SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

SAULT COLLEGE

CICE COURSE OUTLINE

COURSE TITLE: Child and Adolescent Development I

CODE NO. : HSC104 **SEMESTER:** Winter
MODIFIED CODE: ED 089

PROGRAM: Early Childhood Education

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MODIFIED BY: Sara Trotter, Learning Specialist CICE Program

DATE: Jan. 2010 **PREVIOUS OUTLINE DATED:** Jan. 2009

APPROVED: "Angelique Lemay" Feb. 2010

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CHAIR, COMMUNITY SERVICES **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S): PSY102/PSY094

HOURS/WEEK:

I.   COURSE DESCRIPTION:

Part 1 will provide an intensive study of the psychological, cognitive, physical and social development of the child from conception to early childhood. Psychological concepts, theories and research will be examined in relation to the child's development. The application of theory and research to the problems of childhood will be discussed.

Philosophically, this course emphasizes a holistic view of the undeniable worth of children.

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with assistance from a Learning Specialist, will demonstrate a basic ability to:

1.   **demonstrate an understanding of child development**

      Potential Elements of the Performance:
      - identify developmental milestones and variations in children
      - support the development and learning of individual children within the context of family, culture and society
      - analyze data on current child developmental issues

2.   **promote the overall well-being and facilitate positive change for children**

      Potential Elements of the Performance:
      - define and critique the concept of development and the methods for studying development
      - explain, compare, contrast and apply selected theories of child development
      - describe and contrast the psychological, cognitive, physical and social developmental achievements of the prenatal period, infancy and early childhood
      - analyze child development literature using such skills as definitions of terms and research validity

3.   **develop and maintain effective communication skills - written, verbal and non-verbal**

      Potential Elements of the Performance:
      - communicate with sensitivity
      - ensure that information is comprehensive, concise, factual and objective
      - utilize appropriate form, style and level of analysis/detail on message, audience and purpose of communication
      - use an accepted standard of writing, grammar, spelling and format (eg. APA style)

4.   **utilize a variety of observation techniques to enhance work with children, families and co-workers**

      Potential Elements of the Performance:
      - define, apply and analyze selected vocabulary from the child development literature
      - utilize appropriate techniques to identify children's skills, abilities and interests
      - interpret information gathered and make recommendations for future analysis or research

III.   TOPICS:

1.   Research in Child Development
2.   Biological and Environmental Foundations
3.   Prenatal Development
4.   Birth and the Newborn Baby
5.   Physical, Cognitive, Emotional and Social Development in Infancy, Toddlerhood and Early Childhood

IV.   REQUIRED RESOURCES/TEXTS/MATERIALS:

1.   Berk, L.E. (2008) **Infants, Children and Adolescents, 6th Edition**, Allyn and Bacon

2.   Jamieson , J., Bertrand,J., & Ibrahim, E. (Eds.). (2005). ***Science of early child development*. [online resource]**. Winnipeg, MB.: Red River College. Retrieved from http://www.scienceofecd.com

V.   EVALUATION PROCESS/GRADING SYSTEM:

***Proposed modifications to the following are subject to discussion with and approval from the professor.

1. Prenatal and Childhood Current Issues from the Science of Early Childhood Development   10%

Over the course of the semester students will complete assignments using the resources from the Science of ECD. These will be related to current issues regarding prenatal development and the development of infants, toddlers and preschoolers. Complete criteria and due dates will be explained in class. Due dates will be posted on LMS.

2.   Research Article Review   10%

CICE students will review an article that is published in a reputable parenting magazine. The review will consist of a brief summary of the main points of the article and a critique of the information provided. The format and criteria for completing this assignment will be explained in class. Due dates will be reviewed in class and posted on LMS.

3. In-class activities (All-in-One Teams) 20%
Students are expected to participate in various in-class activities and discussions throughout the course within their All-in-One Teams. Some of the activities will require pre-class preparation. Activities will also be assigned related to our on-line resource, The Science of ECD that students will complete and submit in class. Students are expected to be involved and fully participating in these activities. Students who are not present for these activities will not have an opportunity to make them up and will be given a "0" mark for the activity.

4. Tests 60%

There will be 4 tests spaced throughout the semester. These tests will be based on the material presented in class and in the textbook. **Students must achieve an overall 50% average on these tests in order to receive a credit in HSC 104.**

4 tests at 15% each

Dates for tests will be announced in class and posted on LMS.

The following semester grades will be assigned to students:

Grade	Definition	Grade Point Equivalent
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00

CR (Credit)	Credit for diploma requirements has been awarded.
S	Satisfactory achievement in field /clinical placement or non-graded subject area.
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI.   SPECIAL NOTES:

Course Outline Amendments:
The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Retention of Course Outlines:
It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Prior Learning Assessment**:**
Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

Disability Services:
If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:
The College considers *WebCT/LMS* as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the *Learning Management System* communication tool.

Student Portal:
The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to https://my.saultcollege.ca.

Plagiarism:
Students should refer to the definition of "academic dishonesty" in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

(i)   issue a verbal reprimand,
(ii)   make an assignment of a lower grade with explanation,
(iii)   require additional academic assignments and issue a lower grade upon completion to the maximum grade "C",
(iv)   make an automatic assignment of a failing grade,
(v)   recommend to the Chair dismissal from the course with the assignment of a failing grade.

In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Electronic Devices in the Classroom:
Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Attendance:
Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Specific Class Information

Assignments:
- Assignments must be submitted on the due date, at the beginning of class, unless otherwise specified by the instructor. If <u>major</u> assignments are late, <u>both</u> the following steps must be taken in order for the assignment to be evaluated;
    1. Major assignments that are late are to be handed in to Room E3207 (slip under the door).
    2. The instructor will be notified, through LMS that the assignment has been handed in. An attachment (in Microsoft Word format) of the completed assignment <u>must</u> be included. A reply will be sent back to you indicating that the material has been received.
- Late, major assignments ***will be deducted 5% per day*** (20% maximum deduction). Major assignments ***more than one week late will not be accepted***.
- All assignments are to be <u>typed</u> unless otherwise stated.
- In-class or weekly assignments are due on the assigned date. These assignments will not be accepted after that date, as they are a part of class work and discussions.
- Students are responsible for retaining a file of all drafts and returned assignments. We suggest students keep their computer file of assignments until the end of semester. In the event of a grade dispute, students must produce the graded assignment, so it can be recorded
- Students must adhere to dates set for oral presentations unless the professor has approved prior arrangements. Students who do not present on their presentation date will forfeit the mark for that assignment.

Tests/Quizzes:
Tests/Quizzes must be completed on the date scheduled. If unable to attend ***due to illness or extenuating circumstances***, contact the professor prior to the start of the test. An alternative date must be arranged before the next class.

Missed Classes
If a student misses a class, it is their responsibility to ask a classmate to take notes and pick up assignments and handouts.

Learning Environment:
In the interest of providing an optimal learning environment, students are to follow these expectations;
- Students should be aware that the expectations for their conduct in class are outlined in the "Student Code of Conduct". Students are expected to treat all individuals in the class with mutual respect.
- Late students are expected to <u>quietly</u> enter the classroom and sit in the nearest seat available. Have your notes and writing material ready before you enter class. If assignments and activities have begun, please wait until they are completed. Wait until after class to speak to classmates about missed material. Make sure you have made arrangements with someone in the class to pick up handouts and take notes for you.
- Students are to keep private conversations out of the classroom.

CICE Modifications:
Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.