



DEPARTMENT OF HUMAN SERVICES

COURSE OUTLINE – WINTER 2013

CD 1100 CHILD DEVELOPMENT II – 3 (3-0-0) 45 HOURS

INSTRUCTOR: Kimberly Living **PHONE:** 780 539 2956 office

OFFICE: H 129 **E-MAIL:** kliving@gprc.ab.ca

OFFICE HOURS: Monday/Wednesday 3:00-4:00, or by appointment.

PREREQUISITE(S)/COREQUISITE:

CD 1000 or consent of the Department.

REQUIRED TEXT/RESOURCE MATERIALS:

Kail, R. & Zolner, T. (2009). *Children. A Chronological Approach (2nd Canadian Ed.)*.
Pearson Education Canada.

CALENDAR DESCRIPTION:

CD 1100 focuses on the physical, cognitive, creative, and psychosocial development of children from 2-6 years of age and factors that contribute to individual variations in development. Theoretical perspectives and research findings that contribute to our understanding of child development will be examined, as will their implications for practice in Early Learning and Child Care settings.

CREDIT/CONTACT HOURS:

3 credit / 45 hours

DELIVERY MODE(S):

Classroom instruction will include lectures, discussions, small and large group work. Audio-visual materials and other resources will also be used.

OBJECTIVES (OPTIONAL):

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

- identify major milestones in the physical growth and development of children from 2-6 years of age and factors which may influence this development;
- explain how physical growth and development, especially brain development, during the preschool years affects other aspects of development;
- discuss the concept of creativity and ways in which early childhood practitioners can support and promote creative development in young children;
- use Piagetian, Vygotskian, and information-processing theories to explain cognitive development in children 2-6 years of age;
- identify ways in which Piagetian, Vygotskian, and information-processing theories of cognitive development can inform practice in ELCC settings;
- compare psychometric theories of intelligence with Gardner's theory of multiple intelligences and Sternberg's Triarchic theory;
- identify appropriate methods of assessing the intelligence of children from 2-6 years of age;
- describe typical psychosocial development of children from 2-6 years of age and factors which may influence this development;
- discuss relevant theories of psychosocial development (e.g. Erikson, Kohlberg, Gilligan), as well as relevant research findings, and their implications for practice in ELCC settings;
- demonstrate beginning skill in supporting and promoting the physical, cognitive, intellectual, and psychosocial development of children 2-6 years of age.

TRANSFERABILITY:

**** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

GRADING CRITERIA:

GRANDE PRAIRIE REGIONAL COLLEGE			
GRADING CONVERSION CHART			
Alpha Grade	4-point Equivalent	Percentage Guidelines	Designation
A⁺	4.0	90 – 100	EXCELLENT
A	4.0	85 – 89	
A⁻	3.7	80 – 84	FIRST CLASS STANDING
B⁺	3.3	77 – 79	
B	3.0	73 – 76	GOOD
B⁻	2.7	70 – 72	
C⁺	2.3	67 – 69	SATISFACTORY
C	2.0	63 – 66	
C⁻	1.7	60 – 62	MINIMAL PASS
D⁺	1.3	55 – 59	FAIL
D	1.0	50 – 54	
F	0.0	0 – 49	FAIL
WF	0.0	0	FAIL, withdrawal after the deadline

GRADING CRITERIA: Minimum pass in the Department of Human Services is C-effective August, 2012.

ASSIGNMENTS:

There will be two assignments. Assignment details and marking guidelines will be given out at a later date.

There will also be 3 quizzes. There will be a quiz for Chapter 8, a quiz for Chapter 9, and a quiz for Chapter 10.

Any assignment turned in late will be assessed on a case by case basis.

I will not guarantee credit for a late assignment.

ALL assignments MUST be completed and turned in to pass the course.

ALL quizzes MUST be completed to pass the course.

It is best, in any and all cases, if you feel you cannot complete an assignment by the due date AND/OR you feel you will not be present in class on the date of a quiz, to inform me ASAP so that we can make other arrangements. I cannot guarantee that if you miss a quiz and do not pre arrange this with me that you will be allowed to take the quiz late.

ATTENDANCE:

Much of the learning in this class occurs through participation in a variety of in-class tasks. In addition, student assignments will require an in-depth knowledge of material covered in class, including readings. Consequently, absences may affect a student's ability to succeed in this course. Students are responsible for material covered during missed class time, including the gathering of resources handed out during class.

EVALUATIONS:

Assignment 1 = 20%

Assignment 2 = 20%

Quiz Chapter 8 = 15%

Quiz Chapter 9 = 15%

Quiz Chapter 10 = 15%

Attendance = 15%

STUDENT RESPONSIBILITIES:

It is the right of the student and of the instructor to experience a favorable learning/teaching environment. It is the responsibility of the student and of the

instructor to engage in appropriate adult behavior that positively supports learning. This includes, but is not limited to, treating others with dignity and being punctual.

***Attendance in this course is important as a significant amount of the course content is covered through in-class tasks and discussions. Students are strongly encouraged to regularly attend classes.**

Students withdrawing from a course or program within the first 60 percent of instructional days will normally be assigned a grade of "W" and are considered to be withdrawn with permission. Grades of "W" do not negatively affect grade point averages. Students officially withdrawing after the "W" period but before the final examination shall receive a "WF". Last day to withdraw with permission from this course is February 13, 2013.

STATEMENT ON PLAGIARISM AND CHEATING:

Refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at www.gprc.ab.ca/about/administration/policies/**

**Note: all Academic and Administrative policies are available on the same page.

COURSE SCHEDULE/TENTATIVE TIMELINE:

Week 1 – Introduction

Week 2 – Physical Growth

Week 3 & 4 – Motor Development

Week 5 – Health and Wellness

Week 6, 7 & 8– Cognitive Development/Creativity/Theorists

Week 9, 10 & 11 – Social and Emotional Development/Theorists/Application