Child Development
Course Design
2005-2006

Course Information
Organization: Eastern Arizona College
Division: Social Science
Course Number: FCR 171
Title: Child Development
Credits: 3
Developed by: JoAnn Morales
Lecture/Lab Ratio: Three hour lecture per week.
Transfer Status: This course transfers as elective credit to ASU, as DEC (PSY) to NAU and FS223 to U of A
Activity Course: No
CIP Code: 19.0000
Assessment Mode: Pre/Posttest  Questions = 80  Points = 80
Semester Taught: Spring Semester
Separate Lab: No
Awareness Course: No
Intensive Writing Course: No

Prerequisites
None

Educational Value
The course will be helpful to students interested in child care, nursing, day care, and education careers.

Goals
The goals of this course are to provide students with an understanding of parental responsibility as those responsibilities begin before conception and throughout the child's developmental period. Students will be introduced to the physical, social, cognitive and emotional growth patterns and needs of children and adolescents and how parents should meet those needs.
Description
Gives the student a broad, comprehensive view of the child at each stage of development from conception to middle school years. Considers the biological, cognitive, personality, and social aspects of development.

Textbooks


Supplies
None.

Competencies and Performance Standards
1. Examine the history and research into child development and demonstrate knowledge of the biological foundations of child development.

Learning objectives
What you will learn as you master the competency:

a. Discuss the changing attitudes toward children from early civilizations through the 20th century.

b. Describe the major ethical concerns of child development research.

c. Define DNA. Explain what it is and what its unique features are.

d. Describe sex-linked inheritance, and give examples of sex-linked inheritance in humans.

e. Give examples of chromosomal abnormalities.

f. Explain what is meant by eugenics.

Performance Standards
Competence will be demonstrated:

- in the completion of selected activities assigned by the instructor.
- in the completion of a chapter test.

Criteria - Performance will be satisfactory when:

- learner provides acceptable, written oral responses to questions and situations about the history of child development.
- learner participates in class discussions and activities on the history and research of child development.
2. Demonstrate knowledge of conception, prenatal development, birth and the individual differences of children.

   **Learning objectives**
   What you will learn as you master the competency:
   a. Outline the period of ovum, the embryo, and the fetus, and describe the major changes which occur during these periods.
   b. Describe toxoplasmosis, rubella, and RH incompatibility, and discuss how each may be harmful to the fetus.
   c. Give possible reasons for the increased mortality rate of American infants.
   d. Compare breast feeding and bottle feeding.
   e. Describe the length, weight, and other characteristics of a neonate.

   **Performance Standards**
   Competence will be demonstrated:
   o in the completion of selected activities assigned by the instructor.
   o in the completion of a chapter test.

   **Criteria - Performance will be satisfactory when:**
   o learner participates in class discussions and activities.
   o learner provides acceptable written responses to questions and situations.

3. Investigate the development of the infant's nervous system, and examine the social and emotional ties formed between infants and parents.

   **Learning objectives**
   What you will learn as you master the competency:
   a. Compare the infant and adult nervous system.
   b. Describe the single stimulus procedure, the preference method, and the habituation method.
   c. Compare the neonate's auditory, olfactory, tactual, and taste abilities with an adult's.
   d. Discuss Skeels' work at Glenwood State School.
   e. Discuss whether or not young infants can discern the emotional content of messages.
   f. Be aware of the ways in which attachment to fathers may be different from attachment to mothers.

   **Performance Standards**
   Competence will be demonstrated:
   o in the completion of selected activities assigned by the instructor.
   o in the completion of a chapter test.

   **Criteria - Performance will be satisfactory when:**
   o learner participates in class discussions and activities.
   o learner provides acceptable written and oral responses to questions and situations involving infants, and their parents.
4. Examine the different aspects of learning, and the ways that learning can affect the behavior of children, adults and other species.

**Learning objectives**

*What you will learn as you master the competency:*

a. Be aware of the abilities of toddlers to imitate other toddlers' actions.

b. Define learning, and indicate the three main ways in which we learn.

c. Define reinforcement.

d. Describe what is meant by social learning.

e. Distinguish between performance and acquisition of a behavior.

f. Describe the relationship that was found between violence on television programs and aggressive behavior.

**Performance Standards**

*Competence will be demonstrated:*

- in the completion of selected activities assigned by the instructor.
- in the completion of a chapter test.

*Criteria - Performance will be satisfactory when:*

- learner participates in class discussions and activities on how children learn.
- learner provides acceptable written and oral responses to questions and situations concerning the cognitive aspects of social learning theory.

5. Investigate the normal sequence of language acquisition in children.

**Learning objectives**

*What you will learn as you master the competency:*

a. Describe the difference between language and communication.

b. Explain how the word infant derived and what determines when infancy ends.

c. State why "naming" is an important development, and when the naming process begins.

d. Describe when the two-word stage begins.

e. Be aware of how motivation may have an effect on children's rate of vocabulary acquisition.

**Performance Standards**

*Competence will be demonstrated:*

- in the completion of selected activities.
- in the completion of a chapter test.

*Criteria - Performance will be satisfactory when:*

- learner participates in class discussions and activities on language acquisition.
- learner provides acceptable written and oral responses to questions and situations about language acquisition.
6. Examine important cognitive theories and see how the field of cognitive development has grown.

**Learning objectives**

*What you will learn as you master the competency:*

a. Describe Piaget's philosophy of cognition and list the four main periods of cognitive development.
b. Describe Piaget's influence on education.
c. Discuss Pascual-leone's revision of Piaget's theory and the role of M.
d. Give examples of how the development of metamemory may be related to experience and different cultures.

**Performance Standards**

*Competence will be demonstrated:*

o in the completion of selected activities assigned by the instructor.
o completion of a chapter test.

*Criteria - Performance will be satisfactory when:*

o learner provides acceptable, written and oral responses to questions and situations about the cognitive process.
o learner participates in class discussions and activities on the cognitive process.

7. Examine the development of intelligence in children, the ways in which it is measured, and the problems faced by researchers.

**Learning objectives**

*What you will learn as you master the competency:*

a. Discuss Binet's concept of mental age.
b. Compare the differences in IQ scores found among blacks and whites.
c. Discuss the pros and cons of the Kaufman Assessment Battery for Children concerning its assessment of racial differences and IQ.
d. Discuss the worth of early intervention projects and cite examples that support their value.

**Performance Standards**

*Competence will be demonstrated:*

o in the completion of selected activities assigned by the instructor.
o in the completion of a chapter test.

*Criteria - Performance will be satisfactory when:*

o learner provides acceptable written and oral responses to questions and situations about the development of intelligence in children.
o learner participates in class discussions and activities on the development of intelligence in children.
8. Be sensitive to parenting techniques and ways in which families socialize children.

**Learning objectives**

*What you will learn as you master the competency:*

a. Assess reasons why children may differ in behavior and personality despite the stability of family interaction patterns.

b. Acquaint self with the terms power assertion, love withdrawal, and induction.

c. Outline the kinds of problems faced by adopted children in our society.

d. Describe how children may be affected in a family in which both parents work.

e. Examine joint custody and the pros and cons associated with it.

f. Describe child abuse and why a firm definition is difficult to come by.

**Performance Standards**

*Competence will be demonstrated:*

- in the completion of selected activities assigned by the instructor.
- in the completion of a chapter test.

*Criteria - Performance will be satisfactory when:*

- learner provides acceptable, written and oral responses to questions and situations about parenting techniques.
- learner participates in class discussions and activities on socialization and children.

9. Differentiate the biological, cognitive, and sociocultural aspects of human sexual development.

**Learning objectives**

*What you will learn as you master the competency:*

a. Discuss the research pertaining to whether gender or style of play is most influential in determining what and with whom boys and girls prefer to play.

b. Distinguish between primary and secondary sexual characteristics.

c. Discuss what is meant by sex typing.

d. Describe how culture might influence sex roles.

e. Discuss the hazards of failing to overcome some sex stereotypes.

**Performance Standards**

*Competence will be demonstrated:*

- in the completion of selected activities assigned by the instructor.
- in the completion of a chapter test.

*Criteria - Performance will be satisfactory when:*

- learner provides acceptable written and oral responses to questions and situations about the differences in our biological, cognitive and social development.
- learner participates in class discussions and activities.
10. **Study the social environment in which children are raised and how it affects them, including the influence of television, schools, peers, and siblings.**

**Learning objectives**

*What you will learn as you master the competency:*

a. Give a definition of peers, and discuss peer interactions during the first year of life.
b. List and briefly describe the five descriptors of play.
c. Discuss the influence of siblings on children.
d. Discuss the influence of parents on the child's educational development.
e. Discuss the major documented and suspected influences that television has on children.

**Performance Standards**

*Competence will be demonstrated:*

- in the completion of selected activities assigned by the instructor.
- in the completion of a chapter test.

*Criteria - Performance will be satisfactory when:*

- learner provides acceptable written and oral responses to questions and situations about the environment in which children are raised.
- learner participates in class discussions and activities.

11. **Investigate ways to teach children how to delay gratification and acquire self control. Also examine the development of prosocial behaviors, the development of morals and the control of aggression.**

**Learning objectives**

*What you will learn as you master the competency:*

a. Explain the term prosocial behavior.
b. Distinguish between cooperation and helping.
c. Compare Hoffman's stages with Piaget's stages of cognitive development.
d. Outline the major theories of aggression, and describe ways in which violence and aggression might be controlled.

**Performance Standards**

*Competence will be demonstrated:*

- in the completion of selected activities assigned by the instructor.
- in the completion of a chapter test.

*Criteria - Performance will be satisfactory when:*

- learner provides acceptable written and oral responses to questions and situations about the development of morality and self control.
- learner participates in class discussions and activities.
12. Examine how culture can affect children's behavior and development and compare them with children in other countries.

**Learning objectives**

*What you will learn as you master the competency:*

a. Cite examples of informal schooling in other cultures.

b. Discuss why developmental textbooks place little emphasis on minority children.

c. Explain some of the differences between minority and majority children.

d. Describe the Japanese business and social system and relate it to the cohesion of the Japanese family.

e. Explain the techniques used by Soviet nurseries in order to foster collective feelings in children and describe the effectiveness of these techniques.

f. Discuss the effects of peers on school achievement in the U.S. and other countries.

**Performance Standards**

*Competence will be demonstrated:*

- in the completion of selected activities assigned by the instructor.
- in the completion of a chapter test.

*Criteria - Performance will be satisfactory when:*

- learner provides acceptable written and oral responses to questions about various cultures and their affect on children.
- learner participates in class discussions and activities.

13. Explain the social world of adolescence in our society and see how personality can be shaped during the transition from childhood to adulthood.

**Learning objectives**

*What you will learn as you master the competency:*


b. Discuss the current trends in adolescent suicide.

c. Describe the warning signs that may occur prior to the attempt or committing of a suicide.

d. Discuss the effects of peer groups on adolescents and relate this to drug use.

e. Explain why teenage pregnancy is a problem.

f. Outline and discuss a program that has been successful in significantly reducing teenage pregnancy.

**Performance Standards**

*Competence will be demonstrated:*

- in the completion of selected activities assigned by the instructor.
- in the completion of a chapter test.

*Criteria - Performance will be satisfactory when:*

- learner provides acceptable responses to questions and situations about adolescents in society.
14. **Examine the physical and cognitive changes that mark the period of adolescence, and how these changes can affect feelings, attitudes, and behavior.**

*Learning objectives*

*What you will learn as you master the competency:*

a. Describe how early or late physical maturation may affect an adolescent's feelings or behavior.

b. Define puberty and relate it to the growth spurt.

c. Discuss the differences in muscle strength and development before and after puberty as it relates to both boys and girls.

d. Acquire knowledge about the nutritional concerns during adolescence, including a description of anorexia, nervosa, bulimia, and obesity.

e. Discuss cognitive development in adolescence.

*Performance Standards*

*Competence will be demonstrated:*

- in the completion of selected activities assigned by the instructor.
- in the completion of a chapter test.

*Criteria - Performance will be satisfactory when:*

- learner provides acceptable written and oral responses to questions and situations about the changes in the physical and cognitive development of adolescents.
- learner participates in class discussions and activities.

15. **Investigate children who have special needs, and study disorders that may impair child development.**

*Learning objectives*

*What you will learn as you master the competency:*

a. Define developmental psychopathology.

b. Discuss the ethical issues concerning medical aid for severely handicapped newborn.

c. Describe what is meant by attention deficit disorder and hyperactivity.

d. Describe how learning difficulties may be induced by environmental toxins.

e. Be sensitive to the effect that poverty has on the development of children.

f. Acquaint self with Public Law 94-142 in helping children who are born with a handicap.

*Performance Standards*

*Competence will be demonstrated:*

- in the completion of selected activities assigned by the instructor.
- in the completion of a chapter test.

*Criteria - Performance will be satisfactory when:*

- learner provides acceptable written and oral responses to questions and situations about children with special needs.
learner participates in class discussions and activities.

**Types of Instruction**
Classroom Presentation

**Grading Information**

**Grading Scale**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
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<tr>
<td>B</td>
<td>80% - 89%</td>
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