

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 CICE student, with the assistance of a Learning Specialist, will demonstrate an emerging ability to:

1. Demonstrate a general 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
 - demonstrate an understanding of data on current child and adolescent developmental issues
 - apply child development theory to interpret 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 effective communication skills, written, oral, and non-verbal communications

Part of ECE Program Standard Vocational Learning Outcome #1

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 communication skills through small group or partner collaboration and consultation
- plan, research, and complete a film analysis
- utilize appropriate form, style and level of detail relating to the 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:

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. 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 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. Students will also be expected to attend a workshop that will occur on November 19th in the evening. Details will be announced and posted on LMS.

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 Film Analysis and Individual Research Paper – 40%**

A. Students will work with a partner to analyze a film which portrays issues present in middle, late childhood or adolescence. The group's responsibility is to lead an active discussion, (in written form), on the issues presented in the film. Students are also expected to be in class for all scheduled group presentations to support their classmates in order to receive full credit for this evaluation factor - **15%**

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 film analysis. In addition, each team member must submit an evaluation which summarizes the team process and the contributions of each team member to the final product. – **10%**

- C. Additionally, each member of the group will submit a 1000 – 1500 word **research** paper on the issues presented in the film, (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. These tests will be based on the material presented in class and in the textbook. **Test schedule will be announced and posted on LMS.**

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:

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.

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.

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. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

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

Disability Services:

If you are a student with a disability (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.

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*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may (i) issue a verbal reprimand, (ii) make an assignment of a lower grade with explanation, (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”, (iv) make an automatic assignment of a failing grade, (v) recommend to the Chair dismissal from the course with the assignment of a failing grade. 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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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.

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.