

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 behavior 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. 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. **demonstrate a thorough understanding of child development**

(Reflection of ECE Program Standard Vocational Learning Outcome #1)

Potential Elements of the Performance:

- identify developmental milestones and variations in children
- describe and contrast the physical, cognitive, emotional and social developmental achievements of middle childhood and adolescence
- support the development and learning of individual children within the context of family, culture and society
- analyze data on current child and adolescent developmental issues
- apply child development theory to analyze realistic child and adolescent scenarios
- use results of new research, literature and other sources, as appropriate, to develop responses to current child and adolescent developmental issues

2. **Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals**

(Reflection of ECE Program Standard Generic Skills Learning Outcome #5; Essential Employability Skills Learning Outcomes #4,5,8,9 and 10)

Potential Elements of the Performance:

- plan and present a child development seminar
- identify the tasks to be completed
- establish strategies to accomplish the tasks
- identify roles for members of the team/group

- clarify one's own roles and fulfill them in a timely fashion
- treat other members of the group equitably and fairly
- contribute one's own ideas, opinions, and information while demonstrating respect for those of others
- employ techniques intended to bring about the resolution of any conflicts
- regularly assess the group's progress and interactions and make adjustments when necessary

3. **act in a professional manner**

(Reflection of ECE Program Standard Vocational Learning Outcome #6 and Essential Employability Skills #1, 5 and 6)

Potential Elements of the Performance:

- Communicate clearly, concisely, and effectively in written, spoken, and visual form
- Apply an accepted standard of writing, grammar, spelling and format to all submitted documents.
- Work collaboratively with others
- Cooperate fully with policies and procedures outlined in the Student Code of Conduct and ECE Program Manual
- Demonstrate reflective practice.

III. **TOPICS:**

IV.

1. Review of Early Childhood Development
2. Physical Development in Middle Childhood
3. Cognitive Development in Middle Childhood
4. Emotional and Social Development in Middle Childhood
5. Physical Development in Adolescence
6. Cognitive Development in Adolescence
7. Emotional and Social Development in Adolescence

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

1. Berk, Laura (2008), **Infants, Children and Adolescents**, Sixth Edition, Allan & Bacon, (also refer to textbook website www.ablongman.com/berk) (this textbook was used in HSC 104)
2. Haig, J., Raikes, G., Sutherland, V. (2006) **Cites and Sources** (3rd Cdn ed), Thomson- Nelson (previously used in CMM 110)

Supplemental/Optional Resources:

1. Coloroso, Barbara **Kids are Worth It**, Somerville House Publishing Co

VI. EVALUATION PROCESS/GRADING SYSTEM:

1. **Professional Practice = 10%**

You will be engaging in professional practice. This will encourage you to actively reflect on what you have learned and to develop professional practices that will enhance the learning process. These will be submitted on a weekly basis. Also, there will be an overall evaluation of your professional practice (a self-reflection evaluation and an evaluation completed by the professor) prior to midterm and at the end of the semester.

2. **In-Class Experiential Learning and Collaborative Teams = 15%**

You are expected to be actively involved in your learning by attending class and fully participating in the learning activities and in-class workshops. This will involve working within a collaborative team to complete assigned activities related to course materials. You will be expected to actively engage in discussion within your collaborative team. Some classroom learning will occur in the form of workshops that are delivered from professionals in the community. You will also over the course of the semester be compiling articles from various sources on current issues related to middle childhood and adolescence. You will be sharing this information with your classmates in your Collaborative Teams.

If you are not present or you do not bring all the necessary materials (i.e. textbook, articles) or come prepared with the readings completed or you are not fully participating for any of the activities this will impact your grade in this evaluation factor.

3. **Group Presentation and Individual Research Paper = 40%**

A. **Child Development Seminar/Discussion:**

Groups will research a topic of study related to middle, late childhood or adolescence. Presentation topics and groups will be formed in September. Groups will research their topic in preparation for a classroom presentation. The group's responsibility is to facilitate an active discussion on the topic. This will involve interactive discussion groups on the chosen topic. Each group must provide a handout summarizing the key facts about their topic to be distributed on the day of their presentation. Schedule for presentations will be arranged in class and posted on LMS. Students are expected to be in class for all scheduled presentations to support their classmates in order to receive full credit for this evaluation factor = **15%**

B. **Individual Research Paper:**

Additionally, each member of the group will submit a 1500 – 1700 word (6 to 8 typed pages plus references) **research** paper on the same topic (APA format). This portion of the assignment is done as individuals. Each paper must be different and based on current research (2004-2011) articles on the topic. **Individual Research Paper = 20%. Due Date will be announced in class and posted on LMS.**

Information from the research paper will be used as a basis facilitating the group discussion with the entire class.

C. Work Plan and Team Evaluation Form

Each group must submit a work plan early in the semester and reports on the on-going progress of their team regarding their work on the presentation. In addition, each team member must submit an evaluation which summarizes the team process and the contributions of each team member to the presentation. = 5%

- *Major assignments (5% or more) must be submitted on the due date, at the beginning of class, unless otherwise specified by the professor. If major assignments are late, both the following steps must be taken in order for the assignment to be evaluated;*
 1. *Major assignments that are late are to be handed in to Room E3207 (slip under the door).*
 2. *The professor will be notified, through LMS, that the assignment has been handed in. An attachment (in Microsoft Word format) of the completed assignment must be included. A reply will be sent back to the student indicating that the material has been received.*
- *Late, major assignments will be deducted 5% per day, including weekends. Assignments will not be evaluated if they are received more than 1 week after the due date.*
- *All assignments are to be typed unless otherwise stated. All ideas and direct quotations must be documented using APA style. Please refer to the section about Plagiarism posted on the Student Portal.*
- *In-class or weekly assignments are due on the assigned date. These assignments will not be accepted after that date, as they are a part of class work, discussions and course expectations.*
- *Students are responsible for retaining a file of all drafts and returned assignments. Students should keep their computer file of assignments until the end of semester. In the event of a grade dispute, students must produce the graded assignment, so it can be recorded.*
- *Students must adhere to dates set for oral presentations unless the professor has approved prior arrangements. Students who do not present on their presentation date will forfeit the mark for that assignment.*
- *Requests for extensions due to illness or extenuating circumstances must be made before the assignment due date*

4. Tests – 35%

There will be 3 tests spaced throughout the term.

Test #1 = 10%

Test #2 = 10%

Test #3 = 15%

*As per the testing policy, Tests/Quizzes must be completed on the date scheduled. If unable to attend **due to illness or extenuating circumstances**, contact the professor prior to the start of the test. An alternative date must be arranged before the next class.*

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Learning Environment Responsibilities

1. Students are expected to be present, on time, and stay for all scheduled classes.
2. Students are expected to conduct themselves within the class in a professional and respectful manner. Students should be aware that the expectations for their conduct in class are outlined in the "STUDENT CODE OF CONDUCT" found on the Sault College website / Student Services.
3. Students are expected to adhere to the ECE Program "Confidentiality" policy when making references to their experiences in the field practice placement within any classroom discussions that occur in any of their courses.

4. Students are expected to be prepared each day with all assigned work due completed.
5. Students are reminded to turn their phone off or turn on silent mode. Students will be asked to refrain from engaging in “texting” during scheduled class time. Students will be asked to refrain from engaging in personal or non-course related conversations. If this behaviour, or any other behaviour deemed disruptive continues, the student(s) will be asked to leave the class room.
6. The use of computers in the class is permitted for course work only. Students using their computer for personal or non-course work will be asked to shut their computer off.
7. Students are expected to participate fully within class activities.
8. Light snack foods are permitted in the class during scheduled class, however students who wish to consume “meals” will be asked to consume their meal in another location outside of the classroom setting.
9. Students are responsible for putting their own items in the “garbage” / recycling bins.
10. Scent free classrooms are requested by the professor to ensure a safe environment for those who are sensitive to scents.
11. Late arrivals are asked to enter the classroom quietly without disturbing the class activities.
12. Students are responsible for obtaining course material missed due to class absence. Therefore, students are encouraged to communicate with a classmate who can collect information on behalf of the absent student.

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

Dates for projects or tests may be revised depending upon course content/flow. Students will be informed of any changes in class and through LMS.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.