

I. COURSE DESCRIPTION:

Part I 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, along with the assistance of a learning specialist, will demonstrate the basic ability to:

1. demonstrate a basic understanding of child development.Potential Elements of the Performance:

- recognize 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 childrenPotential Elements of the Performance:

- display knowledge of the concept of development and the methods for studying development
- have a basic understanding of selected theories of child development
- recognize 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-verbalPotential Elements of the Performance:

Have basic knowledge of how to:

- 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 and accepted standard of writing, grammar, spelling and format (eg. APA style)
 - demonstrate effective teamwork and team membership through effective collaboration and consultation
4. **utilize a variety of observation techniques to enhance work with children, families and co-workers**
Potential Elements of the Performance:
- recognize, apply and analyze selected vocabulary from the child development literature
 - have a basic understanding of 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 Childhood Development [online resource]**. Winnipeg, MB: Red River College, Retrieved from <http://www.scienceofecd.com>

V. EVALUATION PROCESS/GRADING SYSTEM:**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. Professional Research Article Review 10%

Students will review a research study that is published in a professional journal. This review will consist of a brief summary of the main points of the research 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 (Collaborative Work Teams) 20%

Students are expected to participate in various in-class activities and discussions throughout the course within their collaborative work teams. Some of these activities may require pre-class preparation. Activities will relate to video workshops related to the course content and activities related to our on-line resource, The Science of ECD. Students will complete these activities during class time. Students are expected to be 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 mark of "0" 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 course text materials. **Students must achieve an overall 50% average on these tests in order to receive credit in HSC 104.**

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
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.

VI. SPECIAL NOTES:

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 major assignments are late, both 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 must 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 typed 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.

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 Sault College Student Code of Conduct document.
- You are expected to bring all necessary materials to class (i.e. textbook). If you do not have the necessary materials, you will not be given full credit for participating in the identified learning activity.
- If you arrive late for class you are expected to quietly 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.
- You are to keep private conversations out of the classroom. You are expected to be on task regarding the learning that is happening in the classroom.
- If you have questions, please contact the professor before or after class or send an email to set up a time to meet. The professor is here to assist you with your academic progress.

Missed Classes

- If you miss a class, it is their responsibility to ask a classmate to take notes and pick up assignments and handouts.
- If you have any further questions or need for assistance, please contact the professor.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.

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.