



The University of Southern Queensland

## Course Specification

### Description: The Developing Child

Subject	Cat-Nbr	Class	Term	Mode	Units	Campus
ECE	2002	20727	1, 2003	EXT	1.00	TWMBBA

<b>Academic Group:</b>	FOEDU
<b>Academic Org:</b>	FOE004
<b>HECS Band:</b>	1
<b>ASCED Code:</b>	070101

### STAFFING

Examiner: Lenore Lindbeck

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 in-depth study of the growth and development of children between the ages of birth to eight years. Students will acquire observation/research 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/research 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 edition, Allyn & Bacon, Boston.

## 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 edition, Delmar, Albany.

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

Bentzen, W.R. 1999, *Seeing Young Children: A Guide to Observing and Recording Behaviour*, 4th edition, Delmar, New York.

Berk, L.E. 2000, *Child Development*, 5th edition, Allyn and Bacon, Boston.

Berns, R.M. 1994, *Topical Child Development*, Delmar, New York.

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

Charlesworth, R. 2000, *Understanding Child Development*, 5th edition, Delmar, New York.

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 CA.

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

Makin, L., Campbell, J. & Jones-Diaz, C. 1995, *One Childhood: Many Languages*, Harper Educational, Sydney.

Martin, S. 1999, *Take a Look: Observation and Portfolio Assessment in Early Childhood*, 2nd edition, Addison Wesley, Canada.

Newman, B.M. & Newman, P.R. 1999, *Development Through Life: A Psychosocial Approach*, 7th edition, Brooks-Cole, Belmont CA.

Owens, K. 1993, *The World of the Child*, Maxwell Macmillan International, New York.

Peterson, Candida C. 1996, *Looking Forward Through the Lifespan: Developmental Psychology*, 3rd edition, Prentice Hall, Sydney.

Schaffer, H. & Radcliffe, R. 1996, *Social Development*, Blackwell, Cambridge, MA.

Slee, P.T. 2002, *Child, Adolescent and Family Development*, Cambridge University Press, Cambridge.

Smith, P., Cowie, H. & Blades, M. 1998, *Understanding Children's Development*, 3rd edition, Blackwell, Oxford VIC.

Vasta, R., Haith, M. & Miller, S. 1999, *Child Psychology: The Modern Science*, 3rd edition, Wiley, New York.

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

## 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	20.00	20.00	Y	24 Apr 2003
ASSIGNMENT 2	30.00	30.00	Y	06 Jun 2003
EXAMINATION 2 HOURS	50.00	50.00	Y	END S1 (see note )

### NOTES:

- . Further details about the due dates will be determined when the examination timetable is completed.

## OTHER REQUIREMENTS

- 1 Summative assessment items will be given a numerical score.

- 2 Course Grades will be calculated by aggregating the weighted result or numerical score for each summative assessment item.
  - 3 All assessment items must be submitted and passed overall.
  - 4 If assignments are submitted after the due date without an approved extension of time, University penalties may be applied.
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