



## I. COURSE DESCRIPTION:

Part 1 will provide an intensive study of the psychological, cognitive, physical and social development of the child from conception to early childhood. 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.

Philosophically, this course emphasizes a holistic view of the undeniable worth of children.

## II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student along with the assistance of a Learning Specialist, will demonstrate the basic ability to:

1. **Be aware of processes that promote the overall well-being of children while facilitating developmental change (from CYW CSAC Learning Outcome #2)**

### **Potential Elements of the Performance:**

- define and explore the concept of development and the methods for studying development
- explain, compare, contrast and apply selected theories of child development
- describe and contrast the psychological, cognitive, physical and social developmental achievements of the prenatal period, infancy and early childhood
- integrate holistic applications of child development
- appropriately analyze child development literature from a variety of sources

2. **Communicate information related to developmental tasks of childhood (CYW CSAC Learning Outcome #8)**

### **Potential Elements of the Performance:**

- differentiate between normative and individual development
- be aware of selected vocabulary from the child development literature
- define and use the terms "assumption, inference and observation" and apply these terms in relation to the study of child development
- complete observation reports and write inferential statements from the observations and support these with reference to child development literature
- use American Psychological Association reporting format as required

### III. TOPICS:

- a. Child Development: Theories and Themes
- b. Research in Child Development
- c. Genetic Bases of Child Development
- d. Prenatal Development and Birth
- e. Physical, Cognitive and Social Development in Infants and Toddlers
- f. Physical, Cognitive and Social Development in Preschool Children

### IV REQUIRED RESOURCES/TEXTS/MATERIALS (available in College Bookstore):

Children, Canadian Edition, Robert V. Kail and Theresa Zolner

#### ***Additional Resource Materials Available In The College Library Book Section***

#### **Recommended Journals/Magazines:**

CYC On-Line Journals (access through cyc-net.org)  
Canadian Journal of Early Childhood Education  
Child Development (Microfiche)  
Infant Behaviour and Development  
Journal of Child and Youth Care  
Journal of Clinical Child Psychology  
Parents  
Psychology Today

### V. COURSE REQUIREMENTS:

1. The student will develop a research project report. ***Dates, topics and criteria will be finalized in the first two weeks of class.***
2. There will be 5 quizzes on material covered in class and in the assigned text. Only the best four quizzes will be counted. There will be no opportunity to write missed tests, other than a documented medical emergency. ***Quiz dates as noted on attached assignment package.***
3. ***Each individual student will complete an observation report and make inferences supported by developmental research. Due date as noted on attached assignment package.***
4. Active participation and regular attendance.

## VI EVALUATION PROCESS/GRADING SYSTEM:

1. Attendance and Participation 20%
2. Research Report (20%)
3. Quizzes (40%)
4. Written Observation Report (20%)

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%	
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.

## VII. 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 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.

### 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 the *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.

**VIII. PRIOR LEARNING ASSESSMENT:**

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.

**IX. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Chair'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. 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.

***Child & Adolescent 1 (2008)***

***Classroom Schedule (2008)  
Additional Assignment Information  
And Grading Criteria***

**CLASSROOM SCHEDULE W08 Child & Adolescent 1**

- IN PREPARATION FOR CLASS DISCUSSION, STUDENTS ARE EXPECTED TO HAVE READ THE ASSIGNED CHAPTERS
- There are 5 quizzes worth 10% each. However, as students will only be evaluated on their best 4, there will be no option to write missed tests without prior arrangement.

**Jan. 9/08** - Week 1 - Review Course Outline and Assignment Criteria

\* **Observation Demo Using Film Clips – provide student work sheets**

Establish groups and finalize presentation schedule (\* 10 or 11 groups in total)

Using In-class Computer

- a) Do Visual Review of Student CD Rom Features (accompanying text) – particularly m.c quizzes and concept summary questions for each chapter
- b) Go to on-line learning centre at [www.pearsoned.ca/kail](http://www.pearsoned.ca/kail) given at back of text which has additional practice questions, crossword puzzles, chapter summaries etc.

**Jan. 16/08** - Week 2 – Chapter 1 - Introduction to the study of child development

Via Instructor Power Point Presentation (from Instructor's Resource CD-ROM)

Summary Via Student CD Rom

**Jan. 23/08** - Week 3 – Chapter 2 – Research in child development

**CLASSROOM EXERCISE ON GENETICS (as intro to chapter 3 next week)**

**Jan 30/08** - Week 4 - Chapter 3 – Genetic Bases of Child Development – Guest

Speaker(s)

Research Report on Ch. 3 Topics: Genetic Disorders and Conditions \_\_\_\_\_

**Feb 6/08** - Week 5 - Chapter 4 – Prenatal Development and Birth

Research Report on Ch. 4 Topics: The Three Stages of Prenatal Development (Zygote, Embryo and Fetus) \_\_\_\_\_

**Feb 13/08** - Week 6 – **Quiz # 1 on Ch. 3 & 4 – 10%**

Chapter 5 – Physical Development in Infants and Toddlers

Research Report on Ch. 4 Topics: The 3 Stages of Birth \_\_\_\_\_

**Feb 20/08** - Week 7 – Review of Chapters 3, 4 and 5

Research Report on Ch. 4 Topics: Birth Complications

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**WRITTEN OBSERVATION REPORTS DUE (20%)**

\* WINTER BREAK

**Mar 5/08** - Week 8 - **Quiz # 2 on Ch. 5 (Physical Dev't in Infants and Toddlers) – 10%**

Chapter 6 – Cognitive Development in Infants and Toddlers  
Research Report on Ch. 4 Topics: Sudden Infant Death Syndrome

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**Mar 12/08** - Week 9

Chapter 7 – Social Behaviour and Personality Development in Infants and Toddlers  
Research Report on Ch. 5 Topics: Infant Motor Development  
Development

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**Mar 19/08** - Week 10 - **Quiz # 3 on Ch. 6 & 7 (Cognitive and Social Dev't in Infants and Toddlers) - 10%** -

Chapter 8 – Physical Development in Preschool Children  
Research Report on Ch. 7 Topics: Temperament

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**Mar 26/08**- Week 11 – Review of Chapter 6, 7 and 8  
Research Report on Ch. 7 Topics: Attachment

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**Apr 2/08** - Week 12 **Quiz # 4 on Ch. 8 (Physical Dev't in Preschool Children) – 10%**

Chapter 9 – Cognitive Development in Preschool Children  
Research Report on Ch. 8 Topics: Illness and Health in Preschool Children

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**Apr 9/08**- Week 13 - Chapter 10 – Social Behaviour and Personality in Preschool Children

Research Report on Ch. 9 Topics: Communicating with Others

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**Apr 16/08** - Week 14 - **Quiz #5 on Ch. 9 & 10 – 10%**

Research Report on Ch. 10 Topics: Relationships With Siblings and Peers

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**Apr 25/08** – Week 15 - **Summary and Conclusion**

**\* Research presentations must refer to text material and at least two other sources, in APA format, as shown in 'Cites and Sources' text from CMM115**

**Research Report -Grading Criteria for Written Portion – 20%**

Grading Criteria:

Minimal Level of Skill/Competence (lowest score) – i.e. poorly presented, lacking information, expressing misinformation, difficult to follow, inadequate references etc.

Expected Level of Skill/Competence (medium scores) – i.e. generally well presented, containing pertinent information in appropriate format, clear and adequate references

Exceptional Skill Level (highest score) – i.e. exceptionally well presented, reflective of a high level of knowledge regarding the topic area, easily accessible source of pertinent information, excellent references etc.

1.	Write-up is neat and well organized, with a clear introduction, sub-headings, and conclusion. Appropriate attention to spelling and grammar.	2	2.5	3	4
2.	Contains pertinent information about the topic	2	3	3.5	4
3.	Paper summarizes and builds upon key point in a logical, coherent manner.	2	3.5	5	6
4.	Appropriately documented references in APA format (minimum of 3 references, including text)	2	2.5	3.5	4

Mark out of /20

**How to Analyze an Observation:  
MAKE INFERENCES - NOT ASSUMPTIONS - AND KNOW THE DIFFERENCE**

Observation provides raw data about what is seen and perceived. As CYWs, we use our observations to draw inferences about the meaning and significance of child behaviour. That knowledge, in turn, allows us to plan effective strategies to enhance and promote development.

Inferences, however, are not the same as facts. They are deductions based on reasoning, experience and theoretical understanding. The stronger the underlying reasoning, the more valid the inference. With experience, skilled CYWs can sometimes make observations and inferences so quickly and accurately that it looks like magic to those who work with them, but the reasoning and theory are always there.

An inference – although not to be confused with an absolute fact - has much greater validity than an assumption, which is merely a hasty conclusion based on no real foundation

**EXAMPLE OF AN INFERENCE (the correct CYW process)**

Observation:	Inference:	Reasoning and/or Reference to Known Developmental Norms or Theory:
Two year old child leaves her mother quickly at daycare – waves goodbye, smiling, and goes over to the water table	Child seems confident and secure; she enjoys daycare activities	Reasoning: Her smile and wave indicate affection for her mother but her readiness to say goodbye and to begin play indicate a level of comfort in the environment  Reference: Santrock, 8 <sup>th</sup> Ed. identifies that securely attached children of this age are comfortable leaving their parents for brief periods of time

The above inference is valid because it takes into account more than one aspect of the observation and is based on developmental norms and theory.

**EXAMPLE OF AN ASSUMPTION (an incorrect CYW process)**

Observation:	Assumption:	Reasoning (not supported by Reference to Known Developmental Norms or Theory):
Two year old child leaves her mother quickly at daycare – waves goodbye, smiling, and goes over to the water table	Child didn't make a fuss so she must not care about her mother	My baby cousin always cries when her Mom leaves her with a sitter, so that's what I think a normal child would do

The above assumption is invalid because it only looks at one aspect of the observation and is not supported by research regarding developmental norms and attachment patterns. It's based on limited experience with one child of unknown age, possibly much younger than a toddler.

Student: \_\_\_\_\_

## OBSERVATION ASSIGNMENT

### PART 1

- a) For each of the three developmental domains identified in our text (Physical, Cognitive and Socioemotional) select one sub-category of development (examples are shown on the attached chart ) and record a specific behaviour related to that sub-category. You will therefore be making three observations in total – one from each domain.

**\* Remember that “behaviour” refers only to those things that can be observed and measured.**

- b) Under the sub-heading “Inferences”, state what you infer from the observation.
- c) Under the sub-heading “Reasoning/Reference to Norms” support your inference with research from the text or another credible source (the specific references will be identified in your write up, as explained below)

### PART 2

When you have completed your three observations, write a summary of the observation process, and what you learned from this exercise (approximately 1 to 2 pages, double spaced). Submit both your observation sheets and the write-up to your instructor.

**Format for Observation Report**

Observations may be done either in chart form (see sample attached) or in paragraph form, using the following sub-headings. However, if you use a chart, a separate write up is still required to summarize what was learned from the exercise.

Student \_\_\_\_\_

Child's Age and Grade Level: \_\_\_\_\_ Gender \_\_\_\_\_

1. Physical Domain

Sub-category - \_\_\_\_\_

Observation(s) -

Inference(s) -

Reasoning/Reference to Norms -

2. Cognitive Domain

Sub-category - \_\_\_\_\_

Observation(s) -

Inference(s) -

Reasoning/Reference to Norms -

3. Socioemotional Domain

Sub-category - \_\_\_\_\_

Observation(s)

Inference(s)

Reasoning/Reference to Norms

4. Summary of What Was Learned From Doing Observation

(a) What Was Learned About the Child

(b) What Was Learned About the Observation Process

**OBSERVATION CHART**

Student: \_\_\_\_\_

Child's Age and Grade Level \_\_\_\_\_

Gender \_\_\_\_\_

Area of Development *Circle and describe only one skill or level from each of the three domains	Specific Behaviour Observed	Inference	Reasoning and Reference to developmental norms or theory for this age group, as found in text or elsewhere
<p><b><u>Physical:</u></b></p> <p>Gross Motor Skills</p> <p>Fine Motor Skills</p> <p>Strength</p> <p>Coordination</p> <p>Activity Level</p>			
<p><b><u>Cognitive:</u></b></p> <p>Verbal language skills</p> <p>Reading and Writing Skills</p> <p>Problem Solving</p> <p>Imagination</p>			
<p><b><u>Social/Emotional</u></b></p> <p>Ability to cooperate with others (sharing, taking turns, etc.)</p> <p>Degree of happiness or unhappiness evident throughout the day</p> <p>Degree of interest and attention in classroom activities</p> <p>Demonstration of self control (ability to manage frustration, anger etc.)</p>			

## Grading Criteria for Observation Report

<i>Level of Skill Demonstrated</i>		Minimal	Expected
Exceptional			
1.	Student makes a concrete, measurable observation 1.5 of a behaviour from the physical domain	.5	1
	Student makes a reasonable inference from the 1.5 observation	.5	1
	Student supports the inference with appropriate research from the text or elsewhere 1.5	.5	1
2.	Student makes a concrete, measurable observation of a behaviour from the cognitive domain 1.5	.5	1
	Student makes a reasonable inference from the observation 1.5	.5	1
	Student supports the inference with appropriate research from the text or elsewhere 1.5	.5	1
3.	Student makes a concrete, measurable observation of a behaviour from the socioemotional domain 1.5	.5	1
	Student makes a reasonable inference from the observation 1.5	.5	1
	Student supports the inference with appropriate research from the text or elsewhere 1.5	.5	1
4.	Written summary of the exercise is <u>1 to 2 pages</u> in length 1.5	.5	1
	Demonstrates an understanding of the observation process 1.5	.5	1
	Student is able to identify own learning in relation to the exercise 2	1	1.5
	The summary is neat and well organized with appropriate attention to grammar and spelling 1.5	.5	1

MARK OUT OF 20