

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:

II. Upon successful completion of this course, the CICE student, along with the assistance of an Integrative Educational Assistant, will demonstrate the basic ability to:

1. demonstrate a thorough understanding of child development (ECE CSAC 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 (ECE CSAC Learning Outcome #6)**

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. **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. 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. Infants, Children and Adolescents, Fourth Edition, Laura Berk, Allan & Bacon, 2002 (also refer to textbook website www.ablongman.com/berk)
2. Allen, K.E. & Marotz, L.R., Developmental Profiles – Pre-Birth through Twelve, 4th Edition, Thomson/Delmar Publishing, 2003, ISBN #0-7668-3765-3 (both of these textbooks were used in HSC 104)

Optional Resources:

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

V. EVALUATION PROCESS/GRADING SYSTEM:**1. 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.

2. 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. - **15%**
- B. Work Plan and Team Evaluation Form
Each group must submit a work plan early in the semester and a team evaluation which summaries the team process and the contributions of each team member to the presentation. – **5%**
- C. 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 (1999-2003) articles on the topic. Individual **Research Paper – 20%. Due on October 8th**. Information from the research paper will be used as a basis for the group presentation.

3. Tests – 50%

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

Test #1:	October 15	(15%)
Test #2:	November 12	(15%)
Test #3:	December 17	(20%)

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%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50-59%	1.00
F (Fail)	49% and below	0.00
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.	

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

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 your instructor and/or the Special Needs office. Visit Room E1101 or call Extension 703 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.

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.

Course outline amendments:

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.

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. Anything submitted after the start of the class period will be considered late and the late policy will apply.
3. To protect students, assignments must be delivered by the student/author to the professor.
4. Late submissions will be deducted **5% per day**.
5. Assignments **more than one week late will not be accepted**.
6. 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.
7. 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.
8. 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 due to illness or extenuating circumstances, contact the professor prior to the start of the test. A new date must be arranged prior to the next scheduled class.

VII. PRIOR LEARNING ASSESSMENT:

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

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.

CICE Modifications:

Preparation and Participation

1. An Integrative Educational Assistant will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant does attend classes he/she will remain as inconspicuous as possible.

CICE Modifications:

A. Tests may be modified in the following ways:

1. Tests which require essay answers may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests which use fill in the blank format may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in the Learning Assistance Centre with assistance from an Integrative Educational Assistant.

The Integrative Educational Assistant may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Integrative Educational Assistant may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.