

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



**COURSE OUTLINE**

**Course Title: Child and Adolescent Development I**

**Code No.: HSC 104      Semester: 2 (W99)**

**Program: Early Childhood Education**

**Author: Lorna Connolly Beattie, 759-2554 ext. 563**

**Date: Jan 99      Previous Outline Date: Jan 98**

**Approved:**

A handwritten signature in black ink, appearing to read "D. Tremblay".

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

**Date:**

A handwritten signature in black ink, appearing to read "D. Tremblay".

**Total Credits: 3      Prerequisite(s): PSY 102**

**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.

**HSC 104**  
**Child and Adolescent Development I**

**PREREQUISITE:** Introduction to Psychology (PSY 102)

**I. COURSE DESCRIPTION:**

Part 1 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 holistic view of the undeniable worth of children.

**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 developmental issues

- 2. promote the overall well-being and facilitate positive change for children**

**Potential Elements of the Performance:**

- define and critique the concept of development and the methods for studying development
- explain, compare, contrast and apply selected theories of child development
- describe and contrast the psychological, cognitive, physical and social developmental achievements of the prenatal period, infancy and early childhood
- analyze child development literature using such skills as definitions of terms and research validity

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3. **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
- 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)

4. **utilize a variety of observation techniques to enhance work with children, families and co-workers (ECE CSAC Outcome #3).**

**Potential Elements of the Performance:**

- define, apply and analyze selected vocabulary from the child development literature
- utilize appropriate techniques to identify children's skills, abilities and interests
- complete observation reports and write inferential statements from the observations, and support these with reference to child development literature.
- Interpret information gathered and make recommendations for future analysis or research

**III. TOPICS TO BE COVERED:**

1. The Nature of Development
2. Methods and Theories of Studying Development
3. Heredity and Prenatal Development
4. Birth and the Newborn
5. Physical, Cognitive and Socioemotional Development of Infants and Toddlers
6. Physical, Cognitive and Socioemotional Development in Early Childhood

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**IV. REQUIRED RESOURCES:**

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

Recommended Journals/Magazines:

Canadian Journal of Early Childhood Education  
 Child Development  
 Infant Behaviour and Development  
 Journal of Child and Youth Care  
 Journal of Clinical Child Psychology  
 Parents  
 Psychology Today  
 Today's Parent

**V. EVALUATION/GRADING SYSTEM:**

1. Observations 20%

Students will complete and submit 2 observations on topics related to infancy, toddlerhood or early childhood. Assignments must be typed. Criteria will be explained in class. Assignments may be submitted in class or e-mailed to the professor.

Assignment #1:	February 16	10%
Assignment #2:	March 30	10%

2. Journal Article Reviews 20%

Students will complete two typed journal reviews. The review will consist of a brief summary of the main points of the article and a critique of the information provided. Two to three pages are expected. Criteria will be explained in class. Assignments may be submitted in class or e-mailed to the professor.

Review #1:	February 2	10%
Review #2:	March 9	10%

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3. Group Presentation/Child Development Seminar & Handout 15%

Groups of 4 students will choose a topic of study related to infancy, toddlerhood or early childhood. The professor must approve topics no later than January 26th. Groups will research their topic in preparation for a 10-15 minute classroom presentation. Visual aids and classmate participation and involvement must be used to enhance the presentation. Each group must provide a one-page typed and APA-referenced handout to the class on the date of presentation. Schedule for presentations will be arranged in class.

4. 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:	February 8	15 %
Test #2:	March 8	15%
Test #3	To Be Announced	15%

**COLLEGE GRADING POLICY**

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

**IV. 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 ##1204, ext. 493 so that support services can be arranged for you.

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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 the 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 5 days after the due date.

Your professor 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.

Lorna Connolly Beattie, Professor  
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**COLLEGE GRADING POLICY**

A	=	80 - 89%
B	=	70 - 79%
C	=	60 - 69%
R	=	below 60%

**SPECIAL NOTES:**

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 441204, ext. 453 so that support services can be arranged for you.