

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

COURSE OUTLINE

Course Title: CHILDHOOD *ii* ADOLESCENT DEVELOPMENT, PART II

Course No.: HSC 203

Program: TEACHER ASSISTANT

Semester: THREE

Date: SEPTEMBER 1995

Author: DOROTHY O'CONNOR

New:

Revision:

APPROVED:

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Dean, Kitty DeRosario,
Human Sciences and Teacher Education

Date ^K*kM<t* & **yK>**

Childhood & Adolescent Development Part II (HSC 203)

Instructor: D. O'Connor

PREREQUISITE: Childhood & Adolescent Development Part I (HSC 104)
or permission of instructor

I PHILOSOPHY/GOALS

This course is a continuation of HSC 104. It will provide an intensive study of human development from early 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 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. STUDENT PERFORMANCE OBJECTIVES

By the end of the course, students will be able to:

- a) Concisely and correctly answer questions (verbal and written) and respond to discussions in order to demonstrate an understanding: of the field of psychology as a scientific study of human development; of major theories and research contributions; and of the significance of this to the field of Child and Youth work.
- b) Analyze, reframe and respond to problems in order to express a theoretical and practical understanding of the change in a person's behaviour which are the result of the interdependent and interactive effects of maturation and experience, particularly as they apply to development in childhood and adolescence.
- c) Utilize basic psychological terminology in oral and written exchanges.
- d) Apply the basics of psychological writing format in a term paper as outlined.
- e) Collect, analyze and organize relevant and necessary information from sources by completing literature research for a term paper.
- f) Apply previously-learned skills in listening and responding in order to promote enquiry and validation of different views by interacting with others in the class discussions.
- g) 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.
- h) Demonstrate the ability to manage time and other resources by submitting a work plan for a term project assignment.

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III TOPICS TO BE COVERED

1. Physical Development in Early Childhood
 - Body Growth & Change
 - Health & Nutrition
 - Motor Development
2. Cognitive Development in Early Childhood
 - Theories of Intellectual Development
 - Language Development
 - Early Childhood Education
3. Personality & Social Development in Early Childhood
 - Families
 - Play
 - Gender
 - Moral Development
4. Physical Development in Middle Childhood
 - Physical Growth
 - Health & Nutrition
 - Stress & Coping
5. Cognitive Development in Middle Childhood
 - Piagetian Approach
 - Information Processing Theory
 - Development of Language
 - Intelligence
6. Personality & Social Development in Middle Childhood
 - The Self-Concept
 - The Child's Influences - Peers, Family, School, Gender
 - Moral Development
7. Physical Development in Adolescence
 - Puberty
 - Psychological Impact of Physical Change
 - Health, Sex and the Adolescent
8. Cognitive Development in Adolescence
 - Cognition - Piaget
 - Alternatives to Piaget
 - Morals & Values
 - Schools

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IV. EVALUATION METHODS

A. Tests = 60%

Three tests each worth 20% will be given. Each test will cover 3 chapters and will consist of multiple choice and true/false questions. The tests will be based on the material covered in class and the textbook.

B. Assignments = 15%

Using the cooperative learning method, students will be responsible for two reading assignments and one observation. The format for this learning will be discussed in class.

C. Term Paper = 25%

The topic can be your choice but must relate to an aspect of child or adolescent development. (Eg.) You may want to research the effects of divorce on children in the middle childhood years; how most adolescents emerge from a period of "storm and stress" as normal, well-adjusted young adults or how to effectively communicate information to J.K. and K. age children given their attention and memory abilities. The topic must be approved by the course teacher.

A minimum of 6 references are required of which 3 must date within the last 6 years. References must be from child development research journals or professional magazines, eg. Psychology Today, Discover. A maximum of one reference is allowed from magazines such as Time, MacLeans or Parents.

The paper must be typed, double-spaced. The minimum length is 6 pages and maximum is 12. In addition there should be:

- i) a cover page with the Title of the paper, name of course, your name, teacher's name and date of submission,
- ii) Table of Contents
- iii) Reference page using **A.P.A.** format

Marks will be deducted for incorrect referencing, spelling, and grammar to a maximum of 20% of the total mark. Marks will be deducted for papers submitted after the due date and a rate of 5% per day.

CRITICAL DATES

Topic Approval: November 1, 1995
Paper Due: December 6, 1995

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V. REQUIRED STUDENT RESOURCES

Children, 3 Ed., John Santrock

Dictionary and Thesaurus

VI. ADDITIONAL RESOURCE MATERIALS AVAILABLE IN COLLEGE LIBRARY

Study Guide to Children is recommended and can be found in the bookstore.

Recommended Journals/Magazines:

Advances in Child Development and Behaviour - Lake State

Annual Review of Psychology - Algoma University

Canadian Journal of Early Childhood Education

Child and Family - Lake State

Child Development (Microfiche)

Children Today

Infant Behaviour and Development

Journal of Child and Youth Care

Journal of Clinical Child Psychology

Parents

Psychology Today

VII. ADDITIONAL NOTES

1. All assignments must be completed by the due date. In the case of a late assignment, marks will be docked by 5% each day.
2. If a student misses a test for a substantial (i.e. emergency) and substantiated reason, the student must notify this instructor **A.S.A.P.** of the reason in writing. Furthermore, the student must make arrangements with this instructor for a time to write the test, if the instructor agrees. Any late writing of a test must be prior to the next class after the scheduled test date.
3. Grammar and spelling are very important parts of effective written/oral communication. Consequently, these components will be scrutinized carefully - clear communication will be acknowledged while distracting or unclear communication will be recognized as interfering with clear communication. Student efforts to improve will be rewarded.
4. Students are expected to be familiar with the Student Rights and Responsibilities Manual, particularly those parts pertaining to conduct, attendance, punctuality, respect of other students and staff, and plagiarism. Contact the instructor or the SAC office for further explanation if required.

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VIM. SPECIAL NOTE

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.

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