I. **OVERVIEW**
   The following information will appear in the 2010 - 2011 catalog

   **CLDDV 105 Child Growth and Development - Late Childhood Through Adolescence  2 Units**

   **Formerly listed as:** CLDDV - 105: Child Growth and Development-Late Childhood

   **Recommended for Success:** Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 50.

   Second half of CLDDV 103 - Late childhood through late adolescence: Examines the major physical, psychosocial, and cognitive/language developmental milestones for children, both typical and atypical, from late childhood through late adolescence. 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.

   Field trips might be required. (A-F or P/NP - Student choice) Lecture

   **Transfer:** (CSU, UC) **General Education:** (MJC-GE: B, E ) (CSU-GE: D7, E )

II. **LEARNING CONTEXT**
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**

   a. Introduction to developmental perspective.

   b. Major current and historical theoretical frameworks of child development

   c. Investigative research methods: interviews, surveys, observation; documentation, analysis, presentation of findings including questions of ethics, bias, and validity of research

   d. Heredity and genetics

   e. Typical and atypical development (including but not limited to physical, social/emotional, cognitive, language, special needs, specific learning disabilities/syndromes, disorders, conditions, risk factors, and care and education at each level including IFSP/IEP.) (EICC)

   f. Middle childhood development

   g. Adolescent development

   h. Bilingual development and theories of language learning and bilingualism

   i. Gender roles; childhood and adolescent sexuality

   j. Contemporary social issues that impact children’s development

   k. Role and influence of family and caregivers

   l. Role and influence of cultural and societal impacts
B. ENROLLMENT RESTRICTIONS

1. Advisories

Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 50.

2. Requisite Skills

Before entering the course, the student will be able to:

a. Word use: 1. spell words correctly and capitalize according to conventions of standard, edited English prose; 2. use words, expressions, idioms according to their conventionally understood meaning; 3. use diction which is precise, specific, and economical; 4. avoid the use of trite or hackneyed language; 5. use diction appropriate to the purpose of the writing (e.g., technical, formal, informal, slang, etc.).

b. Sentence composition: 1. use a variety of sentence structures (simple, compound, and complex) as needed to provide for readability and to indicate relationship between thoughts; 2. maintain logic of central predication and the relationship of parts within the sentence, (e.g., avoiding faulty parallelism, mixed constructions, misplaced or ambiguous modifying phrases or clauses); 3. adhere to conventions of correctness in standard, edited English prose, (e.g., avoiding illogical sentence fragments or run-on sentences, disagreements of number, faulty shifts of tense or incorrect tense use, pronoun shifts and unclear pronoun reference, illogical or unconventional use of punctuation marks);

c. Writing process: 1. write clear introductory and concluding paragraphs which contribute to the over-all purpose of the composition; 2. (for exposition and argument) express the thesis of the composition in a clear sentence; 3. use detail and example to develop and elaborate upon subtopics selectively, mindful of the relative importance of the point being developed; 4. compose fully-developed paragraphs which are unified in thought and purpose and which show their relationship to the main thought of the composition; 5. provide for coherence within and between paragraphs through appropriate use of transitional words, phrases, and sentences;

d. Comment and analyze reading selections in directed class discussion.

C. HOURS AND UNITS

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D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Class discussions including small and large group discussions, which promote critical thinking.
2. Field Trips (maybe)
3. Group Activities
4. Guest Speakers
5. Lecture
6. Audio-visual media
7. Multiple choice and/or essay quizzes and examinations
8. Written in-class and outside-of-class homework assignments that require synthesis of content including observations and assessment, and NAEYC position statement.
E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
   
   *Time spent on coursework in addition to hours of instruction (lecture hours)*

   Weekly quizzes covering outside reading (10)
   Article review (1)
   Knowledge statement (1)
   Exams (5)

2. **EVIDENCE OF CRITICAL THINKING**
   
   *Assignments require the appropriate level of critical thinking*

   a. Weekly quizzes covering outside reading for each chapter: Piaget’s stage of development for late childhood is called _____; During adolescence Erikson says the individual is working on _____ vs _____.

   b. Article summary/critique: Using an assigned article about a current, relevant child development topic from a journal, student will summarize the article, critique the article, compare and contrast the article to the information provided in class and in the textbook.

   c. Knowledge statement: Student will summarize their knowledge of major theorists of development, including Piaget, Erikson, and Kohlberg, in essay format for late childhood and adolescence.

F. **TEXTS AND OTHER READINGS (TYPICAL)**


III. **DESIRED LEARNING**

A. **COURSE GOAL**
   
   *As a result of satisfactory completion of this course, the student should be prepared to:*

   understand the science of human development and identify major developmental milestones from late childhood through late adolescence, including theory and practical application as it applies to the ages and stages of development.

B. **STUDENT LEARNING GOALS**
   
   *Mastery of the following learning goals will enable the student to achieve the overall course goal.*

1. **Required Learning Goals**
   
   *Upon satisfactory completion of this course, the student will be able to:*

   a. Define development and describe the typical child development milestones of late childhood through late adolescence and identify the strengths and special needs of the child in the context of his/her family. (Early Intervention Core Competency, EICC)

   b. Analyze the relationships between the factors in typical and atypical physical, cognitive, creative, social and emotional development from the whole child perspective including cultural factors from late childhood through late adolescence. (EICC)

   c. Compare the emotional and external influences on typical and atypical growth and development including culturally influenced interactions, implications from late childhood through late adolescence. (EICC)
d. Interpret the needs of children and adolescents and propose implications for adult responses.

e. Identify personal biases towards late childhood through late adolescence including bias toward culture, race, abilities, and gender and examine and explain how bias can influence the research process. (Curriculum Alignment Project, CAP)

f. Examine and discuss major theories of child development. (CAP)

g. Examine ways in which developmental domains are continuous, sequential, and inter-related. (CAP)

h. Investigate and explain sources of developmental change and reasons for disturbances in the developmental process. (CAP)

i. Demonstrate knowledge of current research findings as they apply to child development. (CAP)

j. Demonstrate objective techniques and skills when observing, interviewing, describing, and evaluating behavior in children of all ages, cultures, and backgrounds and their caregivers. (CAP)

k. Examine and evaluate the importance of the childhood and adolescence and the effects of interaction between the individual and her/his environment. (CAP)

l. Examine and evaluate the role of family in facilitating children's development. (CAP)

m. Examine and evaluate the role of teachers and other professionals in facilitating children's development. (CAP)

n. Examine and evaluate the role of play and its relationship to development at various stages. (CAP)

o. Identify and describe risk factors that impact families and child at each major developmental stage. (CAP)

p. Investigate and explain the process of bilingual development in children at various stages. (CAP)

q. Discuss and recognize basic health issues and conditions, which promote optimal health and safety as well as identify and problem solve aspects of a program that would impede the optimal growth and development of children. (EICC)

r. Describe and explain biological and environmental factors influencing the development of identity and self-esteem in children of all ages. (CAP)

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Class discussions including small and large group experiences, quizzes, and reflections on current reading assignment, guest speakers, lecture, text, and audio-visual media.

2. Written in-class and out-of-class homework assignments including summary, review of current periodical, portfolio.

B. SUMMATIVE ASSESSMENT

1. Multiple choice and/or essay for mid-term and final examination.

2. Research Paper

3. Small group presentations