

**SJUILT COLLEGE OP APPUED ARTS & TECHNOLOGY  
SAULT STE MARIE, ON**



**COURSE OUTLINE**

**Course Title: CHILD AND ADOLESCENT DEVELOPMENT II**

**Code No.: HSC 203      Semester: THREE**

**Program; EARLY CHILDHOOD EDUCATION**

**LORNA CONNOLLY BEATTIE**

**Date: SEPT 98      Previous Outline Date: SEPT 97**

**D. Tremblay, Dean ^  
Health, Human Sciences and Teacher Ed.**

**Date: o^f^g «gr.-g.^? S£<^**

**Total Casdits: 3      Prerequisite(s): HSC 104**

**Length of Course: 15 wks      Total Credit Hours: 45**

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*For additional information, please contact Donna Tremblay, Dean, School of Health, Human Sciences and Teacher Education, (705) 759-2554, Ext. 690.*

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**PREREQUISITE:** Child and Adolescent Part 1 (HSC 104)

**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 demonstrate the ability to:

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

**Potential 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
- > analyze data on current child and adolescent developmental issues

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

**Potential Elements of the Performance:**

- > communicate with sensitivity
- > ensure that information is comprehensive, concise, factual and objective

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- > demonstrate effective teamwork and team membership through effective collaboration and consultation
- > plan and present a child development seminar
- > 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. (ECE CSAC Outcome #3)**

**Potential Elements of the Performance:**

- > select appropriate data collection technique
- > implement developmental^ appropriate practices
- > utilize appropriate techniques to identify children's skills, abilities and interests
- > interpret information gathered and make recommendations for future analysis or research

**III. TOPICS TO BE COVERED:**

1. Physical Development in Middle and Late Childhood (Chapter 12)
2. Cognitive Development in Middle and Late Childhood (Chapter 13)
3. Socioemotional Development in Middle and Late Childhood (Chapter 14)
4. Physical Development in Adolescence (Chapter 15)
5. Cognitive Development in Adolescence (Chapter 16)
6. Socioemotional Development in Adolescence (Chapter 17)

**IV. REQUIRED RESOURCES:**

1. Children. 5<sup>th</sup> Edition. Santrock, J.W.: Brown and Benchmark Publishers, 1997

**V. EVALUATION/GRADING SYSTEM:**

1. Surveys/Questionnaires - 20%

Students will complete and submit 2 surveys/questionnaires on issues affecting children and adolescents. Criteria will be explained in class.

Assignment #1: October 9 - 10%

Assignment #2: November 6 - 10%

2. Group Presentation (3 or 4 students) and Individual Term Paper - 35%

A. Groups will choose a topic of study related to middle, late childhood or adolescence. Topics must be approved by the professor no later than October 1<sup>st</sup>. Groups will research their topic in preparation for a 10-minute maximum - 6-minute minimum classroom presentation. Visual aids, charts, slides, etc should be used to enhance the presentation. Schedule for presentations will be arranged in class.

Part A - Group Oral Presentation - 20%

Each member of the group will receive the same mark unless the professor determines circumstances that necessitate differentiation of grades. Failure to present on the assigned date will result in a mark of zero for the presentation.

B. Additionally, each member of the group will submit a 500-word research essay on the same topic (APA format). This portion of the assignment is done as individuals. Each essay must be different.

Part B - Individual Essay-15%

The essay is due on the date of presentation.

3. Tests-45%

There will be 3 tests spaced throughout the term worth 15% each. These tests will be based on the material presented in class and in the textbook.

Test #1: October 16

Test #2: November 13

Test #3: December 16

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90 - 100% = A+  
80 - 89% = A  
70 - 79% = B  
60 - 69% = C  
BELOW 60% = R

**VI. SPECIAL NOTES:**

If you are a student with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities), you are encouraged to discuss required accommodations with the instructor and/or contact the Special Needs Office, Room #E1204, ext. 493 so that support services can be arranged for you.

Students must complete tests on the designated date. If the student cannot attend the class for the test, the student must telephone the professor prior to the time of the test (759-2554 ext. 563) to make alternate arrangements (Refer to Testing Policy for Human Sciences and Teacher Education). If this procedure is not followed, a grade of zero will be applied for the test.

All assignments are due on the date indicated by the professor unless the appropriate number of NQAs is attached. Assignments will not be accepted more than two weeks after the due date.

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