## GRANDE PRAIRIE REGIONAL COLLEGE
## DEPARTMENT OF EARLY CHILDHOOD DEVELOPMENT
## CD1100
## CHILD DEVELOPMENT II

**HOURS:**     45

**SEMESTER:**     _____

**INSTRUCTOR:**     _____

**PHONE:**     _____

**TEXT:**     The Developing Child, 5th Edition, by Helen Bee.

## COURSE DESCRIPTION:

This course is a theory-based course that focuses upon the child's development in areas of cognitive development, intelligence, language development, and moral development. Divergent and convergent thinking are studied with an emphasis on facilitating divergent thinking with pre-school children.

**COURSE OUTLINE REVISED:  MAY, 1991**

# CHILD DEVELOPMENT II

## COMPETENCIES

### COMPETENCY 1

Students will have a basic understanding of Piaget's theory of cognitive development.

### COMPETENCY 2

Students will have an understanding of the meaning of intelligence and know some methods of assessment in early childhood.

### COMPETENCY 3

Students will be able to describe language development and use developmentally appropriate strategies to support the growth of language.

### COMPETENCY 4

Students will understand the meaning of divergent thinking and ways it can be enhanced.

### COMPETENCY 5

Students will demonstrate basic understanding of theories regarding the development of moral reasoning.

# CHILD DEVELOPMENT II

## COMPETENCY 1

Students will have a basic understanding of Piaget's theory of cognitive development.

### Sub-topics

1.   The structure and function of the human brain.

2.   Piaget's theory of cognitive development

    a)   developmental tasks in each stage of cognitive development
    b)   critical analysis of stage theory

3.   Educational implications of Piaget's theory of cognitive development.

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## COMPETENCY 2

Students will have an understanding of the meaning of intelligence and know some methods of assessment in early childhood.

## Sub-topics

1.  Defining intelligence

    a)  theoretical definition, i.e. Binet, Guilford, Gardner
    b)  historical overview of intelligence tests.

2.  Intelligence: the nature/nurture debate:

    a)  the genetic bias
    b)  the environmental bias
    c)  the constructivist approach

3.  Measurement of Intelligence

    a)  definition and measurement of I.Q.
    b)  issues of intelligence tests
        -   current research
        -   cultural bias
        -   early testing of children
        -   formal education
        -   expectations of children's performance

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## COMPETENCY 3

Students will be able to describe language development and use developmentally appropriate strategies to support the growth of language.

## Sub-topics

1.  Definition and components of language.

2.  Theories of language development and their educational implications

    a)  imitation
    b)  maturation
    c)  reinforcement
    d)  social learning
    e)  innateness model

3.  The research base of language and cognition

4.  Developmental sequence of language acquisition.

5.  Factors affecting language development

    a)  environmental influences
    b)  genetic influences

6.  Facilitating language development, i.e. open-ended questioning, paraphrasing, expansion, integrating language into programmes.

7.  Developing a strong language component in pre-school programmes.

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### COMPETENCY 4

Students will understand the meaning of divergent thinking and ways it can be enhanced.

### Sub-topics

1.  The creative process
    a)  define creativity
    b)  blocks to creativity
    c)  characteristics of creative people

2.  Definitions of convergent and divergent thinking.

3.  Correlation between divergent thinking abilities and intelligence.

4.  The importance of promoting divergent thinking skills in early childhood.

5.  Strategies of facilitating children's divergent thinking abilities.

# CHILD DEVELOPMENT II

## COMPETENCY 5

Students will demonstrate basic understanding of theories regarding the development of moral reasoning.

## Sub-topics

1.  Dimensions of morality, i.e. What is morality? Is there a difference between one's morals and one's values?

2.  Theoretical approaches to the development of moral reasoning and behaviour, i.e. Kohlberg, Piaget, Gilligen, Eisenberg.

3.  Facilitating the process of moral development in a pre-school setting; i.e. values clarification programs, behaviours, and cognitive moral education.