



The University of Southern Queensland

Course Specification

Description: Understanding Child Development

Subject	Cat-Nbr	Class	Term	Mode	Units	Campus
ECE	2009	18172	3, 2002	EXT	1.00	TWMBA

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

STAFFING

Examiner: Heather Conroy
Moderator: Anne Petriwskyj

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 birth to eight years, although attention is paid to the whole life span. Students will acquire competent observation skills through guided observation activities. There will be a strong emphasis on the physical, cognitive and affective (social emotional) development of young children.

OBJECTIVES

On successful completion of this unit students will 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 Human Development and Learning	10.00
2. The beginnings of life	20.00
3. Physical and Perceptual development	20.00
4. The development of Cognition and Language	20.00
5. Social Development	20.00
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 edition, Longman, New York.

Veale, A., & Piscitelli, B 1988, *Observation and Record Keeping in Early Childhood Programs*, Australian Early Childhood Association, Watson.

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 1994, *Developmental Profiles - Pre-birth Through Eight*, 3rd edition, Delmar, New York.

Beaty, J 1998, *Observing Development of the Young Child*, 4th edition, Prentice-Hall, New Jersey.

Bentzen, W.R 1997, *Seeing Young Children*, 4th edition, Delmar, New York.

Berk, L. E 2000, *Child Development*, Allyn and Bacon, Boston.

Bond, M. H 1991, *Beyond the Chinese Face*, 5th edition, Oxford University Press, Boston.

Bukatko, D. & Dahler, M 2001, *Child Development: A Thematic Approach*, 4th edition, Houghton-Mifflin, Boston.

Cole, M. & Cole, S 2001, *The Development of Children*, 4th edition, W H Freeman, New York.

Gauvain, M., & Cole, M 1997, *Readings on the Development of Children*, 2nd edition, W H Freeman, New York.

Krantz, M 1994, *Child Development: Risk and Opportunity*, Wadsworth, Belmont.

Lamb, M. E., Sternberg, K. J., Hwang, C. P., & Broberg, A. G 1992, *Child Care in Context: Crosscultural Perspectives*, Erlbaum, Hillsdale.

- Lau, Sing 1996, *Growing up the Chinese Way: Chinese Child and Adolescent Development*, The Chinese University Press, Hong Kong.
- Lefrancois, G.R 1995, *Of Children: An Introduction to Child Development*, 8th edition, Wadsworth, Belmont.
- Makin, L., Campbell, J. & Jones-Diaz, C 1995, *One Childhood: Many Languages*, Harper Educational, Sydney.
- Newman, B.M., & Newman, P. R 1999, *Development Through Life*, 7th edition, Brooks-cole, New York.
- Opper, S 1996, *Hong Kong's Young Children: Their Early Development and Learning*, Hong Kong University Press, Hong Kong.
- Owens, K 1993, *The World of the Child*, Macmillan, New York.
- Peterson, C 1996, *Looking Forward Through the Lifespan*, 3rd edition, Prentice Hall, Sydney.
- Schaffer, H. Rudolph 1996, *Social Development*, Blackwell, Cambridge.
- Sequeira, G. M., Howroid, S., Mac Pherson, S., & Lo Oi-yu 1996, *The Poverty Research Project. A Student Training Manual and Film Documentary on Social Research Methods*, The City University of Hong Kong, Hong Kong.
- Smith, P., Cowie, H., & Blades, M 1998, *Understanding Children's Development*, 3rd edition, Blackwell, Oxford.
- Vasta, R., Haith, M., & Miller, S *Child Psychology: The Modern Science*, 2nd edition, Wiley, New York.
- Wood, D 1998, *How Children Think and Learn*, 2nd edition, Blackwell, Oxford.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessment	25
Directed Study	60
Private Study	80

ASSESSMENT DETAILS

Description	Marks Out of	Wtg(%)	Required	Due Date
OBSERVATION REPORT	100.00	20.00	Y	13 Dec 2002
OBSERVATION	100.00	30.00	Y	31 Jan 2003
2 HOUR EXAMINATION	50.00	50.00	Y	END S3 (see note)

NOTES:

- . Examination timetable will be made available during semester.

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 unit material as mark sheets/guides or as part of assignment specifications.
 - 3 Summative assessment items will be given a numerical score.
 - 4 Unit Grades will be calculated by aggregating the weighted result or numerical score for each summative assessment item.
 - 5 All assessment items must be submitted. Assessment items must be 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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