

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** CHILD AND ADOLESCENT DEVELOPMENT II

**CODE NO. :** HSC 203                      **SEMESTER:** THREE

**PROGRAM:** EARLY CHILDHOOD EDUCATION

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**DATE:** SEPT 2001    **PREVIOUS OUTLINE DATED:** SEPT 00

**APPROVED:**

	_____	_____
	DEAN	DATE

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** HSC 104

**LENGTH OF COURSE:** 15 weeks                      **HOURS PER WEEK:** 3

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*For additional information, please contact , Judi Maundrell, Dean,*  
*School of Health and Human Services*  
*(705) 759-2554, Ext. 690*

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## **I. COURSE DESCRIPTION:**

This course is a continuation of HSC 104. It will provide an intensive study of human development from middle childhood to the end of adolescence. Included will be an examination of psychological, physical, cognitive and social growth and development. In some instances, abnormal development and behavior will be contrasted with normal patterns.

As time allows, issues of development during the adult phase of the life cycle will be reviewed. There will be ongoing study of psychological theory, method and vocabulary.

A holistic view of human development and functioning will be encouraged. Emphasis will be on the student integrating and applying their knowledge of developmental patterns and occurrences.

## **II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

### **1. demonstrate a thorough understanding of child development (ECE CSAC Learning Outcome #2)**

#### 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 and adolescent developmental issues
- apply child development theory to analyze realistic child and adolescent scenarios

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**2. develop and maintain effective communication skills written, verbal and non-verbal (ECE CSAC Learning Outcome #6)**

Potential Elements of the Performance:

- communicate with sensitivity
- ensure that information is comprehensive, concise, factual and objective
- demonstrate effective teamwork and team membership through effective collaboration and consultation
- plan and present a child development seminar
- 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)

**3. utilize a variety of observation techniques to enhance work with children, families and co-workers (ECE CSAC Outcome #3).**

Potential Elements of the Performance:

- analyze children's skills, abilities and interests to determine developmental appropriateness
- plan developmentally appropriate experiences based on the results of observational and case study data
- interpret information gathered and make recommendations for future analysis or research

**III. TOPICS:**

1. Emotional and Social Development in Early Childhood (Chapter 10)
1. Physical Development in Middle Childhood (Chapter 11)
2. Cognitive Development in Middle Childhood (Chapter 12)
3. Emotional and Social Development in Middle Childhood (Chapter 13)
4. Physical Development in Adolescence (Chapter 14)
5. Cognitive Development in Adolescence (Chapter 15)
6. Emotional and Social Development in Adolescence (Chapter 16)

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**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

1. Infants, Children and Adolescents, Third Edition, Laura Berk, Allan & Bacon, 1999 (also refer to textbook website - [www.abacon.com/berk](http://www.abacon.com/berk)) (already used in HSC 104)
2. The Progress of Canada's Children 1998-Focus on Youth, Canadian Council of Social Development, 1998 (already used in HSC 104)
3. Invest in Kids – Resource Kit
4. Developmental Profiles, Third Edition, K. Eileen Allen & Lynn R. Marotz, Delmar Publishers, 1999 (purchased for another 2<sup>nd</sup> year course)

Optional Resources:

1. Kids are Worth It, Barbara Coloroso, Somerville House Publishing Co.

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## V. EVALUATION PROCESS/GRADING SYSTEM:

### 1. Assignments #1 - 10%

Choose a topic from Progress for Children related to middle childhood to adolescence (7 to 18 years); refer to other contemporary sources on the same topic (magazines, pamphlets, newspaper articles); provide a short summary of the key issues about this topic. Then transform the information into a poster suitable for public viewing. The poster should be an educational statement about an important childhood issue. This assignment may be completed on your own or with a partner.

**Due September 28.**

### 2. In-class Assignments and Group Work - 10%

Students will be expected to participate in classroom discussions, video discussions based on Barbara Coloroso, group work and short observational/survey assignments. Students must be in attendance to receive credit for this evaluation.

### 3. Group Presentation and Individual Research Paper –35%

A. Groups will research a topic of study related to middle, late childhood or adolescence. Presentation topics and groups will be formed in September. Groups will research their topic in preparation for a classroom presentation. Visual aids, charts, slides, interactive group discussions, role-plays etc. should be used to enhance the presentation. The group's responsibility is to lead an active discussion on the topic. Each group must provide a handout summarizing the key facts about their topic to be distributed on the day of their presentation. Schedule for presentations will be arranged in class. **Presentation - 15%**

B. Additionally, each member of the group will submit a 750-1000 word **research** paper on the same topic (APA format). This portion of the assignment is done as individuals. Each paper must be different and based on current research (1999-2000) articles on the topic. Individual **Research Paper – 20%. Due on October 10<sup>th</sup>**. Information from the research paper will be used as a basis for the group presentation.

### 4. Tests – 45%

There will be 3 tests spaced throughout the term worth 15% each. These tests will be based on the material presented in class and in the textbook.

Test #1: October 12

Test #2: November 16

Test #3: December 14

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The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies &amp; Procedures Manual – Deferred Grades and Make-up</i> ).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has been impossible for the faculty member to report grades.	

## VI. SPECIAL NOTES:

### Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with the instructor and/or contact the Special Needs office, Room E1204, Extension 493, 717, or 491 so that support services can be arranged for you.

### 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.

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Disclaimer for meeting the needs of learners:

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.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. 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

**Important Notes to Students:**

**Class Activities:**

1. Attendance plays an important role in successful learning and skill development, so students are expected to attend.
2. Students are responsible for work assigned during absences.
3. Students should be aware that the expectations for their conduct in class are outlined in the “Statement of Student Rights and Responsibilities” in the Student Sault College Handbook.

**Assignments:**

1. All assignments must be submitted on the due date at the beginning of the class period unless otherwise specified by the professor.
2. To protect students, assignments must be delivered by the student/author to the professor.
3. Late submissions will be deducted **5% per day**.
4. Assignments **more than one week late will not be accepted**.
5. Students must adhere to dates set for oral presentations unless the professor has approved prior arrangements. Presentations that are merely read will receive a failing grade. Students who do not present on their presentation date will forfeit the mark for that assignment.
6. Students have the responsibility to be aware of assignment due dates. If they miss in-class assignments that are due at the end of the class period for evaluation, they forfeit the mark.
7. Students are responsible for retaining a copy of all drafts and returned assignments. We suggest students keep their computer file of assignments until the end of the semester

**Tests:**

1. Tests must be completed on the date scheduled. If unable to attend, contact the professor prior to the start of the test. A new date must be arranged prior to the next scheduled class.

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**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the instructor.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.