

Las Positas College  
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**Course Outline for ECD 52**  
**CHILDHOOD AND ADOLESCENCE**  
**Effective: Fall 2010**

**I. CATALOG DESCRIPTION:**

ECD 52 — CHILDHOOD AND ADOLESCENCE — 3.00 units

Concentrating on the portions of the lifespan from middle childhood continuing through adolescence and addressing both typical and atypical children. Biological changes such as puberty, brain, cognitive development, changes in family and peer relationships and identity development. Includes an understanding of the various contexts in which this age group develop, such as family, peer groups, school, and work. Emphasis on the continuity, observation, scientific methods, and stages of development.

3.00 Units Lecture

**Grading Methods:**

Letter Grade

**Discipline:**

	<u>MIN</u>
<b>Lecture Hours:</b>	54.00
<b>Total Hours:</b>	54.00

**II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1**

**III. PREREQUISITE AND/OR ADVISORY SKILLS:**

**IV. MEASURABLE OBJECTIVES:**

**Upon completion of this course, the student should be able to:**

- A. research theorist and current trends with objectivity, respect, and appreciation;
- B. analyze basic typical and atypical concepts of middle childhood and adolescence development;
- C. explain how human development occurs as a result of the interaction of the physical, social, emotional, and cognitive systems;
- D. articulate the needs and the community resources for both typical and atypical middle childhood and adolescence;
- E. synthesize material to allow for critical thinking regarding contemporary issues impacting middle childhood and adolescence.

**V. CONTENT:**

- A. Theoretical framework for the study of development and the contributions of theorists and researchers including but not limited to:
  - 1. Piaget
  - 2. Erikson
  - 3. Vygotsky
  - 4. Kohlberg
  - 5. Gardner
  - 6. Gilligan
  - 7. Current trends and research
- B. Development of both typical and atypical children in middle childhood:
  - 1. Physical development, brain development, health, motor skills
  - 2. Research theorist and current trends with objectivity, respect, and appreciation;
    - a. information processing
    - b. language
    - c. second language acquisition
  - 3. Social and emotional development
    - a. self-concept
    - b. personality
    - c. influence of family and peers
    - d. values, attitudes, behavior
    - e. stress and resilience
- C. Development of both typical and atypical adolescents
  - 1. Physical development, puberty, brain development, health, motor skills
  - 2. Cognitive development
    - a. intellectual
    - b. abstract thought
    - c. moral development
  - 3. Social and emotional development
    - a. personality
    - b. identity and intimacy

- c. relationships with family and peers
  - d. journey to emotional and economic independence
- D. Contemporary social issues that impact middle childhood and adolescent development
  - 1. School, sports and other structured group activities
  - 2. Community resources that support middle childhood and adolescents
  - 3. Health/Nutrition: eating disorders, stress, abuse
  - 4. Learning styles, learning disabilities, giftedness
  - 5. Behaviors: pro-social, anti-social, at-risk, bullying
  - 6. Family structures
    - a. family roles and function
    - b. supportive and dysfunctional
  - 7. Play and its relationship to development
  - 8. gender identity
  - 9. The role and influence of cultural and societal impacts
  - 10. Diversity
    - a. gender identity
    - b. facing stereotypes
    - c. addressing bias and unfairness
    - d. appreciating differences and similarities
  - 11. Transition: adolescence through young adulthood

#### VI. METHODS OF INSTRUCTION:

- A. **Audio-visual Activity** - Media such as videos, Internet search
- B. **Lecture** - Lecture, discussion, cooperative learning groups, observations, interviews, reports, hands-on-learning activities to demonstrate and accommodate a variety of teaching/learning styles
- C. **Research** - Student research of relevant topics and community resources
- D. **Guest Lecturers** - Community resources/guest speakers

#### VII. TYPICAL ASSIGNMENTS:

A. Research project: Research a related topic of interest with a partner. Use a minimum of three sources. Prepare a written report with a bibliography. B. Reading and writing: 1. Observations: Observe a six-eight year-old child for 30 minutes. Follow observation guidelines provided by instructor. Complete written observation. Analysis and assess the child's developmental level. 2. Interview: Interview someone who is between the ages of 10 and 16. Explore the concept of friendship and how it changes from middle childhood to adolescence. In a written report, compare the theorist and current research to findings of the interview.

#### VIII. EVALUATION:

- A. **Methods**
- B. **Frequency**

- 1. Frequency:
  - a. Weekly participation
  - b. 2-4 Assignments
  - c. 2-4 child observations
  - d. 1 or more midterm
  - e. 1 final or project

#### IX. TYPICAL TEXTS:

- 1. Berger, Kathleen S. *The Developing Person Through Childhood and Adolescence*. 8th ed., Worth Publishing, 2009.
- 2. Berk, Laura E. *Child Development*. 8th ed., Allyn and Bacon, 2008.
- 3. Papalia, D.E., Feldman, R.D., & Olds, S.W. *A Child's World: Infancy Through Adolescence*. 11th ed., McGraw-Hill, 2008.

#### X. OTHER MATERIALS REQUIRED OF STUDENTS: