

**DELAWARE TECHNICAL & COMMUNITY COLLEGE**

**COLLEGEWIDE COURSE SYLLABUS**

**CAMPUS:** Terry Campus

**DEPARTMENT:** Social Sciences

**COURSE:** PSY 125 Child Development

**INSTRUCTOR NAME:** Telephone: Email:

**PREREQUISITES:** ENG 051, RDG 051

**CO-REQUISITES:** None

**COURSE HOURS and CREDITS:** 3:0:3

**COURSE DESCRIPTION:**

This course is designed to assist students in their understanding of basic concepts relevant to child development. Emphasis will be placed upon physical, cognitive, emotional, and social development during childhood. The interrelationship of these factors will also be discussed and evaluated.

**TEXT:** Puckett, M. and Black J. The Young Child Prentice-Hall

**MATERIALS:** None

**METHOD of INSTRUCTION:** Campus Classroom, Telecourse

**MANUALS:** None

**DISCLAIMER:** None

## **CORE CURRICULUM COMPETENCIES**

01/06/00

### CORE CURRICULUM COMPETENCIES (CCC)

The graduate will be able to:

1. Communicate clearly and effectively both orally and in writing.
2. Demonstrate effective problem solving and reasoning skills.
3. Work effectively in groups of people from diverse backgrounds.
4. Demonstrate ethical and professional understanding and conduct.
5. Identify and evaluate useful and pertinent information sources and systems and how they are structured.
6. Use computer technology appropriate to the field.
7. Perform mathematical operations appropriate to the technology.
8. Explain the sociological, psychological, political or economic factors that influence social behavior.
9. Apply scientific principle in the technology area.

The Core Curriculum Competencies apply to all Associate Degree programs at the College. These are incorporated into each curriculum either by a course or by being integrated into coursework.

### EARLY CHILDHOOD EDUCATION TECHNOLOGY PROGRAM GRADUATE COMPETENCIES (PGC)

The graduate will be able to:

1. Demonstrate the skills needed in the field of Early Childhood Education.
2. Employ communication skills necessary within the Early Childhood environment and network.
3. Apply Early Childhood Education theories in job responsibilities.
4. Practice ethical and professional conduct required in the Early Childhood Education environment.
5. Utilize effective teambuilding strategies in the Early Childhood Education arena.

## **COLLEGEWIDE CORE COURSE PERFORMANCE OBJECTIVES: (CCPO)**

The student will be able to:

1. Explain the main theoretical and methodological approaches to child development (CCC 1, 2, 8, 9; ECE PGC 1).
2. Apply aforementioned theories and methodologies (CCC 1, 2, 8, 9; ECE PGC 1, 3).
3. Identify common developmental tasks and characteristics of the young child. (CCC 1, 2, 8; ECE PGC 1, 3).
4. Describe norms and milestones associated with stages of development from prenatal to middle childhood. (CCC 1, 2, 8; ECE PGC 1, 2)
5. List and describe the life stages of development from birth to pubescence. (CCC 1, 2, 8; ECE PGC 1, 2)
6. Recognize the norms and discontinuities associated with physical, social, emotional, cognitive, and moral development during childhood. (CCC 1, 2, 3, 8; ECE PGC 1, 3)
7. Analyze issues and social problems associated with the growth and development of the young child. (CCC 1, 2, 8; ECE PGC 1, 3)
8. Identify available resources for resolving issues and problems relating to child growth and development. (CCC 1, 2, 3, 4, 8; ECE PGC 2)

## **MEASURABLE PERFORMANCE OBJECTIVES: (MPO)**

The student will be able to:

1. Explain the main theoretical and methodological approaches to child development.
  - 1.1 *Explain the major stage theories of development.*
  - 1.2 *Describe the behavioral approach and contrast it with the stage theories.*
  - 1.3 *Explain social-learning theory.*
  - 1.4 *Identify and explain major language development theories and approaches.*
  - 1.5 *Identify and explain major cognitive development theories and approaches.*
  - 1.6 *Identify and explain major social-emotional development theories and approaches.*

2. Apply aforementioned theories and methodologies.
  - 2.1 *Recognize, identify, and explain the application of the theories in MPO 1 in educational settings through classroom and/or lab childcare settings.*
  - 2.2 *Write lesson plans and/or writing assignments that demonstrate the use and application of theoretical approaches from MPO 1.*
  
3. Identify common developmental tasks and characteristics of the young child.
  - 3.1 *List and/or identify the major areas of childhood growth and development.*
  - 3.2 *For each stage of childhood development, identify developmental tasks that are common across cultures.*
  - 3.3 *Define proximodistal and cephalocaudal development and explain the significance of these terms to development.*
  - 3.4 *Recognize and/or give examples of the above for each stage of development in the young child.*
  
4. Describe norms and milestones associated with stages of development from prenatal to middle childhood.
  - 4.1 *Identify and describe the major developmental tasks that children are expected to “master” at each stage of development.*
  - 4.2 *Trace the sequencing of major physical, cognitive, language, and social/emotional development throughout childhood.*
  
5. List and describe the life stages of development from birth to pubescent.
  - 5.1 *List the stages of development.*
  - 5.2 *Distinguish between the stages by age, tasks, and observable characteristics in physical, cognitive, and social/emotional areas.*
  
6. Recognize the norms and discontinuities associated with physical, social, emotional, and cognitive. and moral development during childhood.
  - 6.1 *Describe genetic influences in relational to psychical traits, abilities, rate of development, growth, and personality.*
  - 6.2 *List and describe the major genetic disorders.*
  - 6.3 *Describe the stages of prenatal development.*
  - 6.4 *Identify threats to the development of the unborn child.*
  - 6.5 *Identify methods of birth and delivery and possible complications that effect development.*
  - 6.6 *Discuss prematurity and premature infant management.*
  - 6.7 *Describe infant’s sensory abilities.*

- 6.8 *Explain the significance of Piaget's sensorimotor stage on cognitive development in infancy.*
- 6.9 *Identify and/or give examples from observations of sensorimotor development.*
- 6.10 *Outline the sequence of physical development in infancy and the toddler stage.*
- 6.11 *Identify ways parents and caregivers may optimize the cognitive development of infants and toddlers.*
- 6.12 *Identify major concepts of infant and toddler social/emotional development (e.g. attachment, social referencing, stranger anxiety, etc.)*
- 6.13 *Identify and/or give examples of social/emotional development from observations.*
- 6.14 *Recognize and/or discuss the effects of maternal employment and childcare during the infant-toddler period.*
- 6.15 *Outline the sequence of language development from infancy through adolescence.*
- 6.16 *Identify the errors young children make in their speech.*
- 6.17 *Recognize the various approaches and theories of language development.*
- 6.18 *Recognize and/or explain the sequence of moral development from childhood through adolescence according to Kohlberg and/or Piaget..*
- 6.19 *Identify the sequence of growth and motor development from preschool through kindergarten age.*
- 6.20 *Identify and/or explain physical growth and motor development through observations*
- 6.21 *Describe the developmental progressions shown in children's art.*
- 6.22 *Describe the characteristics of preschooler's thinking according to Piaget.*
- 6.23 *Discuss the influences of television and video games on the young child.*
- 6.24 *Identify the types and functions of play.*
- 6.25 *Recognize development in terms of preschool play and interpersonal relationships and identify and/or explain through observations.*
- 6.26 *Identify the various parenting styles and child rearing strategies with possible effects on the child's behavior and development.*
- 6.27 *Identify the growth patterns and motor skill development in middle childhood; identify and/or explain through observation.*
- 6.28 *Recognize and identify the differences in cognitive abilities of children in the pre-operational stage and the concrete operational stage.*
- 6.29 *Identify information-processing abilities in middle childhood.*
- 6.30 *Describe the process by which self-concept develops.*
- 6.31 *Identify the progressive development of friendship, including gender differences*
- 6.32 *Discuss prosocial and aggressive behavior in middle childhood.*

7. Analyze issues and social problems associated with the growth and development of the young child.
  - 7.1 *For each stage of child development identify major social/emotional tasks of development (e.g. attachment, independence, sharing, egocentrism, friendships, play, moral development, etc.).*
  - 7.2 *Recognize characteristics and behaviors for each issue identified in 7.1 that indicates healthy development and/or indicators of concern.*
  - 7.3 *Explain the factors involved in promoting healthy development for each of the issues identified in 7.1.*
  - 7.4 *Recognize the effects of divorce, stepfamilies, self-care (latchkey), poverty, domestic violence, and family addictions on children.*
  - 7.5 *Recognize possible consequences and social problems that may result from inappropriate growth and development in the areas identified in 7.1.*
  - 7.6 *Identify types of child abuse and neglect.*
  - 7.7 *Recognize physical, behavioral, and social-emotional indicators of abuse and neglect.*
  
8. Identify available resources for resolving issues and problems relating to child growth and development.
  - 8.1 *Compile a resource manual of agencies in your county that provide resources to help with issues and problems in physical, cognitive, and social/emotional areas of development.*
  - 8.2 *Recognize and/or identify resources within childcare settings that can be utilized to resolve issues and problems.*
  - 8.3 *Identify and/or or explain appropriate methods of resolving day-to-day issues and problems that typically occur within a child's normal day.*
  - 8.4 *Demonstrate and/or explain the process and procedure to follow within a childcare setting for resolving issues and problems.*

## **EVALUATION CRITERIA:**

Students will demonstrate proficiency on all Measurable Performance Objectives at least to the 75% level. The final course grade will be derived from:

### **Examinations**

**40%**

(MPO 1-8)

There will be 2-6 examinations in the course that will average to 40% of the final grade. The exams may contain a variety of question types including multiple choice, matching, true/false, short answer, and essay. The questions will reflect the competencies within this course syllabus. You are expected to make up any missed exams within one week of your return to class. Make-up exams may not be in the same format as the scheduled exam. You must contact the instructor for details as to where and when to complete the make-up exam.

**Written Assignments****25%**

(MPO 1-8)

You will complete various writing assignments as determined by your instructor. These assignments may include any of the following:

- Theoretical Paper
- Book Report/Abstract
- Personal Development Portfolio
- Abstracts
- Written Responses to Questions/Video
- Research Paper

**Observations****25%**

(MPO 3,4,6)

You will be required to complete a variety of observations. These observations will reflect the competencies within this course. You will present your findings in class. The instructor will determine detailed evaluation criteria. Your instructor will provide guidelines for observations.

**Participation****10%**

(MPO 1-8)

You will be expected to complete homework assignments and/or in-class activities. These will be assigned by your instructor and must be completed per his/her instructions and timelines. The homework and activities may include but not be limited to text-based activities, instructor provided handouts, small group work, and/or lab work, and one or more web-based activities. No missed in-class activities may be made up due to the nature of the activity. All homework and activities will be graded and averaged together to comprise 10% of your final grade.

See Measurable Performance Objectives for detailed expectations and requirements.

Grades will be computed using the following scale:

92 - 100	= A
83 - 91	= B
75 - 82	= C
0 - 74	= R

**Students should refer to the Student Handbook for information on Academic Standing Policy, Academic Honesty Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.**