



**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 behaviour 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 (i.e. mind, body, social/emotional, spirit). 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. Promote overall well-being and facilitate positive change for children (from CYW CSAC Learning Outcome #2)**

*Potential Elements of the performance:*

- a. *define and critique the concept of development and the methods for studying development.***
- b. *explain, compare, contrast and apply selected theories of youth development***
- c. *describe and contrast the psychological, cognitive, physical and social developmental achievements of middle childhood and adolescence***
- d. *integrate holistic application of child and adolescent development***
- e. *apply critical thinking skills to be able to analyze child/adolescent development literature using such skills as: definition of terms, research validity determination***

2. Communicate effectively in verbal, nonverbal and written forms which enhance the quality of service (CYW CSAC Learning Outcome #8)

*Potential Elements of the performance:*

- a. *define normative and individual development and explain the differences between the two terms*
- b. *define and apply selected vocabulary from the child development literature*
- c. *define and use the terms “assumption, inference and observation” and apply these terms in the analysis of child development literature*
- d. *complete observation reports and write inferential statements from the observations, and support these with reference to child development literature*
- e. *use American Psychological Association reporting format as required*

3. Form professional relationships which enhance the quality of service for children, youth and their families (CYW CSAC Learning Outcome #5)

*Potential Elements of the performance:*

- a. *apply previously learned skills in listening and responding to class discussions in order to promote enquiry and validation of different views, by interacting with others in the class discussions and study groups*
- b. *complete a “case study/analysis” with a work team*

4. Evaluate the validity of arguments based on qualitative and quantitative information in order to accept or challenge the findings of others (CYW CSAC Learning Outcome #8)

*Potential Elements of the performance:*

- a. *evaluate the validity and utility of information by applying critical thinking skills such as deductive reasoning and distinguishing between observation, inference and assumption and reflect this in accurate referencing and discussion*
- b. *use a “case study” approach to learning*

5. Perform ongoing self-assessment and self-care to promote awareness and enhance professional competence (CYW CSAC Learning Outcome #6)

*Potential Elements of the performance:*

- a. *demonstrate the ability to manage time and other resources by submitting a work plan for a term project assignment*
  
- b. *apply time management skills to ensure punctuality and regular attendance in class, in order to facilitate the group learning and discussion process*

**III. TOPICS:**

1. Methods of Studying Development
2. Theories of Development
3. The Nature of Development
4. Review of Infant and Early Childhood Development
5. Physical Development in later Childhood and Adolescence
6. Cognitive Development in later Childhood and Adolescence
7. Social/Emotional Development in later Childhood and Adolescence

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

1. Supplied by the student:
  - ◆ commitment to obtaining learning from the course and the effort required to do this
  - ◆ **TEXTS:** Each student must obtain a copy of each of the following (available in the College Bookstore)
    1. Garrod, A. et al. (1998). *Adolescent Portraits: Identity, Relationships and Challenges*. Toronto: Allyn and Bacon
    2. Santrock, J. (1997). *Children*, 5<sup>th</sup> ed. Brown and Benchmark
    3. American Psychiatric Glossary

**\* It is suggested that books purchased from the College Bookstore be obtained quickly.**
4. Study Guide for “Children” is recommended, not required.

**V. EVALUATION PROCESS/GRADING SYSTEM:**

1. **Tests:** There will be two tests: one at mid-term and one near the end. Test items may cover all material studied to date, not just what was studied since the last test. Furthermore, test questions may require student to draw on major areas of study from HSC 104. Dates and further details to be provided in class. Refer to attached “testing policy”.
2. **Quizzes:** Two, spaced evenly throughout the term. Refer to the “testing policy” attached.
3. **Assignment:**  
**Case Study:** This project will be completed by students in work teams of 3. Teams will be formed after the “add/drop” deadline for this course. Each team will submit a single written report, as described below. All members of the team will receive the same grade, unless circumstances demand otherwise, in the professor’s view.

Each team will be assigned a case from the text “Adolescent Portraits”. Teams must lead a discussion of the case when it comes up in class (as all cases will be discussed). In addition, teams are to prepare a “reaction/analysis” paper, for submission to the professor. The reaction paper must provide an in depth analysis of the issues raised in the case, with current research information provided to support the analysis. The paper should identify key issues, investigate them further, report on them in a clear, complete and scholarly fashion. In the event that a case makes reference to cultural issues relevant in the United States (e.g. Hispanic issues) students are expected to make “cultural translations” to Canadian parallels. As part of the overall analysis, the personal views of the students will be accepted provided they are cross-referenced to research findings (i.e. hearsay or unsupported opinion has no place in this type of paper). Overall, students are expected to demonstrate a solid grasp of adolescent developmental issues as identified in their assigned case.

The reference list must include “Adolescent Portraits”, “Children” (Santrock) and a minimum of four other scientific/professional references. All material listed in the “reference list” must appear in the body of the paper, as indicated by APA reporting format.

The four sources must date within the last ten years. References may be obtained from books and texts, research journals, professional or news magazines (e.g. Psychology Today, Discover, MacLeans). References are not permitted from movies, newspapers, television, or radio, nor from popular magazines (e.g. Chatelaine, National Enquirer, etc.) nor from course notes. It is the student’s responsibility to ensure the accuracy of

references - if in doubt, contact the professor. Internet sources must be valid.

The final report **must** be typed, double-spaced, with a 3 cm. (1 ¼”) margin on both the left and right side of each page. There must be a separate cover page, noting the title of the paper, the date of submission, your name and the name of the course and professor. There must also be a separate page noting the table of contents. Reporting and referencing style **must** be according to APA format. If in doubt, contact the professor. Plagiarism will result in a zero grade! Grammar and spelling should be carefully monitored. See outline attached.

There must also be submitted a “team evaluation” which provides a summary evaluation of the team process and the contributions of the team members. Dissenting views can be included. All team members must sign this assignment and the evaluation. Length of this section is 1 ½ - 3 pages, double-spaced.

Length: No more than 12 pages, typed and double-spaced

Due Date: TBA in first class

Early reports will be accepted from two week prior to the deadline. It is suggested that two copies of the paper be submitted so that one copy can be returned with the professor’s comments on it. The professor, will , in all cases, keep a copy of your report. If one copy is submitted, a “comments” sheet may be returned to the group.

\*\*\* A “work plan” **must** be handed in by (TBA). The professor will outline the requirements for this.

This assignment will be discussed in class.

- 4. Class Involvement:** Participation, preparation, all readings completed, satisfactory completion of weekly assignments, mature involvement in class. More than 6 hours (or parts thereof) missed may result in a grading penalty (at the professor’s discretion). The professor pledges fair treatment of all students. The same is required of each student, toward fellow students and the professor. Consistent commitment to the course will be noted and rewarded. This can only be done if the student is in class to demonstrate their participation and commitment. Students are expected to show enthusiasm for subject matter - ask relevant questions, discuss, show interest and applicability.

**COURSE NAME**

**CODE**

**METHOD OF ASSESSMENT**

Test #1	20%
Test #2	25%
Quizzes (2X10%)	20%
Case Discussions	10%
Case Paper	15%
Involvement	10%
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	100%

**NOTE:** The minimum passing grade in this course is 60% overall, plus 60% in the two “tests” combined.

Students will receive due notification in the event of change to this outline.

Quiz and Test dates will be confirmed in class at least 1 week prior to the writing date for quizzes, and at least 2 weeks prior to the writing date for tests.

**College Grading System**

The following letter grades will be assigned in accordance with the College Guidelines:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies &amp; Procedures Manual – Deferred Grades and Make-up</i> ).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	
<b>Note:</b>	Students may be assigned an “R” grade at Midterm for unsatisfactory performance.	

**VI. 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 E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

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 *Student Rights and Responsibilities*. 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.

**VII. 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.

**VIII DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

**ROUGH DRAFT TERM PAPER CHECKLIST**

- i.** Does the 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.
- v.** Are your ideas 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 introductory statement?
- vii.** Are the connections among your paragraphs clear. Have you eliminated 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?

**HSC 203 - CHILD AND ADOLESCENT DEVELOPMENT II**

**TERM PAPER**

		<b>Approximate Grading (up to...)</b>
<b>Introduction:</b>	thesis statement or introductory statement(s)  clearly indicate topic(s) and purpose of the paper	<b>/2</b>
<b>Grammar &amp; Spelling:</b>	skillful use of sentence structure, avoidance of awkward, disjointed, fragmented, or run-on sentences, avoidance of spelling errors	<b>/5</b>
<b>Organization:</b>	logical, coherent, unified, suitable to purpose of essay, developed in an orderly fashion building to prove the thesis statement or to a conclusion	<b>/6</b>
<b>Content:</b>	consistent point(s) of view, present different sides if appropriate, specific, vivid, clear, recent literature cited, convincing, pertinent, scholarly	<b>/10</b>
<b>Conclusion:</b>	including final statements	<b>/2</b>
<b>A.P.A. Style:</b>	proper referencing, title page & reference list overall appearance	<b>/2</b>
<b>Team Analysis</b>		<b>/3</b>
<b>Penalty for lateness:</b>	2.5 marks per calendar day to a maximum of 3 calendar days - the paper will not be accepted after that date.	
<b>Total Term Paper Mark:</b>		<b>/30 worth 15% of final grade</b>