

Class: Child Development 38 – Lifespan Development Instructor: Cecil Trinidad
Class Schedule: Monday and Wednesday 2:00-3:15 Class #: 52209
cecil.trinidad@reedleycollege.edu

Course Description: This course studies basic theories, research, concepts and principles of physical, emotional, cognitive and social development at each stage of life from conception to old age. This course is designed to promote critical understanding. Students will apply developmental theory to major topics that occur throughout one's lifespan.

Course Outcomes:
Upon completion of this course, students will be able to:

- A. Describe the developmental characteristics of humans at different stages, and the changes that occur from conception to death in the physical, cognitive, and social domains.
- B. Identify variables which contribute to typical and atypical development (eg., prenatal exposure to teratogens; effects of child maltreatment).
- C. Evaluate attributes of relationships across the lifespan (eg., attachment in infancy; bullying in childhood & adolescence; domestic violence in adulthood)

Text: Outside Educational Resources

Course Content Outline:

- A. Theories and Research in Human Development
 1. Biological Perspective
 2. The Psychodynamic Perspective
 3. The Learning Perspective
 4. The Cognitive-Development perspective
 5. The Contextual Perspective
- B. Research in Human Development
 1. Methods used to study development
- C. Genetic bases of Child Development
 1. Genetic Foundations
 2. The Sex Cells
 3. Multiple Births
 4. Patterns of Genetic Inheritance
 5. Chromosomal Abnormalities
 6. Genetic Counseling
 7. Reproductive Choices
- D. Prenatal Development
 1. Conception
 2. Period of the Zygote, Embryo & Fetus
 3. Prenatal Environmental Influences
 4. Prenatal Diagnosis and treatment
- E. Birth
 1. Labor and Delivery
 2. Approaches to Childbirth
 3. Birth Complications
- F. Newborn
 1. Assessing the Newborn
 2. Newborn states
 3. Perception and Learning
- G. Physical Development
 1. The Course of Physical Development
 2. Developmental Milestones
 3. Perceptual Motor Development
 4. Development of the Brain
 5. Factors Affecting Physical Growth
- H. Cognitive Development-Infant through Adulthood

1. Piaget's Cognitive Development Theory
 2. Vygotsky's Sociocultural Theory
 3. Information-Processing Theory
 4. Definitions of Intelligence
 5. Children with Special Needs
- I. Language Development-Infant through Adolescence
1. Elements of Language
 2. Prelinguistic Development
 3. Bilingualism
- J. Emotional Development- Infant through Adulthood
1. The Functions of Emotions
 2. Temperament
 3. Development of attachment
- K. Social Development- Infant through Adulthood
1. Self and Social Understanding
 - a. Self-awareness
 - b. Self-esteem
 - c. Self-concept
 2. Erikson's Psychosocial Theory
 3. Socialization Within the Family
 - a. Parenting
 - b. Sibling relationships
 - c. Family Lifestyles
 4. Importance of Relationships
 - a. Development of Peer Relations
 - b. Friendships
 - c. Popularity and Rejection
 - d. Relationships in Adulthood
- L. Moral Development
1. Moral Reasoning
 - a. Piaget's View
 - b. Kohlberg's View
 2. Development of Self-Control
 3. Prosocial Behavior
 4. Aggression
- M. Gender Development- Infant through Adolescence
1. Gender Identity
 2. Differences Related to Gender
 3. Gender Stereotypes

Course Objectives:

- A. Compare/contrast the historical perspectives/theories of human development to modern perspectives/theories. Describe the common research methods used to study children, and explain their strengths and limitations.
- B. Describe the developmental changes that take place in human development.
- C. Identify those variables that lead to typical development and those that contribute to atypical development.
- D. Demonstrate effective techniques in observing typical and atypical development.
- E. Relate developmental and learning theories to language and communication skills in children birth to adulthood.
- F. Relate developmental and learning theories to family and human relationships
- G. Recognize the impact of biological, environmental, social political and nutritional factors on health and well being in human development.
- H. Describe the effective use of discipline, shaping, reinforcement and modeling behavior.

1/14 Course Outline/Course Syllabus/Expectations-
Introduction

1/16 Introduction/ Biological Beginnings

1/21 Martin Luther King, Jr. Day Observance (no class/campus closed)

1/23 Biological Beginnings-Continued

1/28 Physical and Cognitive Development in Infancy

1/30 Physical and Cognitive Development in Infancy-Continued

2/4 Socioemotional Development in Infancy

2/6 Socioemotional Development in Infancy-Continued

2/11 Physical and Cognitive Development in Early Childhood
Article # 1 Due

2/13 Physical and Cognitive Development in Early Childhood-Continued

2/18 Holiday - Washington Day observance (no classes held, campus closed)

2/20 Exam # 1

2/25 Socioemotional Development in Early Childhood

2/27 Socioemotional Development in Early Childhood -Continued

3/4 Physical and Cognitive Development in Middle and Late Childhood

3/6 Physical and Cognitive Development in Middle and Late Childhood -Continued

3/11 Socioemotional Development in Middle and Late Childhood

3/13 Socioemotional Development in Middle and Late Childhood-Continued

3/18 Physical and Cognitive Development in Adolescence

3/20 Physical and Cognitive Development in Adolescence-Continued

3/25 Socioemotional Development in Adolescence
Article # 2 Due

3/27 Socioemotional Development in Adolescence-Continued

4/1 Exam # 2

4/3 Physical and Cognitive Development in Early Adulthood

4/8 Physical and Cognitive Development in Early Adulthood-Continued

4/10 Socioemotional Development in Early Adulthood

4/15-19 Spring Recess

4/22 Socioemotional Development in Early Adulthood-Continued

4/24 Physical and Cognitive Development in Middle Adulthood

4/29 Physical and Cognitive Development in Middle Adulthood-Continued

5/1 Socioemotional Development in Middle Adulthood
Article # 3 Due

5/6 Socioemotional Development in Middle Adulthood-Continued
Physical and Cognitive Development in Late Adulthood

5/8 Physical and Cognitive Development in Late Adulthood-Continued
Socioemotional Development in Late Adulthood

5/13 Socioemotional Development in Late Adulthood-Continued

5/15 Death, Dying, and Grieving

5/23 Final Exam

Grading Policy:

Three Articles related to Life Span Stages: 10 points each	Total:	30 points
Participation Points (5*33 Days)	Total:	165 points
Three Examinations	Exam # 1	70 points
	Exam # 2	70 points
	Exam # 3	85 points
	Total:	225 points
	Grand Total:	420 points

- A = 378 points and above
- B = 336 points to 377
- C = 294 points to 335
- D = 255 points to 293
- F = 254 points and below

Class Policies and Procedures:

The statements below are taken directly from the Reedley College Catalog

Academic Dishonesty

Students at Reedley College are entitled to the best education that the college can make available to them, and they, their instructors, and their fellow students share the responsibility to ensure that this education is honestly attained. Because cheating, plagiarism, and collusion in dishonest activities erode the integrity of the college, each student is expected to exert an entirely honest effort in all academic endeavors. Academic dishonesty in any form is a very serious offense and will incur serious consequences.



Cheating

Cheating is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner, such as having improper access to answers, in an attempt to gain an unearned academic advantage. Cheating may include, but is not limited to, copying from another's work, supplying one's work to another, giving or receiving copies of examinations without an instructor's permission, using or displaying notes or devices inappropriate to the conditions of the examination, allowing someone other than the officially enrolled student to represent the student, or failing to disclose research results completely.

Plagiarism

Plagiarism is a specific form of cheating: the use of another's words or ideas without identifying them as such or giving credit to the source. Plagiarism may include, but is not limited to, failing to provide complete citations and references for all work that draws on the ideas, words, or work of others, failing to identify the contributors to work done in collaboration, submitting duplicate work to be evaluated in different courses without the knowledge and consent of the instructors involved,

or failing to observe computer security systems and software copyrights. Incidents of cheating and plagiarism may result in any of a variety of sanctions and penalties, which may range from a failing grade on the particular examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor and depending on

Cheating/Plagiarism: Cheating and/or plagiarism will not be tolerated. A student will receive no credit for the assignment if in the opinion of the instructor the individual has cheated

Accommodations for Students with Disabilities: If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible.

Changing Syllabus Statement: This course syllabus is equivalent to a contract between the instructor and the student. However, the information in this syllabus is subject to change at any time during the semester. All changes will be stated in class and students are responsible for noting such changes. In the event that you are absent on the day changes are made, it is your responsibility to find out the changes and adhere to them.

The student's decision to attend the class denotes acceptance of:

- ✓ This syllabus as a contract outlining the student's responsibilities to complete all required assignments by the due dates
- ✓ The policy that late assignments will not be accepted
- ✓ The changing syllabus statement
- ✓ The expectations of this course as outlined in this syllabus
- ✓ That final grades are determined on the basis of accumulated points from required assignments
- ✓ The policy that students are responsible for supplying evidence of any discrepancy in grades as determined by returned/graded assignments.

Students disagreeing with the above statements should withdrawal from this course section and enroll in a section of this course taught by another instructor.

Important Dates:

January 14 (M) Start of Spring 2019 semester

January 14 - March 15 (M-F) Short-term classes, first nine weeks

January 21 (M) Martin Luther King, Jr. Day observed (no classes held, campus closed)

January 25 (F) Last day to drop a Spring 2019 full-term class for full refund

February 1 (F) Last day to register for a Spring 2019 full-term class in person

February 1 (F) Last day to drop a Spring 2019 full-term class to avoid a "W" in person

February 3 (SU) Last day to drop a Spring 2019 full-term class to avoid a "W" on WebAdvisor

February 8 (F) Last day to change a Spring 2019 class to/from Pass/No-Pass grading basis

February 15 (F) Lincoln Day observance (no classes held, campus closed)

February 18 (M) Washington Day observance (no classes held, campus closed)

March 8 (F) Last Day to drop a full-term class (letter grades assigned after this date)

March 18 - May 24 (M-F) Short-term classes, second nine weeks

April 15-18 (M-Th) Spring recess (no classes held, campus open)

April 19 (F) Good Friday observance (no classes held, campus closed) (classes reconvene April 22)

May 20-24 (M-F) Spring 2019 final exams week

May 24 (F) End of Spring 2019 semester/commencement

THE INSTRUCTOR RESERVES THE RIGHT TO MODIFY THE SCHEDULE AND DATES OF LECTURE MATERIAL, READING, AND ASSIGNMENTS. STUDENTS WILL BE GIVEN REASONABLE NOTICE OF ALL CHANGES

****Students are to take responsibility of dropping this course in the event of non-continuance**