

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:	3
PROGRAM:	Early Childhood Education		
AUTHOR:	Lorna Connolly Beattie lorna.connolly@saultcollege.ca 759-2554 ext. 2438 Office #E3207		
DATE:	Sept.2010	PREVIOUS OUTLINE DATED:	Sept. 2009
APPROVED:	"Angelique Lemay"		Jul. 2010
	<hr/>		<hr/>
	CHAIR		DATE
TOTAL CREDITS:	3		
PREREQUISITE(S):	HSC 104		
HOURS/WEEK:	3		

Copyright ©2010 The Sault College of Applied Arts & Technology
Reproduction of this document by any means, in whole or in part, without prior written permission of Sault College of Applied Arts & Technology is prohibited.
For additional information, please contact Angelique Lemay, Chair
Community Services Programs
(705) 759-2554, Ext. 2603

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**

(Part of ECE Program Standard Vocational Learning Outcome #1)

Potential Elements of the Performance:

- identify developmental milestones and variations in children
- describe and contrast the physical, cognitive, emotional and social developmental achievements of middle childhood and adolescence
- 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
- use results of new research, literature and other sources, as appropriate, to develop responses to current child and adolescent developmental issues

2. develop and maintain effective communication skills, written, oral, and non-verbal communications

(Part of ECE Program Standard Vocational Learning Outcome #1; Essential Employability Skills Learning Outcomes #1,2,6 and 7)

Potential Elements of the Performance:

- communicate with sensitivity
- ensure that information is comprehensive, concise, factual and objective
- define and apply selected vocabulary from the child and adolescent development literature
- 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. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals

(Part of ECE Program Standard Generic Skills Learning Outcome #5; Essential Employability Skills Learning Outcomes #4,5,8,9 and 10)

Potential Elements of the Performance:

- identify the tasks to be completed
- establish strategies to accomplish the tasks
- identify roles for members of the team/group
- clarify one's own roles and fulfill them in a timely fashion
- treat other members of the group equitably and fairly
- contribute one's own ideas, opinions, and information while demonstrating respect for those of others
- employ techniques intended to bring about the resolution of any conflicts
- regularly assess the group's progress and interactions and make adjustments when necessary

III. TOPICS:

1. Review of Early Childhood Development
2. Physical Development in Middle Childhood
3. Cognitive Development in Middle Childhood
4. Emotional and Social Development in Middle Childhood
5. Physical Development in Adolescence
6. Cognitive Development in Adolescence
7. Emotional and Social Development in Adolescence

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. Berk, Laura (2008), **Infants, Children and Adolescents**, Sixth Edition, Allan & Bacon, (also refer to textbook website www.ablongman.com/berk)
(this textbook was used in HSC 104)
2. Haig, J., Raikes, G., Sutherland, V. (2006) **Cites and Sources** (3rd Cdn ed), Thomson- Nelson (previously used in CMM 110)

Supplemental/Optional Resources:

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

V. EVALUATION PROCESS/GRADING SYSTEM:**1. In-class Assignments and Collaborative Teamwork - 10%**

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

2. Middle Childhood and Adolescent Current Issues – 5%

Over the course of the semester students will compile articles from various sources on current issues related to middle childhood and adolescence. Students will also share information they have gathered with their classmates in their Collaborative Teams. Complete criteria and due dates will be explained in class. Due dates will be posted on LMS.

3. Group Presentation and Individual Research Paper – 40%

- 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, interactive group discussions, role-plays, case studies, etc. should be used to enhance the presentation. The group's responsibility is to lead an active discussion on the topic. Each presentation must include a power point presentation. 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 and posted on LMS. Students are expected to be in class for all scheduled presentations to support their classmates in order to receive full credit for this evaluation factor - **15%**

V. EVALUATION PROCESS/GRADING SYSTEM:

B. Work Plan and Team Evaluation Form

Each group must submit a work plan early in the semester and reports on the on-going progress of their team regarding their work on the presentation. In addition, each team member must submit an evaluation which summarizes the team process and the contributions of each team member to the presentation. – **10%**

- C. Additionally, each member of the group will submit a 1000 – 1500 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 (2001-2007) articles on the topic.

Individual Research Paper – 15%. Due Date will be announced in class and posted on LMS (no extensions or late submissions will be permitted – late policy does not apply to this assignment).

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.

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%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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.