

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: CHILD & ADOLESCENT DEVELOPMENT, PART II

Course No.: HSC 203

Program: EARLY CHILDHOOD EDUCATION

Semester: III

Date: SEPTEMBER 1995

Author: JAYE BENNETT

New:

Revision:

APPROVED: 7f- Q^f)LA/(M^
Dean, Kitty DeRosario,
Human Sciences and Teacher Education

Date qjt ^o_{^s}

****NOTE:** Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.

Child & Adolescent Development II (HSC203)
Instructor: J. Bennett

Total hours: 45
Total credits: 3

PREREQUISITE: Introduction to Psychology (PSY 102)
Child & Adolescent Development I (ED217)

COURSE DESCRIPTION

This course will continue where Part I left off. The cognitive, physical and social development of the child from early childhood (age 2.5 years) to adolescence maturation. 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.

STUDENT LEARNING OUTCOMES

Upon successful completion of this course you will be able to:

1. Explain the concept of development and the methods for studying development.
2. Correctly utilize psychological and biological terminology related to child development
3. Evaluate modern theories of development.
4. Use theories of development to interpret and predict behaviour in early childhood, middle childhood and adolescence.
5. Explain how child development theories, concepts and research can be applied by Early Childhood Educators in the performance of their duties.

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TOPICS TO BE COVERED

The following are the major topics to be covered with examples of some of the sub-topics related to each major topic area.

1. Personality & Social Development in Early Childhood
 - Families
 - Play
 - Gender
 - Moral Development
2. Physical Development in Middle Childhood
 - Physical Growth
 - Health & Nutrition
 - Stress & Coping
3. Cognitive Development in Middle Childhood
 - Piagetian Approach
 - Information Processing Theory
 - Development of Language
 - Intelligence
4. Personality & Social Development in Middle Childhood
 - The Self-Concept
 - The Child's Influences - Peers, Family, School, Gender
 - Moral Development
5. Physical Development in Adolescence
 - Puberty
 - Psychological Impact of Physical Change
 - Health, Sex and the Adolescent
6. Cognitive Development in Adolescence
 - Cognition - Piaget
 - Alternatives to Piaget
 - Morals & Values
 - Schools

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7. Personality & Social Development in Adolescence

Families, Peers & Culture
Search for Identity
Problems of Adolescence

Approximately 24 weeks will be devoted to each major topic. You are encouraged to take responsibility for your learning by ensuring the readings and study questions assigned in class are done in advance of the topic being presented in class. You are encouraged to ask questions in class on areas that you are unsure of after you have done the assigned readings and questions. The teacher reserves the right to alter the course at her discretion.

EVALUATION METHODS

4 Tests	1) Chapter 11 & 12	15%	September	25
	2) Chapter 13 & 14	20%	October	23
	3) Chapter 15 & 16	20%	November	27
	4) Chapter 17	10%	December	20
3 Journal* critiques or 3 observations		15%	(5% each)	
(Due September 18; October 16; November 20)				

* Journal critiques must come from **approved** journals **only**, (available in Sault College Library)

TERM PAPER — 20%

The topic may be of your choice but must relate to how theories of development and research can be applied by Early Childhood Educators in the performance of their duties.

The topic must be approved by the teacher,

A minimum of 6 references are required of which 3 must date within the last 6 years. References must be from child development research journals or professional magazines, eg. Psychology Today, Discover. A maximum of one reference is allowed from magazines such as Time, MacLeans or Parents. See attached Term Paper Guidelines.

The paper must be typed, double-spaced. The minimum length is 6 pages and maximum is 12. In addition there should be:

- i) a cover page with the Title of the paper, name of course, your name, teacher's name and date of submission,
- ii) Table of Contents
- iii) Reference page using A.P.A. format

CRITICAL DATES

Topic Approval: October 10, 1995
Paper Due: December 11, 1995

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REQUIRED STUDENT RESOURCES

Children, 3 Ed.. John Santrock

Dictionary and Thesaurus

ADDITIONAL RESOURCE MATERIALS AVAILABLE IN COLLEGE LIBRARY

Canadian Journal of Early Childhood Education
Child Development (Microfiche)
Journal of Child and Youth Care
Journal of Clinical Child Psychology
Parents
Psychology Today

Other Journals and Texts related to Child Development, as well as E.R.I.C. are also available in the College library.

The Instructor reserves the right to change topics and dates of presentation depending on class progress and needs.

SPECIAL NOTE

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.

All assignments must be completed in order to pass this course.

Term Paper Guidelines

Definition of a Term Paper

The term paper is a typewritten paper in which you present your views and research findings on a chosen topic. It is also often referred to as a "research paper", "library paper" or "term essay". The length of the term paper ranges from between 5 to 15 pages, and the teacher will usually set minimum and maximum lengths depending on the course and topic. No matter what the length, your task is essentially the same: to read on a particular topic; evaluate information about it; and report your findings in a paper.

There are two basic kinds of term papers, the report paper and the thesis paper. The report paper summarizes and reports a writer's findings on a particular subject. The writer neither judges nor evaluates the findings but simply reports them in a logical, organized manner.

The thesis paper takes a definite stand on an issue or problem. A thesis is a proposition or point of view that a writer is willing to argue against or defend.

e.g. Report Paper: A summary of the philosophies of education

Thesis Paper: Essentialism is the most logical and worthwhile philosophy of education.

Reasons for Writing a Term Paper

1. This process helps you learn accepted styles of documentation, the ethics of research and a great deal about your chosen subject.
2. It helps you become familiar with the library through the "learn-by-doing" method. You learn the skill of how to ferret out important information from the maze of informational sources available in the library by doing actual research. This is a priceless skill which contributes to you becoming an independent learner. Sooner or later everyone needs to find out about something: a parent needs to know how to stop his/her child from fingernail biting; a teacher how best to handle a child's aphasia and so on.
3. Writing a term paper can help to further develop your knowledge, logic, imagination, and common sense. You learn how to think; how to organize; how to discriminate between worthless and useful opinions and information; how to summarize the gist of wordy material; how to manage your time; how to develop a research paper from the start, manage it through its intermediary stages, and finally assemble the information uncovered into a useful, coherent paper.

Steps in Writing a Research Paper

1. **Selection of topic.** It should be complex enough to be researched from a variety of sources, but narrow enough to be covered in 5-15 page paper. The topic must be approved by the teacher.
2. **Exploratory scanning and in-depth reading on the approved topic.** You should keep a list of all references to be used in your paper. **Use A.P.A. format.**
3. **The term paper must be outlined in its major stages.** (See example)
 - i) The information gathered must be recorded (usually on note cards) and assembled into a coherent sequence.
 - ii) A thesis statement must be drafted if you are doing a thesis paper or an introductory statement if you are doing a report paper.
4. **Your paper should be written in a rough draft.** In a thesis paper, the thesis must be argued, proved or supported with the information uncovered from the sources.

Borrowed ideas, data, and opinions must be acknowledged. Plagiarism is the act of passing off another's words and ideas as one's own. While we all plagiarize in a minor sense in everyday life, what we must avoid when doing a term paper is blatant plagiarism. Examples include the student who steals an idea from a book, expresses it in his or her own words without acknowledging the source or the student who copies an author's work or another student's paper. Consult the A.P.A. Publication Manual for information on the use of proper referencing.

Any student who plagiarizes when writing his/her term paper will receive a mark of zero.

5. Proof your rough draft for spelling and grammar errors. Consider if you have properly addressed your thesis statement or thoroughly covered your topic if doing a report paper. Did you consider your audience, ie. the teacher and your peers. Don't assume they know everything about the topic. Make sure each of your points is fully explained. Use the following checklist.

General Format for Term Paper Outline

Thesis or Introductory Statement

I. First Main Idea

A. First Subordinate Idea

- i) First reason or example
- ii) Second reason or example
 - supporting details

B. Second Subordinate Idea

- i) First reason or example
- ii) Second reason or example
 - supporting details

II. Second Main Idea

A. First Subordinate Idea

- i) First reason or example
(Continue pattern until all main ideas are outlined)

Conclusion or Summary

One or two paragraphs which summarize your findings or arguments and bring your paper to completion.

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TERM PAPER

Introduction:	thesis statement or introductory statement(s) clearly indicate topic(s) and purpose of the paper	/ 5
Grammar <i>it</i> Spelling:	skillful use of sentence structure, avoidance of awkward, disjointed, fragmented, or run-on sentences, avoidance of spelling errors	/10
Organization:	logical, coherent, unified, suitable to purpose of essay, developed in an orderly fashion building to prove the thesis statement to a conclusion	/10
Content:	consistent point(s) of view, present both sides if appropriate, specific, vivid, clear, recent literature cited, convincing, pertinent	/20
A.P.A. Style:	proper referencing, title page <i>it</i> reference list	/ 5
Penalty for lateness:	2.5 marks per day	
TOTAL TERM PAPER MARK:		/50

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ED 221**

STUDENT'S PERSONAL GRADE RECORD

ASSIGNMENT	GRADE
1. Tests	
# 1	/15
# 2	/20
# 3	/20
# 4	/10
2. Term Paper	/20
3. Journal Critiques or Observations (Total 15%)	
# 1	/5
# 2	/5
# 3	/5
FINAL GRADE	/100