



DEPARTMENT OF HUMAN SERVICES

COURSE OUTLINE – Fall 2021

CD 1100: Child Development II – 3 (3-0-0) 45 Hours for 15 Weeks

Grande Prairie Regional College respectfully acknowledges that we are located on Treaty 8 territory, the traditional homeland and gathering place for many diverse Indigenous peoples. We are honoured to be on the ancestral lands of the Cree, Dene/Beaver and Métis, whose histories, languages, and cultures continue to influence our vibrant community. We are grateful to have the opportunity to work, learn, and live on this land.

INSTRUCTOR:

Alicia Nickerson

OFFICE: N/A

OFFICE HOURS: M-F During reasonable hours and anytime by email.

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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.

PREREQUISITE(S)/COREQUISITE: CD1000 and CD 1330 or consent of the Department

REQUIRED TEXT/RESOURCE MATERIALS: : Kail, Robert V. & Zolner, Theresa. (2021) Children: A Chronological Approach, 6th Canadian Edition, Toronto, Canada, Pearson Canada Inc.

DELIVERY MODE(S): Online Distance Delivery

COURSE OBJECTIVES: This course intends to provide students with:

- An overview of the physical, cognitive, creative, and psychosocial development of children from 2-6 years of age
- A description of factors that contribute to individual variations in development.

- Opportunity to examine the theoretical perspectives and research findings that contribute to our understanding of child development will be examined
- An understanding of the implications of those theories on practice in Early Learning and Child Care settings.

LEARNING OUTCOMES:

Upon completion of the course learners will demonstrate the ability to:

1. Identify major milestones in the physical growth and development of children from 2–6 years of age and factors which may influence this development.
2. Discuss the concept of creativity and ways in which early childhood practitioners can support and promote creative development in young children.
3. Use the theories of Piaget and Vygotsky, as well as information-processing theory to explain cognitive development in children aged 2–6 years and will be able to identify ways in which these theories can inform practice in Early Learning and Child Care settings.
4. Compare psychometric theories of intelligence with Sternberg’s Theory of Successful Intelligence and Gardner’s Theory of Multiple Intelligences.
5. Use relevant theories (e.g. Erikson) and relevant research findings to explain the development of self-concept, personality, and emotional intelligence in children 2-6 years of age.
6. Use relevant theories (e.g. Piaget, Kohlberg, Gilligan) and relevant research findings to explain the moral and social development of children two to six years of age.

TRANSFERABILITY:

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page

<http://www.transferalberta.ca>.

**** 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**

EVALUATIONS:

Unit One Assignment:	15% of your final grade
Unit Two Assignment:	15% of your final grade
Unit Three Assignment:	10% of your final grade
Unit Four Assignment:	10% of your final grade
Unit Five Assignment:	15% of your final grade

Unit Six Assignment: 20% of your final grade
 Learning Activities: 20% of your final grade

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

All learning activities and assignments are to be submitted in MyClass.

GRADING CRITERIA: (The following criteria may be changed to suite the particular course/instructor)

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**. Also note that a C- is a pass for this program.

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100		C+	2.3	67-69
A	4.0	85-89		C	2.0	63-66
A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79		D+	1.3	55-59
B	3.0	73-76		D	1.0	50-54
B-	2.7	70-72		F	0.0	00-49

COURSE SCHEDULE/TENTATIVE TIMELINE: The timeline for this course is flexible. There is a schedule for work completion listed throughout the course notes in each Unit – this will help students stay on track to a successful completion of the course.

STUDENT RESPONSIBILITIES: Students are expected to complete all of the required work for the course. Students are also expected to share the responsibility with the instructor towards an open communication in regard to the course.

STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Calendar at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at <https://www.gprc.ab.ca/about/administration/policies>

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