



The University of Southern Queensland

Course Specification

Description: The Developing Child

Subject	Cat-Nbr	Class	Term	Mode	Units	Campus
ECE	2002	10727	1, 2002	EXT	1.00	TWMBA

Academic Group:	FOEDU
Academic Org:	FOE004
HECS Band:	1
ASCED Code:	070101

STAFFING

Examiner: Ron Skilton

Moderator: Heather Conroy

RATIONALE

During the years from birth to eight the child's total development is progressing at its fastest rate. At the same time there are significant differences between children in these rates and in the quality of development. Professionals who work with children must be highly competent in recognising developmental changes and must have a repertoire of responses to these changes.

SYNOPSIS

This course is an indepth study of the growth and development of children between the ages of birth to eight years. Students will acquire observation skills through guided observation activities working with children aged birth to eight years. There will be a strong emphasis on the physical, cognitive and affective (social-emotional) development of young children.

OBJECTIVES

On completion of this course students should be able to:

- demonstrate knowledge of the major states and features of development in children
- identify children's development and learning through the application of observation techniques
- apply knowledge gained from observations and research to the study of children.

TOPICS

Description	Weighting (%)
1. Theories of development	10.00
2. The beginnings of life	10.00
3. Physical and perceptual development	20.00
4. The development of cognition and language	25.00
5. Social development	25.00
6. Developmental ecology	10.00

TEXT and MATERIALS required to be PURCHASED or ACCESSED:

Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at <http://bookshop.usq.edu.au> by entering the author or title of the text.

Bee, H. (2000). *The Developing Child*, (9th ed.). New York: Allyn & Bacon.

REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Allen, K.E. & Marotz, L. (1999). *Developmental profiles: Pre birth through eight*, (3rd ed.). Albany: Delmar.

Beaty, J. (1998). *Observing development of the young child*, (4th ed.). New Jersey: Prentice-Hall.

Bentzen, W.R. (1999). *Seeing young children*, (4th ed.). New York: Delmar.

Berk, L.E. (2000). *Child development*, (5th ed.). Boston: Allyn and Bacon.

Berns, R.M. (1994). *Topical child development*, New York: Delmar.

Bukatko, D. & Daehler, M. W. (1998). *Child development: A thematic approach*, (3rd ed.). Boston: Houghton Mifflin Company.

Charlesworth, R. (2000). *Understanding child development*, (5th ed.). New York: Delmar.

Cole, M. & Cole, S. (1996). *The development of children*, (3rd ed.). New York: W H Freeman.

Gauvain, M. & Cole, M. (1997). *Readings on the development of children*, (2nd ed.). New York: W H Freeman.

Krantz, M. (1994). *Child development: Risk and opportunity*, Belmont: Wadsworth.

Lamb, M.E., Sternberg, K.J., Hwang, C.P & Broberg, A.G. (Eds.). (1992). *Child care in context: Crosscultural perspectives*, Hillsdale, NJ: Erlbaum.

Makin, L., Campbell, J. & Jones-Diaz, C. (1995). *One childhood: Many languages*, Sydney: Harper Educational.

Martin, S. (1994). *Take a look: Observation and portfolio assessment in early childhood.*, Canada: Addison Wesley.

Newman, B.M. & Newman, P.R. (1999). *Development through life: A psychosocial approach*, (7th ed.). New York: Brooks-Cole.

Owens, K. (1993). *The world of the child*, New York: Macmillan.

Peterson, C. (1996). *Looking forward through the lifespan*, (3rd ed.). Sydney: Prentice Hall.

Schaffer, R. (1996). *Social development*, Cambridge, MA: Blackwell.

Slee, P.T. (1993). *Child, adolescent and family development*, Sydney: Harcourt Brace Jovanovich.

Smith, P., Cowie, H. & Blades, M. (1998). *Understanding children's development.*, (3rd ed.). Oxford: Blackwell.

Vasta, R., Haith, M. & Miller, S. (1995). *Child psychology: The modern science.*, (2nd ed.). New York: Wiley.

Veale, A. & Piscitelli, B. (1988). *Observation & record keeping in early childhood programs.*, Watson, ACT: Australian Early Childhood Association.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessment	25
Directed Study	60
Private Study	80

ASSESSMENT DETAILS

Description	Marks Out of	Wtg(%)	Required	Due Date
ASSIGNMENT 1	999.00	20.00	Y	04 Mar 2002 (see note 1)
ASSIGNMENT 2	999.00	30.00	Y	04 Mar 2002 (see note 2)
EXAMINATION 2 HOURS	999.00	50.00	Y	END S1 (see note 3)

NOTES:

1. Further details about the due dates are detailed in the assessment section of the Course Specifications.
2. Further details about the due dates are detailed in the assessment section of the Course Specifications.
3. Further details about the due dates are detailed in the assessment section of the Course Specifications.

OTHER REQUIREMENTS

- 1 When there is more than one marker for a single item of assessment, the distribution patterns and means for the different markers will be compared and marks adjusted if necessary.
 - 2 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
 - 3 Summative assessment items will be given a numerical score.
 - 4 Course Grades will be calculated by aggregating the weighted result or numerical score for each summative assessment item.
 - 5 All assessment items must be submitted and passed overall.
 - 6 If assignments are submitted after the due date without an approved extension of time, University penalties will apply.
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