

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: CHILD & ADOLESCENT DEVELOPMENT, PART II

Course No.: HSC 203

Program: EARLY CHILDHOOD EDUCATION

Semester: III

Date: SEPTEMBER 1994

Author: JAYE BENNETT

New:

Revision:

APPROVED:


Dean, Kitty DeRosario,
Human Sciences and Teacher Education

^
Dat



****NOTE: Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.**

Child & Adolescent Development II (HSC203)
Instructor: J. Bennett

Total hours: 45
Total credits: 3

PREREQUISITE: Introduction to Psychology (PSY 102)
Child & Adolescent Development I (ED217)

COURSE DESCRIPTION

This course will continue where Part I left off. The cognitive, physical and social development of the child from early childhood (age 2.5 years) to adolescence maturation. 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.

STUDENT PERFORMANCE OBJECTIVES

Upon successful completion of this course you will be able to:

1. Explain the concept of development and the methods for studying development.
2. Correctly utilize psychological and biological terminology related to child development
3. Demonstrate a basic understanding of modern theories of development such as Bruner's, Piaget's and Erikson's.
4. Explain the various contexts such as the biological and the social in which development occurs.
5. Demonstrate an understanding of the cognitive, physical and social development of the early childhood years.
6. Demonstrate an understanding of the cognitive, social and physical development in the middle childhood years.
7. Demonstrate an understanding of the cognitive, social and physical development that occurs in adolescence.
8. Explain how child development theories, concepts and research can be applied by teacher assistants in the performance of their duties.

Child & Adolescent Development II (HSC203)
Instructor: J. Bennett

TOPICS TO BE COVERED

The following are the major topics to be covered with examples of some of the sub-topics related to each major topic area.

1. Personality & Social Development in Early Childhood

Families
Play
Gender
Moral Development

2. Physical Development in Middle Childhood

Physical Growth
Health & Nutrition
Stress & Coping

3. Cognitive Development in Middle Childhood

Piagetian Approach
Information Processing Theory
Development of Language
Intelligence

4. Personality & Social Development in Middle Childhood

The Self-Concept
The Child's Influences - Peers, Family, School, Gender
Moral Development

5. Physical Development in Adolescence

Puberty
Psychological Impact of Physical Change
Health, Sex and the Adolescent

6. Cognitive Development in Adolescence

Cognition - Piaget
Alternatives to Piaget
Morals & Values
Schools

Child & Adolescent Development II (HSC203)
Instructor: J. Bennett

7. Personality & Social Development in Adolescence

Families, Peers & Culture
Search for Identity
Problems of Adolescence

Approximately 2H weeks (7-8 class hours) will be devoted to each major topic. You are encouraged to take responsibility for your learning by ensuring the readings and study questions assigned in class are done in advance of the topic being presented in class. You are encouraged to ask questions in class on areas that you are unsure of ~~after~~ you have done the assigned readings and questions.

EVALUATION METHODS

3 Tests	1) Chapter 11 & 12	15%	September	21
	2) Chapter 13 & 14	20%	October	19
	3) Chapter 15 & 16	20%	November	23
	4) Chapter 17	10%	December	21

3 Journal* critiques or 3 observations 15% (5% each)
(Due September 28, 1994; October 26, 1994; November 23, 1994)

* Journal critiques must come from **approved** journals **only**, (available in Sault College Library)

TERM PAPER - 20%

The topic can be your choice but must relate to an aspect of child or adolescent development. (Eg.) You may want to research the effects of divorce on children in the middle childhood years; how most adolescents emerge from a period of "storm and stress" as normal, well-adjusted young adults or how to effectively communicate information to J.K. and K. age children given their attention and memory abilities. The topic must be approved by the course teacher.

A minimum of 6 references are required of which 3 must date within the last 6 years. References must be from child development research journals or professional magazines, eg. Psychology Today, Discover. A maximum of one, reference is allowed from magazines such as Time, MacLeans or Parents. **See attached Term Paper Guidelines.**

The paper must be typed, double-spaced. The minimum length is 6 pages and maximum is 12. In addition there should be:

- i) a cover page with the Title of the paper, name of course, your name, teacher's name and date of submission,
- ii) Table of Contents
- iii) Reference page using A.P.A. format

CRITICAL DATES

Topic Approval: October 1, 1994
Paper Due: December 14, 1994

Child & Adolescent Development II (HSC203)
Instructor: J. Bennett

REQUIRED STUDENT RESOURCES

Children, 3 Ed.. John Santrock

Dictionary and Thesaurus

ADDITIONAL RESOURCE MATERIALS AVAILABLE IN COLLEGE LIBRARY

Canadian Journal of Early Childhood Education
Child Development (Microfiche)
Journal of Child and Youth Care
Journal of Clinical Child Psychology
Parents
Psychology Today

Other Journals and Texts related to Child Development, as well as E.R.I.C. are also available in the College library.

The Instructor reserves the right to change topics and dates of presentation depending on class progress and needs.

SPECIAL NOTE

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.

All assignments must be completed in order to pass this course.

Term Paper Guidelines

Definition of a Term Paper

The term paper is a typewritten paper in which you present your views and research findings on a chosen topic. It is also often referred to as a "research paper", "library paper" or "term essay". The length of the term paper ranges from between 5 to 15 pages, and the teacher will usually set minimum and maximum lengths depending on the course and topic. No matter what the length, your task is essentially the same: to read on a particular topic; evaluate information about it; and report your findings in a paper.

There are two basic kinds of term papers, the report paper and the thesis paper. The report paper summarizes and reports a writer's findings on a particular subject. The writer neither judges nor evaluates the findings but simply reports them in a logical, organized manner.

The thesis paper takes a definite stand on an issue or problem. A thesis is a proposition or point of view that a writer is willing to argue against or defend.

e.g. Report Paper: A summary of the philosophies of education

Thesis Paper: Essentialism is the most logical and worthwhile philosophy of education.

Reasons for Writing a Term Paper

1. This process helps you learn accepted styles of documentation, the ethics of research and a great deal about your chosen subject.
2. It helps you become familiar with the library through the "learn-by-doing" method. You learn the skill of how to ferret out important information from the maze of informational sources available in the library by doing actual research. This is a priceless skill which contributes to you becoming an independent learner. Sooner or later everyone needs to find out about something: a parent needs to know how to stop his/her child from fingernail biting; a teacher how best to handle a child's aphasia and so on.
3. Writing a term paper can help to further develop your knowledge, logic, imagination, and common sense. You learn how to think; how to organize; how to discriminate between worthless and useful opinions and information; how to summarize the gist of wordy material; how to manage your time; how to develop a research paper from the start, manage it through its intermediary stages, and finally assemble the information uncovered into a useful, coherent paper.

Steps in Writing a Research Paper

1. **Selection of topic.** It should be complex enough to be researched from a variety of sources, but narrow enough to be covered in 5-15 page paper. The topic must be approved by the teacher.
2. **Exploratory scanning and in-depth reading on the approved topic.** You should keep a list of all references to be used in your paper. **Use A.P.A. format.**
3. **The term paper must be outlined in its major stages.** (See example)
 - i) The information gathered must be recorded (usually on note cards) and assembled into a coherent sequence.
 - ii) A thesis statement must be drafted if you are doing a thesis paper or an introductory statement if you are doing a report paper.
4. **Your paper should be written in a rough draft.** In a thesis paper, the thesis must be argued, proved or supported with the information uncovered from the sources.

Borrowed ideas, data, and opinions must be acknowledged. Plagiarism is the act of passing off another's words and ideas as one's own. While we all plagiarize in a minor sense in everyday life, what we must avoid when doing a term paper is blatant plagiarism. Examples include the student who steals an idea from a book, expresses it in his or her own words without acknowledging the source or the student who copies an author's work or another student's paper. Consult the **A.P.A.** Publication Manual for information on the use of proper referencing.

Any student who plagiarizes when writing his/her term paper will receive a mark of zero.

5. Proof your rough draft for spelling and grammar errors. Consider if you have properly addressed your thesis statement or thoroughly covered your topic if doing a report paper. Did you consider your audience, ie. the teacher and your peers. Don't assume they know everything about the topic. Make sure each of your points is fully explained. Use the following checklist.

Rough Draft Term Paper Checklist

- i) Does the thesis statement or introductory statement **clearly** communicate the topic, focus and purpose of your paper? Is the organization structure of your paper stated in the introduction.
 - ii) Does your paper reflect an awareness of your audience?
 - iii) Is your paper within the minimum and maximum guidelines set by the teacher?
 - iv) Does your paper have a logical organization pattern? Consider using sub-titles for papers longer than five pages.
 - v) Is your thesis well supported by the main ideas of the paragraphs and do the paragraphs cover separate but related ideas?
 - vi) Have you covered all the material indicated by your thesis or introductory statement?
 - vii) Are the connections among your paragraphs clear. Have you cut-out all material that goes off topic?
 - viii) Is the length of each paragraph in proportion to the whole paper and the length of the other paragraphs?
 - ix) Does your conclusion or summary paragraph provide a sense of completion?
 - x) Have you included a title page with the title of your paper, your name, date, course and teacher's name?
6. After revising your rough draft type (double-spaced) your final draft along with a reference list. For term papers long than 6 pages include a table of contents. Proof your final draft and hand in by due date. Penalties are assessed for submitting a term paper after the due date. Check with the teacher to determine the penalty for late assignments. Two copies of your paper must be submitted. One copy with a grade and comments will be returned to you.

This author acknowledges borrowing liberally from the ideas and examples found in the following references.

American Psychological Association, (3rd Ed.), Publication Manual of the American Psychological Association, New York, 1983.

Troyka, L.Q. (2nd Ed.), Simon and Schuster Handbook for Writers, Englewood Cliffs: Prentice Hall, 1990.

Winkler, A.C. & McCuen, JR. (2nd Ed.), Writing the Research Paper: A Handbook, New York: Harcourt Brace Jovanovich, 1985.

General Format for Term Paper Outline

Thesis or Introductory Statement

I. First Main Idea

A. First Subordinate Idea

- i) First reason or example
- ii) Second reason or example
 - supporting details

B. Second Subordinate Idea

- i) First reason or example
- ii) Second reason or example
 - supporting details

II. Second Main Idea

A. First Subordinate Idea

- i) First reason or example
(Continue pattern until all main ideas are outlined)

Conclusion or Summary

One or two paragraphs which summarize your findings or arguments and bring your paper to completion.

ED221—CHILD & ADOLESCENT DEVELOPMENT II

TERM PAPER

Introduction:	thesis statement or introductory statement(s) clearly indicate topic(s) and purpose of the paper	/ 5
Grammar & Spelling:	skillful use of sentence structure, avoidance of awkward, disjointed, fragmented, or run-on sentences, avoidance of spelling errors	/10
Organization:	logical, coherent, unified, suitable to purpose of essay, developed in an orderly fashion building to prove the thesis statement or to a conclusion	/10
Content:	consistent point(s) of view, present both sides if appropriate, specific, vivid, clear, recent literature cited, convincing, pertinent	/20
A.P.A. Style:	proper referencing, title page & reference list	/5
Penalty for lateness:	2.5 marks per day	

TOTAL TERM PAPER MARK:

**CHILD & ADOLESCENT DEVELOPMENT II
ED 221**

STUDENT'S PERSONAL GRADE RECORD

ASSIGNMENT	GRADE
1. Tests	
# 1	/15
# 2	/20
# 3	/20
# 4	/10
2. Term Paper	/20
3. Journal Critiques or Observations (Total 15%)	
# 1	/5
# 2	/5
# 3	/5
FINAL GRADE	/100