Palomar College

CHDV 100: Child Development

Instructor: Renee C. Barrett, Ph.D, MPH

Class: Mondays, Wednesdays Room A-18,
Section: 71957  Time: 12:30-1:50 pm

Office Hours: By appointment only
Phone: (760) 635-0502  E-Mail:rbarrett@rcbarrettassociates.com

Textbook: The Developing Person Through Childhood and Adolescence; 6th Edition
By Kathleen Stassen Berger

Website: worthpublishers.com; author: Berger: 6/e,2003; Go to companion site; click on textbook; select chapter; click on Q&A online; click on start

Scope of Course: This course is designed to give students a broad overview of human development from conception to adulthood, including the interaction of genetic and environmental factors. Past and current learning theories relating to individual development and development of skills leading to optimum interaction in adult-child relationships will be explored.

Course Objectives: At the end of this course, the student will be able to successfully demonstrate the ability to:

1. Define human development emphasizing that it is holistic and involves the interaction of physical, cognitive and psycho-social domains.
2. Explore possible sources of developmental changes and reasons for disturbances in the developmental process.
3. Explain the role of theories and generate the realization that they may compliment, conflict, or be similar in their views of development.
4. Employ the scientific method of research so that students will understand its function while acquiring a critical attitude.
5. Show how diverse theoretical perspectives affect research and applications.
6. Provide objective techniques and skills for observing human behavior.
7. Foster an application of people of all ages, culture and background, and to value their similarities and differences.
Course Outline and Schedule

Week 1
8/25, 27 Introduction
What is Human Development?
Contexts of Human Growth & Development
Research Methods in Study of Human Development
Ethical Issues in Research with Children

Assignment(s): Read Chapter 1; Chapter Quiz online,*Selection of theorist

Week 2
9/3 Overview of Major Theoretical Approaches to Human Development: Learning
Theories, Cognitive Theories, Psychoanalytic Theories and Emergent Theories
Theorist Presentations Chapters 1-2

Assignment(s): Read Chapter 2 Complete Chapter Quizzes online

Week 3
9/8 Heredity and Environment: Principles & Processes of Genetics, Genetic
Abnormalities, Culture & Socialization, Gender-Role Identity
Theorist Presentations Chapter 3

9/10 Meet at Library, 2nd Floor; area across from information reference desk for a
presentation on CHDV resources available for group presentations, research

Assignment(s): Read Chapter 3; Complete Chapter Quiz online

Week 4
9/15 Prenatal Development and Birth: Conception, Periods of Development,
Prenatal Influences, Low Birthweight, Birth Complications, Maternal and Family
Adjustment
Theorist Presentations Chapter 4

9/17 Chapter Test: 1, 2, 3, and 4

Assignment(s): Read Chapter 4; Complete Chapter Quiz online Assignment #1 Interview due 9/15

Week 5
9/22 The First 2 Years of Biosocial Development: Physical Growth, Brain Development,
Motor Skills, Sensory and Perceptual Capacities, Nutrition
9/24  The First 2 Years of Biosocial Development: Physical Growth, Brain Development, 
      Motor Skills, Sensory and Perceptual Capacities, Nutrition 
      Observation Skills

Assignment(s): Read Chapter(s) 5 Complete Online Chapter Quiz, Assignment # 3 Draft 
Theorist/Researcher Paper due on 9/24

Week 6
9/29  The First 2 Years of Cognitive Development: Perception and Cognition, 
      Sensorimotor Intelligence, and Language Development 
      Theorist Presentations Chapter 6

10/1  The First 2 Years of Psychosocial Development: Attachment and Separation, 
      Fathers, Siblings, and Family System, Child Rearing and Personality Development 
      Theorist Presentations Chapter 7

Assignment(s) Read Chapter 6, 7 Complete Online Chapter Quiz

Week 7
10/6  Continuation of The First 2 Years of Psychosocial Development: Attachment and 
      Separation, Fathers, Siblings, and Family System, Child Rearing and Personality 
      Development

10/8  The Play Years: Biosocial Development: Brain Growth, Physical-Motor Skills 
      Theorist Presentations Chapter 8

Assignment(s): Read Chapter 8, Complete Online Chapter Quiz,

Week 8
10/13  Chapter Test: 5, 6, 7, & 8

10/15  The Play Years: Cognitive Development: Piaget, Vygotsky Theories As They Apply 
      to Language, Mathematics and Memory, Cultural Impact 
      Theorist Presentations Chapter 9

Assignment(s): Read Chapter 9, Complete Online Chapter Quiz, Assignment# 3 Final Draft 
of Theorist/Researcher paper due 10/15

Week 9
10/20  The Play Years: Psychosocial Development: Social Skills, Parenting Styles, Gender- 
      Role Influence, Play Learning and Early Child Education
Theorist Presentations Chapter 10 (First half the group)

10/22 The Play Years: Psychosocial Development: Social Skills, Parenting Styles, Gender-Role Influence, Play Learning and Early Child Education
Theorist Presentations Chapter 10 (Second half of group)

Assignment(s): Read Chapter(s) 10 Complete Online Chapter Quiz

Week 10
10/27 The School Years: Biosocial Development: Motor Skills, Health and Illness, Obesity, Children with Special Needs
Theorist Presentations Chapter 11

10/29 The School Years: Cognitive Development: Knowledge, Memory, Attention Span, Recall, Classification of Information, Critical Thinking, Evaluation, and Language
Theorist Presentations Chapter 12

Assignment(s) Read Chapter(s) 11, 12: Complete Online Chapter Quizzes

Week 11
11/3 The School Years: Cognitive Development: Knowledge, Memory, Attention Span, Recall, Classification of Information, Critical Thinking, Evaluation, and Language, Observation Skills

11/5 Chapter Test: 9, 10, 11, and 12

Assignment(s) Read Chapters 12, Complete Online Chapter Quizzes, Assignment 4, Piaget Activities due on 11/3

Week 12
11/12 The School Years: Psychosocial Development: Kohlberg’s Theory on Moral Development, Peer Relationships, Families and Coping with Problems/Challenges
Theorist Presentations (First half of group)

Assignment(s) Read Chapter 13, Complete Online Chapter Quiz

Week 13
11/17 The School Years: Psychosocial Development: Kohlberg’s Theory on Moral Development, Peer Relationships, Families and Coping with Problems/Challenges Observation Skills; Theorist Presentations Chapter 13 (Second half of group)
11/19  Adolescence: Biosocial Development: Physical Maturation, Gender Identity and Health and Hazards  
Theorist Presentation Chapter 14

**Assignment(s)** Read Chapter 14, Complete Online Chapter Quiz

**Week 14**  
11/24  Adolescence: Cognitive Development: Reasoning, Processing, and Intelligence  
Theorist Presentations Chapter 15

11/26  Adolescence: Psychosocial Development: Developmental Tasks, Values, Ideals & Moral Development, Family and Friends  
Theorist Presentations Chapter 16 (First half of group)

**Assignment(s)** Read Chapter(s) 15, 16 Complete Online Chapter Quiz, Assignment#5 Child Observation or Adolescent Interview due 11/26

**Week 15**  
12/1  Adolescence: Psychosocial Development: Developmental Tasks, Values, Ideals & Moral Development, Family and Friends  
Theorist Presentations Chapter 16 (Second half of group)

12/3  Chapter Test 13, 14, 15 & 16

**Assignment(s)** Study for Chapter Test on 12/3

**Week 16**  
12/8  In Class Project

12/10  In Class Project/Review for Final

**Assignment(s)** None

**Week 17 Final Exam Schedule**

**Course Grading System:**

- 4 Exams/(4 @ 25 pts. each)  
- 1 Final  
- Assignment #1 Parent Interview  
- Assignment #2 Theorist Presentation  
- Assignment #3 Theorist/Researcher Paper  
- Assignment #4 Piaget  
- Assignment #5 Child Observation/Adolescent Interview

Total: 100 points
Grading Scale:

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<tr>
<th>Points Range</th>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>225-203</td>
<td>90%</td>
<td>A</td>
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<tr>
<td>202-180</td>
<td>80%</td>
<td>B</td>
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<tr>
<td>179-158</td>
<td>70%</td>
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<td>157-135</td>
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(There will be one additional 15 point extra credit opportunity through an in-class assignment.)

Course Policies/Requirements:

1. Students will attend each class and participate in discussions during each class session. Attendance is mandatory. No more than 2 absences will be permitted over the course of the semester. After 2 absences the student must arrange a conference with the instructor. It is the student’s responsibility to contact the instructor about the absence before the next class session. Also it will be the student’s responsibility to officially drop the course through the admissions office.

2. It is anticipated for this three unit course, students should commit nine hours per week: three hours in class and six hours for class assignments. Students are expected to arrange to get missed notes and assignments from classmates.

3. Students will complete all reading assignments prior to class and be prepared to participate in lecture, discussions, group activities, presentations and exams.

4. Late assignments will not be accepted without prior consent of the instructor (prior consent is at least 24 hours before the class session), and must be submitted no later than one week from the due date. Any assignments turned in after due date will be penalized at one half of points assigned. (In case of emergencies, assignments will be accepted through electronic forms. You can e-mail your assignment as an attached document, using Microsoft Word. Please do not type it out on the e-mail message or use another computer program. This is to be used only in emergencies. Please refer to the e-mail address listed on the front page.)

5. Students will turn in all assignments neatly type written/word processed or otherwise the points awarded will be effected. Any papers not typed will be penalized one third of the points normally awarded. The instructor reserves the right to refuse any paper that does not meet college standards.

6. Chapter tests and the final exam may not be made up. Arrangements to take the exam early will be considered under very special circumstances.

7. The in-class presentation may not be made up. If you are absent or unprepared, points will not be given.
8. Academic cheating, plagiarism (to take and pass off one's own work or ideas of another), or turning in assignments from other classes will not be accepted. Students involved in such acts are subject to charges of misconduct as stated in the college catalog.

9. Students are to be here on time for class and remain for the duration of the class.

10. Beepers and cellular phones are to be turned off during class.

11. Students with a disability that requires accommodations are to contact the instructor within the first week of class. Any student with a verified disability may be entitled to appropriate academic accommodations. Please contact the Disabled Students Programs and Services Office for further information.

12. Course content, exams, dates and assignments as defined in syllabus may be subject to change by the instructor with notification to the students.