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

COURSE OUTLINE

Course Title: CHILDHOOD & ADOLESCENT DEVELOPMENT, PART II

Course No.: ED221

Program: TEACHER ASSISTANT

Semester: FOUR

Date: JANUARY, 1992

Author: TONY HANLON

New: ___X___  Revision: ______

APPROVED: K. DeRosario  DATE: Jan 7, 1992
DEAN, Kitty DeRosario, Human Sciences and Teacher Ed.
Childhood & Adolescent Development II (ED221)
Instructor: T. Hanlon

Total hours: 48
Total credits: 3

PREREQUISITE: Introduction to Psychology (PSY 102)
Childhood & 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 PERFORMANCE OBJECTIVES

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. Demonstrate a basic understanding of modern theories of development such as Bruner's, Piaget's and Erikson's.
4. Explain the various contexts such as the biological and the social in which development occurs.
5. Demonstrate an understanding of the cognitive, physical and social development of the early childhood years.
6. Demonstrate an understanding of the cognitive, social and physical development in the middle childhood years.
7. Demonstrate an understanding of the cognitive, social and physical development that occurs in adolescence.
8. Explain how child development theories, concepts and research can be applied by teacher assistants in the performance of their duties.

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.
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1. Physical Development in Early Childhood
   - Physical Growth & Change
   - Health & Nutrition
   - Child Abuse & Neglect

2. Intellectual Development in Early Childhood
   - Theories of Intellectual Development
   - Influencing factors
   - Language Development

3. Personality & Social Development in Early Childhood
   - Freud vs. Erickson
   - Emotions, Attitudes & Behaviours
   - Influencing factors

4. Physical Development in Middle Childhood
   - Physical Growth
   - Health & Nutrition
   - Motor Development

5. Intellectual Development in Middle Childhood
   - Piagetian Approach
   - Information Processing Theory
   - Development of Language
   - The Child in School

6. Personality & Social Development in Middle Childhood
   - The Self-Concept
   - The Child's Influences - Peers, Family
   - Emotional Disturbances in Childhood

7. Physical Development in Adolescence
   - Puberty
   - Psychological Impact of Physical Change
   - Health, Sex and the Adolescent

8. Intellectual Development in Adolescence
   - Cognition - Piaget
   - Alternatives to Piaget
   - Morals & Values
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9. Personality & Social Development in Adolescence
   Hall, Erikson, Mead, Freud Theories
   Search for Identity
   Problems of Adolescence

Approximately 2 weeks (5-6 class hours) 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.

EVALUATION METHODS

You have a choice concerning the weighting of methods used to evaluate your grade.

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With either option you must obtain at least 60% on two of the three tests in order to successfully complete the course.

Letter Grades:

- A+ = 90-100%
- A  = 80-89%
- B  = 70-79%
- C  = 60-69%
- R  = Less than 60%

TERM PAPER

The topic can be your choice but must relate to an aspect of child or adolescent development. (Eg.) You may want to research the effects of divorce on children in the middle childhood years; how most adolescents emerge from a period of "storm and stress" as normal, well-adjusted young adults or how to effectively communicate information to J.K. and K. age children given their attention and memory abilities. The topic must be approved by the course teacher.
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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.

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

Marks will be deducted for incorrect referencing, spelling, and grammar to a maximum of 20% of the total mark. Marks will be deducted for papers submitted after the due date and a rate of 2% per day.

Two copies of the paper are to be submitted. One will be returned to you with comments and mark.

Please consult "Term Paper Guidelines for Courses Taught by T. Hanlon" for further information on how to write your term paper.

CRITICAL DATES

Topic Approval: January 28, 1992
One Page Outline: February 26, 1992
Paper Due: March 24, 1992

REQUIRED STUDENT RESOURCES

A Child's World - Infancy Through Adolescence by Diane E. Papalia and Sally Wendkos Olds

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.
## COURSE SYLLABUS

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<td>Research Paper Guidelines</td>
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