



**DEPARTMENT OF HUMAN SERVICES
COURSE OUTLINE - WINTER 2020
CD 1100 CHILD DEVELOPMENT II - 3(4-0-0) 45 HOURS 11 WEEKS**

"To be recognized for educational excellence in the fields of early learning & child care and educational assistant training."

INSTRUCTOR: Terrah Lindsay

PHONE: 780-539-2041

OFFICE: H 134

EMAIL: tlindsay@gprc.ab.ca

OFFICE HOURS: TBA

Please feel free to contact me by e-mail at any time.

PREREQUISITE(S)/COREQUISITE: None

REQUIRED TEXT/RESOURCE MATERIALS:

Kail, Robert V. & Zolner, Theresa. (2018) Children: A Chronological Approach, 5th Canadian Edition, Toronto, Canada, Pearson Canada Inc.

CALENDAR DESCRIPTION:

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

CREDIT/CONTACT HOURS:

3 credits 45 hours

DELIVERY MODE(S):

Lectures will include A.V. materials, discussion based on handouts and text readings, and in- and out-of class activities and assignments.

"Flight: Alberta's Early Learning and Care Framework", is a leading curriculum for the early learning and child care profession. Each course in GPRC's Early Learning and Child Care program will encompass at least one of the areas from the framework such as: the vision, values, purpose and guiding principles of the framework, the curriculum core concepts from the framework: (The Image of the Child: A Mighty Learner and Citizen, A Practice of Relationships: Your Role as an Early Learning and Child Care Educator which includes curriculum meaning making as co-learners, co-researchers and co-imaginer of possibilities, Mighty Learners: Nurturing Children's Dispositions to Learn, Co-inquiry, Responsive Environments: Time, Space, Materials and Participation, Transitions and Continuities: Supporting Children and Families through Change), discussion of Holistic Play-Based Goals for Children's Responsive Care, Play, Learning and Development and Children's Dispositions to Learn, Reflection and Planning Guides as well as Curriculum Learning Stories.

The concepts will be covered in a variety of different ways depending on the course and may include discussion, readings, and assignments.

OBJECTIVES:

Students will gain an understanding of:

- An overview of the physical, cognitive, creative, and psychosocial development of children from age 2 - 6.
- 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.
- An understanding of the implications of theories in Early Learning and Childcare settings.

LEARNING OUTCOMES:

- Upon successful completion of the course, you 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.
- Discuss the concept of creativity and ways in which early childhood practitioners can support and promote creative development in young children.
- 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.
- Compare psychometric theories of intelligence with Sternberg's Theory of Successful Intelligence and Gardner's Theory of Multiple Intelligences.
- Use relevant theories (e.g. Erikson) and relevant research findings to explain the development of self-concept, personality, and emotional intelligence in children aged 2-6. 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

(<http://alis.alberta.ca/ps/tsp/ta/tbi/onlineSearch.html?SearchMode=S&step=2>)

GRADING CRITERIA:

In order to obtain credit for this course, students must achieve a minimum of a "C-"

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**. This means **DO NOT GET LESS THAN "C-" IF YOU ARE PLANNING TO TRANSFER TO A UNIVERSITY.**

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	F		59-0
B	3.0	73-76			
B-	2.7	70-72			

EVALUATIONS (How do you get marks):

EXAMS 25 X 2

50%

Answers to the exam questions will be recorded on Scantron forms and on the exam booklet. After the allotted time period for the exam has passed, the Scantron forms will be handed in. The students will be placed into groups, with their exam booklets, to discuss their answers, correct answers will be recorded. Then exam will be reviewed as a class and the exam booklets will be handed in.

An additional 10%, on the quiz mark will be given to those students who actively participated in the small group activity **IF THE STUDENT RECIVES 60% on the Scantron. Responses.**

ASSIGNMENT

- What does a 3 yr. old look like? A 4 yr. old? A 5 yr. old? **30%**
* May be completed with a partner of your choice

ASSIGNMENTS (in class)

20%

STUDENT RESPONSIBILITIES:

It is the right of the student and of the instructor to a favorable learning/teaching environment. It is the responsibility of the student and the instructor to engage in appropriate adult behaviors that positively support learning. This includes, but is not limited to treating others with dignity and respect. It is the student's responsibility to become familiar with the basic student rights and responsibilities found in the College calendar

CLASSROOM

Regular, PUNCTUAL attendance.

- Learning from other students' notes or from Moodle is not optimal.
- If you are late to class, you miss important information about assignments, homework and quizzes. It is also disruptive to other students' learning.
- Remain in class for the duration.
- If you miss a class, refer to Moodle or check in with another student. You are responsible for your learning.

Children are not considered to be part of the classroom learning environment, please make alternate arrangements for your child(ren).

Turn off cell phones.

- Studies indicate that cell phones not only interfere with your learning, but also the students around you.

QUIZZES/EXAMS

Write in-class quizzes/exams on the date and time they are scheduled.

- If an emergency arises that causes you to be unable to write the quiz, please call or email your instructor to leave a message BEFORE the exam begins.

ASSIGNMENTS

Hand in assignments via Moodle on the date indicated, by 12 midnight unless otherwise specified.

- Instructors reserve the right to make exceptions to this rule in extenuating circumstances on a case by case basis.
- ALL assignments will be typed, double-spaced (or follow the provided template) and will include a cover page with your name, course number and assignment name.

OUTSIDE OF CLASS

- Complete assigned readings and assignments, participate in group projects, check Moodle.
- Notes, handouts etc. are on Moodle. It is your responsibility to print these BEFORE class.
- **Email:** Students may contact the instructor by email or phone. Emails will be answered within one *business* day outside of stated office hours.
- **Email correspondence to your instructor must be sent from your GPRC student email account.** Emails should be professionally formatted and include a subject, correct spelling and grammar, and a reference to course material and/or textbook pages, etc.

STATEMENT ON PLAGIARISM AND CHEATING:

Refer to Plagiarism and Cheating in the Policy on Student Misconduct: Academic and Non-Academic,. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Admission Guide at <https://www.gprc.ab.ca/about/administration/policies/index.html#POL68>

COURSE SCHEDULE/TENTATIVE TIMELINE

the schedule is tentative and subject to revision

Date	Topic	Assignment/Quiz
January 7	Introduction Chapter 8: Physical Growth	
January 14	Chapter 8: Physical Growth	
January 21	Chapter 8: Physical Growth	
January 28	Chapter 9: Cognitive Development	
February 4	Chapter 9: Cognitive Development	
February 11	Chapter 9: Cognitive Development Review	
February 17 - 21	Winter Break	
February 25	QUIZ 1	QUIZ 1
March 3	Creativity	Handouts on Moodle
March 10	Creativity	Handouts on Moodle
March 17	Chapter 10: Social/Emotional Development	
March 28	Chapter 10: Social/Emotional Development	
March 31	Chapter 10: Social/Emotional Development	
April 7	Review	
April 14	QUIZ 2	QUIZ 2
April 21	Work with partner on assignment	ASSIGNMENT DUE

