SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

Sault College

<u>COURSE OUTLINE</u>

<u>COURSE TITLE</u>:	Child and Adolescent Development I		
<u>CODE NO.</u> :	**HSC 104**	**<u>SEMESTER</u>:**	**2 (2000W)**
<u>PROGRAM</u>:	**Early Childhood Education**		
<u>AUTHOR</u>:	**Lorna Connolly Beattie, 759-2554 ext. 563 Office #E3209 e-mail:** lorna.connolly-beattie@saultc.on.ca		
<u>DATE</u>:	**Jan 2000** **<u>PREVIOUS OUTLINE DATED</u>:** **Jan 99**		
APPROVED:			

_____   _____
           Donna Tremblay, Dean   **DATE**
          Health and Human Services

TOTAL CREDITS: 3

PREREQUISITE(S):   PSY 102

LENGTH OF COURSE: 15 wks
3 hrs/wk   **TOTAL CREDIT HOURS:**   45

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Course Name   Code No.

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

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:

1. Theory and Research in Child Development
2. Biological and Environmental Foundations
3. Prenatal Development
4. Birth and the Newborn Baby
5. Physical, Cognitive, Emotional and Social Development in Infancy, Toddlerhood and Early Childhood

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Infants, Children and Adolescents, 3rd Edition, Berk, L.E.: Allyn and Bacon, 1999

The Progress of Canada's Children 1998- Focus on Youth, Canadian Council on Social Development, 1998

V. EVALUATION PROCESS/GRADING SYSTEM:

1. Assignments   20%

Students will complete and submit 2 assignments on topics related to infancy, toddlerhood or early childhood. Assignments must be typed. Criteria will be explained in class.

Assignment #1: February 18 (10%)
Assignment #2: March 10 (10%)

2. Journal 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.

Review #1: February 7 (10%)
Review #2: March 6 (10%)

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

Working as a group, students will choose a topic of study related to infancy, toddlerhood or early childhood. the professor must approve topics no later than January 28th. 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 semester worth 15% each. These tests will be based on the material presented in class and in the textbook.

Test #1: February 11
Test #2: March 10
Test #3: To be announced

_____   _____
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The following semester grades will be assigned to students in post secondary courses:

Grade	Definition	Grade Point Equivalent
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see *Policies & Procedures Manual - Deferred Grades and Make-up*).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has been impossible for the faculty member to report grades.	

VI.   SPECIAL NOTES:

Special Needs:
If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with the instructor and/or contact the Special Needs office, Room E1204, Extension 493, 717, or 491 so that support services can be arranged for you.

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.

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Disclaimer for meeting the needs of learners:
The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

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. If this procedure is not followed, a grade of zero will be applied for the test. Presentations must be made on the date scheduled.

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.

VII.   PRIOR LEARNING ASSESSMENT:

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

VIII.   DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.