

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** Child and Adolescent Development I

**CODE NO. :** HSC 104                      **SEMESTER:** 2

**PROGRAM:** Early Childhood Education

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**DATE:** Jan 2006      **PREVIOUS OUTLINE DATED:** Jan 05

**APPROVED:**

_____	_____
Dean	DATE
Health and Human Services	

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** PSY 102

**HOURS PER WEEK:** 3

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*For additional information, please contact Dean,*  
*School of Health and Human Services*  
*(705) 759-2554, Ext. 2603/2690*

**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**

**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
- 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
- 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, 5<sup>th</sup> Edition, Berk, L.E.: Allyn and Bacon, 2004

Developmental Profiles – Pre-Birth through Twelve, Fourth Edition, K. E. Allen & L.R. Marotz, Thomson Delmar Learning, 2003

**V. EVALUATION PROCESS/GRADING SYSTEM:**

**1. Prenatal and Childhood Current Issues 15%**

Over the course of the semester students will compile articles from various sources on current issues related to prenatal development, infants, toddlers and preschoolers. Complete criteria and due dates will be explained in class

**2. Professional Research Article Review 15%**

Students will review a research study that is published in a professional journal. The review will consist of a brief summary of the main points of the research article and a critique of the information provided. Two to three pages are expected. The format and criteria for completing this assignment will be explained in class.

Review due: March 6

**3. In-class assignments, quizzes, attendance and participation 10%**

Various activities and “overnight” assignments are assigned to be handed in and/or reported on in class. Also unscheduled quizzes will occur to evaluate understanding of developmental milestones. Attendance and active participation is a necessary requirement for successful completion of this course.

**4. Tests 60%**

There will be 4 tests spaced throughout the semester. These tests will be based on the material presented in class and in the textbook. **Students must achieve an overall 50% average on these tests in order to receive a credit in HSC 104.**

4 tests at 15% each

**Dates for tests will be announced in class and posted on WebCT**

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

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
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:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

**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 E1101 or call Extension 2703 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.

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.

### Specific Class Information

#### Assignments:

- Assignments must be submitted on the due date, at the beginning of class, unless otherwise specified by the instructor. 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 instructor will be notified, through WebCT, 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 you indicating that the material has been received.
- Late, major assignments **will be deducted 5% per day** (20% maximum deduction). Major assignments **more than one week late will not be accepted**.
- All assignments are to be typed unless otherwise stated.
- 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 and discussions.
- Students are responsible for retaining a file of all drafts and returned assignments. We suggest students 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.

#### Tests/Quizzes:

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.

#### Missed Classes

If a student misses a class, it is their responsibility to ask a classmate to take notes and pick up assignments and handouts.

#### Learning Environment:

In the interest of providing an optimal learning environment, students are to follow these expectations;

- Students should be aware that the expectations for their conduct in class are outlined in the "Student Code of Conduct"
- Late students are expected to quietly enter the classroom and sit in the nearest seat available. Have your notes and writing material ready before you enter class. If assignments and activities have begun, please wait until they are completed. Wait until after class to speak to classmates about missed material. Make sure you have made arrangements with someone in the class to pick up handouts and take notes for you.
- Students are to keep private conversations out of the classroom.

**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.