

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:

With assistance from a Learning Specialist, the CICE student (s) will demonstrate a basic understanding and an 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 #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. **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

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:

Berk, Laura (2005), **Infants, Children and Adolescents**, Fifth Edition, Allan & Bacon, 2005 (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** (2nd Cdn ed), Thomson- Nelson (previously used in CMM 115)

Supplemental/Optional Resources:

1. Jamieson , J., Bertrand,J., & Ibrahim, E. (Eds.). (2005). **Science of early child development. [online resource]**. Winnipeg, MB.: Red River College. Retrieved from <http://www.scienceofecd.com>
2. Coloroso, Barbara **Kids are Worth It**, , Somerville House Publishing Co

V. EVALUATION PROCESS/GRADING SYSTEM:

1. In-class Assignments and Group Work - 15%

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 – 15%

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 All-In-One Teams. Complete criteria and due dates will be explained in class. Due dates will be posted on LMS.

3. Individual Research Paper – 25%

Each CICE student will submit an 800-1000 word **research** paper on an approved topic related to an aspect of development in the adolescent years (APA format). This assignment is done with the assistance of a Learning Specialist. Each paper must be different and based on an approved topic and current research articles on the topic. **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).**

4. Tests – 45%

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 schedule will be announced and posted on LMS.**

*****Proposed modifications to tests and assignments will be discussed as assigned. Approved modified assignments and tests will be typed by the Learning Specialist and a copy provided to the Professor.**

The following semester grades will be assigned to students in post-secondary courses:

<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.	

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:

Disability Services:

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 professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 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 post-secondary institutions.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. 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.

Substitute course information is available in the Registrar's office.

Specific Class Information

Assignments:

Major assignments (5% or more) 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. Late students 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.
- Students are to keep private conversations out of the classroom.

Missed Classes

If a student misses a class, it is their responsibility to ask a classmate to take notes and pick up assignments and handouts.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio. Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

CICE Modifications:**Preparation and Participation**

1. A Learning Specialist 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 Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

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 CICE office with assistance from a Learning Specialist.***The Learning Specialist 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 Learning Specialist 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.