

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

COURSE OUTLINE

Course Title: CHILD AND ADOLESCENT DEVELOPMENT PART II

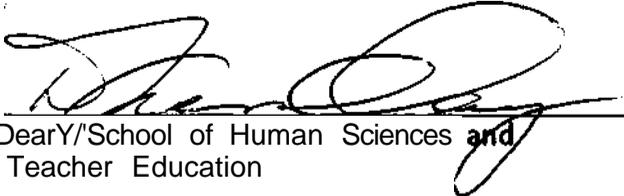
Course No.: HSC 203

Program: EARLY CHILDHOOD EDUCATION

Semester: THREE

Date: SEPTEMBER, 1996 PREVIOUS DATE, SEPTEMBER 1995

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APPROVED:  and 
Deputy/School of Human Sciences and Teacher Education Date **● ^ ^ 4 SA&**

***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 and Adolescent Development Part II
HSC 203
HSTE.002.282

PREREQUISITE

Child and Adolescent Development Part I (HSC 104) or permission of instructor.

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 wholistic 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 student will:

1. Demonstrate a thorough understanding of child development (from ECE CSAC Learning Outcome #2)

Elements of the Performance:

Identify developmental milestones and variations in children
Support the development and learning of individual children within the context of family, culture and society.

2. Develop and maintain effective communication skills written, verbal, and non-verbal. (ECE CSAC Learning Outcome #6)

Elements of the Performance:

Communicate with sensitivity
Ensure that information is comprehensive, concise, factual and objective
Demonstrate effective teamwork and team membership through effective collaboration and consultation
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. Utilize a variety of observation techniques to enhance work with children, families and co-workers. (CSAC ECE Outcome #3)

Elements of the Performance:

Select appropriate data collection technique
Implement developmentally appropriate practices
Utilize appropriate techniques to identify children's skills, abilities and interests
monitor children's progress
Plan developmentally appropriate experiences based on results of observations

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III TOPICS

Review

Methods of Studying Development
 Theories of Development
 Nature of Development
 Infant Development
 Early Childhood - Physical and Cognitive

- 2 Early Childhood - Socio-Emotional (Chapter 11)
- 3 Physical Development in Middle and Late Childhood (Chapter 12)
- 4 Cognitive Development in Middle and Late Childhood (Chapter 13)
- 5 Socio-Emotional Development in Middle and Late Childhood (Chapter 14)
- 6 Physical Development in Adolescence (Chapter 15)
- 7 Cognitive Development in Adolescence (Chapter 16)
- 8 Socio-Emotional Development in Adolescence (Chapter 17)

IV TEXT

1. Children, Santrock, J. (1995) 4th edition - Brown and Benchmark

V EVALUATION PROCESS AND GRADING SYSTEM

1. **TESTS:** There will be 3 tests spaced throughout the term - 2 worth 15% of total mark and Final worth 20%
3 tests = 50%
2. **OBSERVATIONS:** The student will complete and submit three observations on the following dates. October 2, November 6, and December 4. The student will observe the **same** child throughout the semester and **note** (on a separate sheet of paper). **Suggestions** for enhancing the child's developmental progression as well as observed growth throughout the semester 10% each X 3 = 30%.
3. **GROUP (of 3 or 4) PRESENTATION AND ACCOMPANYING TERM PAPER**
 - A. Groups will choose a topic of study related to early, middle, or late childhood or adolescence. **TOPICS must be approved by the instructor no later than September 25.** Groups will research their topic in preparation for a 10-minute **maximum** - 6-minute **minimum** classroom presentation (visual aids, charts, slides, etc. may be used to enhance presentation) - **(schedule to be arranged in class)**
 - B. Additionally, each member of the group will submit a 500-word research essay on the same topic. Essays **must** be different in other words, the group **does not** hand in one collective essay - this portion of the assignment is done as individuals (**APA format**). *Due on Oral Presentation date.
Group Oral Presentation - PART A = 10% each member of the group will receive the same mark unless the instructor determines circumstances which necessitate differentiation of grades.
INDIVIDUAL ESSAY - PART B = 10%
Total: 20%

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V EVALUATION PROCESS AND GRADING SYSTEM

GRADING SYNOPSIS

Tests	50%	
Observation Exercises		30%
Group Project/Term Paper		20%
Total		100%

90%	-	100%	=	A+
80%	-	89%	=	A
70%	-	79%	=	B
60%	-	69%	=	C
Less than 60%	=			R (repeat of the course)

V SPECIAL NOTES:

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.

VI PRIOR LEARNING ASSESSMENT

Students who wish to apply for advanced credit in the course should consult with the Coordinator of the Early Childhood Education program.