

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: CHILDHOOD & ADOLESCENT DEVELOPMENT (PART I)

CODE NO.: HSC104 **SEMESTER:** TWO

PROGRAM: CHILD AND YOUTH WORKER

PROFESSOR: JEFFREY ARBUS, CCW, M.A.

DATE: JANUARY, 1995

APPROVED: *K. DeRosario*
K. DeRosario, Dean
School of Human Sciences and
Teacher Education

Date *Dec. 22/94*

****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 and Adolescent Development (Part I) (HSC104)

PREREQUISITE: Introduction to Psychology (PSY 102)

I. 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 the undeniable worth of children.

II. STUDENT PERFORMANCE OBJECTIVES

Upon successful completion of this course the student will be able to:

1. explain the concept of development and the methods for studying development
2. define normative and individual development and explain the importance of differences between the two terms
3. explain the modern theories of development such as Erikson's and Piaget's
4. demonstrate an understanding of the various contexts such as the biological and the social in which development occurs (Bronfenbrenner)
5. demonstrate an understanding of the effects of heredity
6. name and describe the three (3) major periods of prenatal development
7. demonstrate an understanding of the psychological, cognitive, physical and social development of an infant
8. demonstrate an understanding of the psychological, cognitive, physical and social development of a young child
9. explain how child developmental theories, concepts, and research can be applied holistically when working with children and their caregivers
10. demonstrate critical thinking skills (definition, research, analysis)

III. TOPICS BE COVERED

- i) Methods of Studying Development
- ii) Theories of Development
- iii) The Nature of Development
- iv) Heredity and Prenatal Development
- v) Birth and the Newborn
- vi) Infant and Toddler Physical Development
- vii) Infant Cognitive Development
- viii) Infant Social Development
- ix) Toddler Cognitive Development
- x) Toddler Social Development
- xi) Physical, Cognitive and Social Development in Early Childhood

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IV. EVALUATION METHODS

A. Quizzes

There will be three quizzes. Each quiz will consist of 20 multiple choice questions, of which you can answer no more than 15. Thus, each quiz is scored out of 15. The total of all quizzes will constitute 20% toward the final grade. A minimum one-week "in-class notice" will be provided for each quiz.

B. Tests

These will be a more comprehensive inventory of course material. Tests will consist of: multiple choice and/or true-false questions, vocabulary definitions, short essay questions.

Dates will be announced in the first class. There will be two tests, one around mid-term, and one at the end of the term.

C. Research Project Reports

There are two reports due. All reports are to be drawn from the "research project" section of each chapter of the "student study guide". Your selection must be cleared with the instructor--do this before you start! The following schedule applies:

- Report #1 - From chapters #1 - #5 inclusive
- Report #2 - From chapters #6 - #11 inclusive

Due dates will be announced in the first class.

All reports must be submitted by the due date. Late reports will be subject to a grading penalty, at the discretion of the course professor.

Reports must be written or typed, but in all cases must be clean, neat, and legible.

Spelling and grammar count!

Reports submitted without the full name of the author (i.e. you, the student) will not be graded.

Additional instructions may be given in class.

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D. Class involvement and Participation

Includes being prepared, punctual, contributing, respectful, tolerant of ideas, completion of study guide exercises and questions as assigned. Student self-evaluation may be used to determine the grade for this portion.

Students are reminded to be familiar with the "Rights and Responsibilities" section of the student handbook.

E. Additional Notes

Unless otherwise indicated, assume that both the text and workbook, must be brought by each person to each class. Workbooks may be reviewed by the instructor without notice from time to time.

85% attendance in this course is strongly recommended – all other assignments, as listed above, may be jeopardized when attendance falls below 85% – see the instructor if you think this will happen, for any reason.

Explanation: Regular attendance will help the student integrate the curricula and display their achievement of the course objectives. Attendance of at least 85% of classes (ie not more than 2 classes missed) could maximize the student's attainment of course objectives. It is also a tangible display of commitment.

It is extremely important to call the professor or leave a message if you will be away from class. Learn how to obtain class material from fellow students if you are absent, and how to enter a class if you are late. Do not call the professor at home unless it is a critical emergency.

Plagiarism: (n.) "To take someone's ideas or writings and present them as one's own." **This is a very serious act of theft. Don't do it!**

Plagiarism in this course results in a "0" grade for the assignment. A second occurrence results in suspension from this course pending a review.

See the instructor if you have doubts about the skills of summarizing and referencing. If you are uncertain, ask. Disaster strikes when one pretends to know what one obviously does not know. It is OK to "not know" – ask!

****Take responsibility for your own learning!** It can be whatever you want it to be. If you keep up with the material, then this can be a very rewarding and enjoyable course for you!

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Grading Summary

A.	Quizzes	20%
B.	Test (#1 X 20%, #2 X 25%)	40%
C.	Reports (2 X 15%)	30%
D.	Involvement and Participation	10%

		100%

Note: To be successful in this course requires 60% overall, plus 60% in the two tests combined.

COLLEGE GRADING POLICY

- A+ = 90-100%
- A = 80- 89%
- B = 70- 79%
- C = 60- 69%
- R = Repeat i.e. <60%

V. REQUIRED STUDENT RESOURCES (available in College bookstore)

Children, 4th Ed., John W. Santrock
Study Guide to "Children", by Santrock - 4th edition
American psychiatric Association "Glossary of Terms"

VI. ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY BOOK SECTION

Recommended Journals/Magazines:

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

SPECIAL NOTES

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.