cognitive Development in Early Childhood

1. Lesson Objectives: Upon completion of this lesson the student will be able to:

- a. Identify five cognitive abilities that appear and increase from ages 3 to 7.
- b. Describe the development of language during the early years, including the role of culture in language development, and what can be done to support emergent literacy in the early years.
- c. Explain the differences between and the implications of Piaget's and Vygotsky's theories for parents, teachers, and other professionals working with young children.
- d. Describe changes in children's knowledge of numbers, attention, memory, problem-solving strategies, and theory of mind during the early years.
- e. Summarize the research on the impact of home environments, and play on children's cognitive development during the early years.
- f. Summarize the research on the impact of childhood education on children's cognitive development during the early years.
- g. Choose developmentally appropriate uses of television and computers during the early years.

2. Reading Assignment:

- a. Read the assigned chapter in *Child and Adolescent Development*
 - 1. Chapter 6: Cognitive Development in Early Childhood

3. Lesson Core Questions:

- a. What cognitive abilities appear to increase between the ages of 2 to 7?
- b. What roles do culture and bilingualism play in language development?
- c. What are the differences between Piaget's and Vygotsky's theories of child development, and what do these differences imply about theories of child development?

- d. What does the research say about the impact of home environments and early childhood education on children's cognitive development?
- e. Are there developmentally appropriate uses of television and computers during the early childhood years? If so, what are they?

G. Lesson Seven: Social and Emotional Development in Early Childhood

1. Lesson Objectives: Upon completion of this lesson the student will be able to:

- a. Define how initiative and guilt are implicated in children's development of autonomy in early childhood.
- b. Explain how self-concept, self-esteem, and self-regulation are related to children's social and emotional functioning.
- c. Distinguish three forms of aggression, and describe differences in the way they are manifested depending on children's age and sex.
- d. Synthesize theory and research about how children develop gendered beliefs and behaviors.
- e. Describe children's first friendships, and explain how advances in peer sociability and cultural differences affect these relationships.
- f. Describe dimensions of play, and explain how they contribute to children's cognitive and social development.
- g. Compare and contrast different style of parenting in terms of their positive and negative consequences for children's development, and explain the role of inductive discipline in children's development of effective emotion control and prosocial behavior.
- h. Define child maltreatment, and describe its short- and long-term consequences.

2. Reading Assignment:

- a. Read the assigned chapter in *Child and Adolescent Development*
 - 1. Chapter 7: Social Emotional Development in Early Childhood

3. Lesson Core Questions:

- a. In what ways are self-concept, self-esteem, and self-regulation related to children's social and emotional development?
- b. What are the different forms of aggression in children and how are they manifested? What roles do gender and age play?
- c. What does the research say about how children develop gendered beliefs and behaviors?
- d. What are some of the important aspects of peer relationships in early childhood?

- e. What role does play have in cognitive, emotional, and social development?
- f. How do parenting styles differ? What are some of the positive as well as the negative consequences of parenting styles on children's development?
- g. What is child maltreatment and what are the consequences—both long-term and short-term—of child maltreatment?

H. Lesson Eight: Physical Development in Middle Childhood

1. Lesson Objectives: Upon completion of this lesson the student will be able to:

- a. Produce examples of steps to be taken throughout childhood to ensure good bone and oral health across the lifespan.
- b. Describe advances in higher-order cognitive processes during middle childhood, and explain how they impact children's thinking and learning.
- c. Identify several physical, cognitive, and social and emotional benefits of physical activity for all children, including children with disabilities.
- d. Summarize the leading causes of accidents and injuries during childhood, and identify actions that can minimize their negative consequences.
- e. Provide examples of how to accommodate and include children with physical disabilities and/or sensory impairments in activities with their same-age, typically developing peers.

2. Reading Assignment:

- a. Read the assigned chapter in *Child and Adolescent Development*
 - 1. Chapter 8: Physical Development in Middle Childhood

3. Lesson Core Questions:

- a. How can we ensure good bone and oral health during childhood? How does this relate to bone density and oral health across our lifespan?
- b. What advances in higher order cognitive processes develop during the middle years of childhood? In what ways do these advances impact children's thinking and learning?
- c. What are the physical, cognitive, and social and emotional benefits of physical activity for all children, including children who have disabilities?

- d. What are some of the leading causes of accidents and injuries among children, and how can we minimize the negative consequences?
- e. What measures can we take to accommodate all children—especially children with physical disabilities and/or sensory impairments—in physical activities such as organized sports and physical education with their peers?

I. Lesson Nine: Cognitive Development in Middle Childhood

1. Lesson Objectives: Upon completion of this lesson the student will be able to:

- a. Summarize changes in language development in the middle childhood years, including the roles of social and cultural contexts and how second languages and signed languages develop during this time.
- b. Compare and contrast the implications of Piaget's and Vygotsky's theories for cognitive development in the middle childhood years.
- c. Examine changes in children's attention, working memory, long-term memory, and metacognition during the middle childhood years.
- d. Explain intelligence, how it is measured, what shapes it, and how differences in abilities can be handled productively in schools.
- e. Evaluate factors that influence achievement in schools, including how attention deficit hyperactivity disorder, learning disabilities, and cultural differences affect children in the middle years, and explore what can be done to help all children achieve.
- f. List some possible contributions of digital media to children's cognitive development in the middle years.

2. Reading Assignment:

- a. Read the assigned chapter in *Child and Adolescent Development*
 - 1. Chapter 9: Cognitive Development in Middle Childhood

3. Lesson Core Questions:

- a. What are the important changes in language during the middle childhood years?
- b. What are implications of Piaget's and Vygotsky's theories for cognitive development in the middle childhood years?
- c. What key changes in children's attention, memory, and metacognition occur during the middle childhood years?
- d. What is intelligence? How is it measured? What are the implications of intelligence testing?
- e. What factors influence school achievement?

- f. How has the digital age impacted children’s cognitive development?

J. Lesson Ten: Social Emotional Development in Middle Childhood

1. Lesson Objectives: Upon completion of this lesson the student will be able to:

- a. Explain how success and failure contribute to children’s sense of industry and inferiority in middle childhood.
- b. Distinguish self-esteem from self-concept, and describe some major sources of influence on children’s development of self-esteem in middle childhood.
- c. Provide examples of different types of aggression, and list steps adults can take to curb aggression, and list steps adults can take to curb aggression and bullying in schools and communities.
- d. Explain how parents’ and teachers’ interactions with boys and girls might influence their gender identity and self-esteem.
- e. Describe the role of peers and friends in children’s lives during the middle years.
- f. Explain how children’s relationships with parents and siblings change from early to middle childhood.
- g. Provide examples of how teacher-student relationships can affect children’s school adjustment and academic success.
- h. Describe the impact fear and stress can have on children’s lives.

2. Reading Assignment:

- a. Read the assigned chapter in *Child and Adolescent Development*
 - 1. Chapter 10: Social Emotional Development in Middle Childhood

3. Lesson Core Questions:

- a. What is the difference between self-esteem and self-concept?
- b. What are the major influences on children’s development of self-esteem in middle childhood?
- c. How do children’s moral reasoning skills change during middle childhood?
- d. What are the different types of aggression among children in middle childhood, and how should adults respond to aggression concerns?
- e. What role do parents and teachers play in gender-identity development in boys and girls?
- f. In what ways do family relationships (parents and siblings) change as children mature into middle childhood?
- g. In what ways do teacher-student relationships impact academic achievement and stability?

- h. What is the impact of stress on children in middle childhood?

K. Lesson Eleven Physical and Cognitive Development in Adolescence

- 1. **Lesson Objectives:** Upon completion of this lesson the student will be able to:

- a. Chapter 11

- 1. Discuss the timing and impact of puberty on boys and girls, including ethnic and cultural differences.
- 2. Connect brain changes for adolescents to other changes in their cognitive development.
- 3. Explain the consequences of sexual development and sex education for adolescents.
- 4. Elaborate on the health and nutritional requirements for adolescents, as well as health concerns.
- 5. Identify threats to adolescent well-being, and describe what can be done to prevent them.

- b. Chapter 12

- 1. Explain developments in the language of adolescents, including bilingual adolescents.
- 2. Evaluate Piaget's and Vygotsky's analyses of cognitive development in adolescence, including the implications of their theories for teaching and learning.
- 3. Summarize developments in metacognition, attention, inquiry, argument, and critical thinking in adolescence.
- 4. Compare and contrast analytic and heuristic thinking, including the dangers and benefits of each in real-world reasoning...
- 5. Evaluate evidence for differences in cognitive abilities based on gender, ethnicity, and culture, and elaborate on steps teachers can take to reach every student.
- 7. Describe the family, peers, and schools as contexts for cognitive development in adolescence.
- 8. Assess how technology can support learning in the adolescent years.

- 2. **Reading Assignment:**

- a. Read the assigned chapter in *Child and Adolescent Development*
 - 1. Chapter 11: Physical Development in Adolescence
 - 2. Chapter 12: Cognitive Development in Adolescence

3. Lesson Core Questions:

- a. What important changes occur during puberty?
- b. What are some of the differences between boys and girls? Between children from different cultures?
- c. What are the connections between changes in the brain and other cognitive developments in adolescents?
- d. What are the important nutritional and health concerns for adolescents?
- e. What are some of the specific threats, including social pressures, sexual activity, and substance abuse, that pose a threat to adolescent well-being? What measures can we take to address these issues?
- f. What are some of the key developments in the language of adolescents?
- g. What implications do Piaget's and Vygotsky's theories have on teaching and learning for adolescents?
- h. What does it mean to have "real-world reasoning"? What is the difference between analytic and heuristic thinking? How does this influence our adolescent years?
- j. In what ways does technology continue to impact and affect adolescence?

L. Lesson Twelve: Social Emotional Development in Adolescence

1. Lesson Objectives: Upon completion of this lesson the student will be able to:

- a. Describe processes by which adolescents search for identity.
- b. Identify factors that support and challenge adolescents' identity formation.
- c. Explain how developmental characteristics may account for adolescents' tendency to get involved in risky behavior.
- d. Describe the range and role of peer relationships in adolescents' lives.
- e. Connect qualities of parent-adolescent relationships to low levels of conflict during the teen years.
- f. Relate qualities of schools to adolescents' school adjustment and attachment.
- g. Discuss issues associated with the emergence of serious mental illness during adolescence.
- h. Create a portrait of young adults in contemporary, technologically advanced societies.

2. Reading Assignment:

- a. Read the assigned chapter in *Child and Adolescent Development*
 1. Chapter 13: Social Emotional Development in Adolescence

3. Lesson Core Questions:

- a. What does the research say about the process by which adolescents search for identity? What identity factors support or challenge this research?
- b. What are some of the significant threats to an adolescent's well-being? What makes adolescents particularly vulnerable?
- c. What role do peer relationships play in adolescent's lives?
- d. How do parent-child relationships change during the adolescent years? What types of conflict develop?
- e. What is the connection between school life and an adolescent's overall happiness and health?