



### **Course Description**

#### **DEP2100 | Child Growth and Development | 3.00 credits**

This course in Child Growth and Development is designed especially for students interested in the human life span from birth through the first eight years. The course is intended to acquaint the student with basic theoretical models of development and such specific topics as heredity teratogenic agents, learning, intelligence, socialization, personality, sex role identification, language acquisition and moral development.

### **Course Competencies**

**Competency 1:** The student will identify theoretical perspectives addressing growth and development by:

1. Stating major themes and theorists, including the psychodynamic models of Freud and Erikson, behaviorism, and Piaget.
2. Paraphrasing research methods used in developmental research, including naturalistic observation, surveys, case studies, and experimentation.
3. Recognizing the influences of environment and heredity on development.
4. Tracing the contributions of culture and context to development from conception to late childhood.

**Competency 2:** The student will demonstrate knowledge of characteristics of development from conception through late childhood by:

1. Identifying the unique characteristics of each stage in the life cycle, including the sequence of growth and predictable changes.
2. Showing the relationship among developmental characteristics within a given stage and indicating how these characteristics lay the foundations for development in later developmental stages.
3. Identifying physical capabilities present at birth and their development into more sophisticated and elaborate sensory and motor capabilities during development.
4. Describing the contributions of the major theoretical models in accounting for how personality emerges.
5. Examining the relationships between environmental and hereditary influences on various aspects of development at each stage.

**Competency 3:** The student will apply theoretical perspectives addressing growth and development to characteristics of development from conception through late childhood by:

1. Detailing the characteristics of early language development.
2. Mapping the nature and development of the self-concept regarding self-awareness, identification, self-esteem, and the self-fulfilling prophecy.
3. Illustrating intellectual development in infancy through late childhood that would be posited by theories of behaviorism, Piaget, and Vygotsky.
4. Applying the concepts of socialization and cultural norms to the progression of moral development.

**Competency 4:** The student will synthesize theoretical perspectives addressing growth and development with characteristics of development from conception to late childhood by:

1. Contrasting the characteristics of a healthy prenatal environment with the effects of teratogenic agents and complicating conditions on the fetus.
2. Relating the characteristics and effects of various parenting styles and child-rearing practices with cultural and social norms.
3. Integrating theoretical models of development with the social development of a child by analyzing the characteristics of quality preschools, daycares, and kindergartens and the role they play in healthy social and intellectual development.
4. Applying research methods used in developmental research, including naturalistic observation, surveys, case studies, and experimentation to practical applications of case scenarios in development.

**Learning Outcomes:**

- Communicate effectively using listening, speaking, reading, and writing skills
- Solve problems using critical and creative thinking and scientific reasoning