

I. COURSE DESCRIPTION:

This course is a continuation of HSC104/ ED098. 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 CICE 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 will, with the assistance of a Learning Specialist, demonstrate the basic ability to:

1. Demonstrate an 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 – take out
- Relate child development theory to 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 – take out
- Develop appropriate form, style and level of (analysis/ - take out) detail on message audience and purpose of communication
- Use an accepted standard of writing, grammar, spelling and format (eg. APA style) Note: Assistance for the APA formatting will be provided by the Learning Specialist.

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:

- Describe 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 – 15%**
CICE 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 CICE 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% - Take out this section**

V. EVALUATION PROCESS/GRADING SYSTEM:

A. Work Plan and Evaluation Form

The CICE student must submit a work plan early in the semester and reports on the on-going progress of themselves regarding their work on the research paper. In addition, each team member must submit an evaluation which summarizes the students' progress and their contributions to the research paper. – 15%

- B. Additionally, the CICE student will submit a 1000 – 1500 word **research** paper on a chosen 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 – 20%. 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. – take out)

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%	
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.	

VI. SPECIAL NOTES:

Attendance:

Sault College is committed to CICE 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, CICE 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 are located on the portal and form part of this course outline.

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.