

**SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE MARIE, ON**



COURSE OUTLINE

Course Title: Child and Adolescent Development (Part 1)

Code No.: HSC104

Semester: 98W

Program: Early Childhood Education

Author: Dorothy O'Connor

Date: Jan 98

Previous Outline Date: Jan 97

Approved:



D. Tremblay, Dean

Health, Human Sciences and Teacher Ed.

Date:



Total Credits: 3

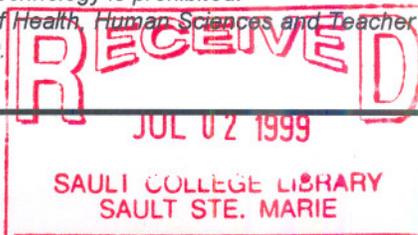
Prerequisite(s): PSY102

Length of Course: 15 wk.

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.



PREREQUISITE: Introduction to Psychology (PSY 102)

I. COURSE DESCRIPTION

Part I 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 wholistic view of the undeniable worth of children.

II. STUDENT LEARNING OUTCOMES

Upon successful completion of this course the student will demonstrate the ability to:

1. promote overall well-being and facilitate positive change for children.

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 child development
- c) describe and contrast the psychological, cognitive, physical and social developmental achievements of: the prenatal period, infancy, and early childhood
- d) integrate wholistic applications of child development
- e) analyze child development literature using such skills as: definition of terms, research validity.

2. communicate effectively in verbal, non-verbal and written forms which enhance the quality of service.

Elements of 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

III. TOPICS

- i) Methods of Studying Development
- ii) Theories of Development
- iii) The Nature of Development
- iv) Heredity and Prenatal Development
- v) Birth and the Newborn
- vi) Infant Physical, Cognitive and Social Development
- vii) Toddler Physical, Cognitive and Social Development
- viii) Physical, Cognitive and Social Development in Early Childhood

IV. REQUIRED RESOURCES (available in College bookstore)

Children, 5th Ed. John W. Santrock

ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE LEARNING RESOURCE CENTER

The Study Guide to Children is recommended.

Recommended Journals/Magazines:

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. EVALUATION PROCESS/GRADING SYSTEM

A. Tests = 60%

Four tests each worth 15% will be given. Each test will consist of multiple choice and true/false questions. The tests will be based on the material covered in class and the text book.

B. Journal Article Reviews = 20%

The student must complete two typed journal reviews. The journal articles will be assigned. The review consists of a brief summary of the main points of the article and a critiques of the information provided. Two to three pages is expected. Further information will be given in class.

C. Observation Reports = 15%

The student will complete and submit 3 observations as assigned. Reports should be neatly written with appropriate spelling and grammar.

D. Class Involvement and Participation = 5%

Students shall demonstrate this by being prepared, punctual, attentive, respectful, and tolerant of others' ideas.

Attendance in this course is strongly recommended. Regular attendance will help the student understand and integrate the concepts being presented and will allow students to display their achievement of some of the course objectives. It is also a tangible display of commitment.

Assignments are due on the dates they are assigned. A late penalty of 5% per day will be assessed unless the appropriate number of NQAs are attached. Assignments will not be accepted more than 2 weeks after the due date.

COLLEGE GRADING POLICY

A+ = 90-100%

A = 80- 89%

B = 70- 79%

C = 60- 69%

R = Repeat i.e. <60%

VI. SPECIAL NOTES

Special Needs

If you are a student with special needs (e.g. 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, 717, 491 so that support services can be arranged for you.

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

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 post-secondary institutions.

Substitute Course Information is available at the Registrar's Office

VII. PRIOR LEARNING ASSESSMENT

Students who wish to apply for advanced credit in the course should consult the instructor.

TESTING POLICY

SCHOOL OF HUMAN SCIENCES AND TEACHER EDUCATION

All students are responsible for completing assigned tests on the date and time scheduled either on the course outline or through notification by course Professor.

Should a student be unable to write a test on the date assigned, the following procedure must be followed:

1. Student must provide the Professor with **advanced notice**, in writing, of the need to miss a test.
2. Student will require **documentation** to support the excused absence, i.e.:
 - . Doctor's note
 - . Notice of meeting

Copies of all documentation will be kept on file

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3. All decisions regarding rescheduling of tests are at the discretion of the Professor.
4. Student is responsible to make arrangements, with course Professor for make-up of missed test **prior to next scheduled class** for the course in question.
5. In the event of an emergency, on the day of the test, students will require documentation to support absence, and must call in to identify absence.

Failure to comply with this policy will result in a zero grade being recorded for the missed test.

Sault College 24-Hour Phone Number: **759-2554**

Course	Instructor	Office #	Extension #
HSC104	D. O'Connor	E3211	439