The student will be able to:

Course Objectives

- Examine the discipline of middle childhood development and adolescent development through examination of the historical and cultural foundations
- Evaluate and analyze the major theories and research which surround middle childhood development and adolescent development and recognize the implications on current practice in the field
- Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies
- Identify and describe major developmental milestones for children typical and atypical, from middle childhood through adolescence in the areas of physical, psychosocial, cognitive, and language development
- Analyze and reflect on one's own behavior, personality, and values through the study of middle childhood and adolescence

Course Content

- Examine the discipline of middle childhood development and adolescent development through examination of the historical and cultural foundations
  - Focus on historical concepts related to development of children in middle childhood and adolescence
  - The changing view of middle childhood and adolescence in society and how that view impacts practice and policy
  - Non-Western cultures and alternative perspectives
  - The characteristics of culture and the implications for learning and development in middle childhood and adolescence
  - Nature vs. nurture, and continuity vs. non-continuity
  - Biological and environmental factors that influence children's development middle childhood-adolescence
- Evaluate and analyze the major theories and research which surround middle childhood development and adolescent development and recognize the implications on current practice in the field
  - Major theorists whose work has contributed to our understanding of middle childhood and adolescence today
  - Prevailing theories on child development and how these theories inform current theory and practice
    1. Social-political context of pre-existing theory and analysis of its relevance to children today
    2. Recognize the impacts of family dynamics, culture, ethnicity, and socioeconomic status on the developing child
- Develop and analyze research which surround middle childhood development and adolescent development
  - Developing skills in naturalistic observation, interviews, and surveys when working with children in middle childhood and adolescence
  - Analysis of data and relevance of ethics, bias, confidentiality, and validity of research
- Identify and describe major developmental milestones for children typical and atypical, from middle childhood through adolescence in the areas of physical, psychosocial, cognitive, and language development
  - Basic aspects of physical, cognitive, social, and emotional growth during middle childhood and understanding the interplay between these domains at this stage
  - Basic aspects of physical, cognitive, social, emotional, and language growth of the adolescent and understanding the interplay between these domains at this stage
  - Identify risk factors, care, and education for different developmental levels
- Gender roles; childhood and adolescent sexuality
- Bilingual development and theories of language learning and bilingualism
- Analyze and reflect on one's own behavior, personality, and values through the study of middle childhood and adolescence
  1. Attachment
  2. Brain development
  3. Parenting
ii. Identification and assessment of impacts and influences to one's own development
iii. The influence of one's own development when working with middle age children and adolescents
iv. Recognize the role of caregiver when working with children
d. Research, planning, and written evaluation of individual or group creative projects

**Discipline(s)**
Child Development/Early Childhood Education

**Lab Content**
Not applicable.

**Special Facilities and/or Equipment**
When taught via Foothill Global Access, on-going access to computer with email software and hardware; email address.

**Method(s) of Evaluation**
Methods of Evaluation may include but are not limited to the following:

Participation in class activities, class discussion, small group and partner work
In-class writing with guided self-reflections
Child observation reports and summaries
Adult interviews and summaries
Reaction papers on special topics
Exams
Online discussions and responses

**Method(s) of Instruction**
Methods of Instruction may include but are not limited to the following:

Lecture
Cooperative learning exercises
Oral presentations
Electronic discussions/chat
In-class discussion
Video viewing
Online reading and response

**Representative Text(s) and Other Materials**

**Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments**

a. Reading and study of the text
b. Reading and written response to observations, test questions, assignments, relevant articles, online reading material, and online discussions
c. Reaction writing assignments to guest speakers, video viewings, and experiences, such as research projects and field trips