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

COURSE OUTLINE

COURSE TITLE: CHILDHOOD & ADOLESCENT DEVELOPMENT (PART I)

CODE NO.: ED 217 SEMESTER: THREE

PROGRAM: TEACHER ASSISTANT

AUTHOR: DOROTHY MIHELL

DATE: SEPTEMBER 1993 PREVIOUS OUTLINE: SEPTEMBER 1991

APPROVED: K. DeRosario
K. DeRosario, Dean
School of Human Sciences and
Teacher Education

Date June 15/93

Child and Adolescent Development (Part I) (ED 217)

Total Hours = 48
Total Credits = 3

PREREQUISITE: Introduction to Psychology (PSY 102)

I. DESCRIPTION

Part I will provide an intensive study of the psychological, cognitive, physical and social development of the child from conception to toddlerhood (age 2 1/2 years). 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.

II. STUDENT PERFORMANCE OBJECTIVES

Upon successful completion of this course the student will be able to:

1. explain the concept of development and the methods for studying development
2. define normative and individual development and explain the importance of differences between the two terms
3. explain the modern theories of development such as Erikson's and Piaget's
4. demonstrate an understanding of the various contexts such as the biological and the social in which development occurs
5. demonstrate an understanding of the effects of heredity
6. name and describe the three (3) major periods of prenatal development
7. demonstrate an understanding of the psychological, cognitive, physical and social development of an infant
8. demonstrate an understanding of the psychological, cognitive, physical and social development of a toddler
9. explain how child developmental theories, concepts, and research can be applied by teacher assistants in the performance of their duties

III. TOPICS BE COVERED

- 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 and Toddler Physical Development
- vii) Infant Cognitive Development
- viii) Infant Social Development
- ix) Toddler Cognitive Development
- x) Toddler Social Development

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IV. EVALUATION METHODS

4 Tests	15% each	=	60%
3 Journals	5% each	=	15%
4 Observations	5% each	=	20%
Participation			5%

COLLEGE GRADING POLICY

A+	=	95-100%
A	=	80- 95%
B	=	70- 79%
C	=	60- 69%
R	=	Repeat i.e. <60%

V. REQUIRED STUDENT RESOURCES

Children, 3rd Ed., John W. Santrock
Dictionary
Thesaurus

VI. ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY BOOK SECTION

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

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.