



**DEPARTMENT OF HUMAN SERVICES**

**COURSE OUTLINE**

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

**Winter 2015**

**INSTRUCTOR:** Tanya Ray

**PHONE:** 780-539-2786 office

**OFFICE:** H 203

**E-MAIL:** tray@gprc.ab.ca

**OFFICE HOURS:** Monday 11:30-1:00 or by appointment.

**PREREQUISITE(S)/COREQUISITE:** None

**REQUIRED TEXT/RESOURCE MATERIALS:**

Kail, R. & Zolner, T. (2015). *Children. A Chronological Approach (4<sup>th</sup> 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

**LOCATION:** L229

**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:

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.

**GRADING CRITERIA:**

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

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

**ASSIGNMENTS:**

There will be two assignments. Details and marking guidelines will be given out at a later date. Late assignments will not be accepted unless the student has made arrangements with the instructor BEFORE the due date.

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

## **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.

## **EVALUATIONS:**

Assignments = 45% (Assignments to be handed out the second week of class)

Quiz Chapter 8 = 15%

Quiz Chapter 9 = 15%

Quiz Chapter 10 = 15%

Attendance/Participation = 10%

Assignments, class PowerPoints, and handouts will be available on Moodle.

## **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 January 29<sup>th</sup>, 2015.

## **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/\\*\\*](http://www.gprc.ab.ca/about/administration/policies/**)

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

## COURSE SCHEDULE/TENTATIVE TIMELINE:

<b>Date</b>	<b>Topic</b>	<b>Chapter/Assignment/Quiz</b>
January 7	Introduction Physical Growth	Chapter 8
January 12	Physical Growth	Chapter 8
January 14	Physical Growth	Chapter 8
January 19	Physical Growth	Chapter 8
January 21	Quiz	Quiz #1
January 26	Cognitive Development	Chapter 9
January 28	Cognitive Development	Chapter 9
February 2	Cognitive Development	Chapter 9
February 4	Cognitive Development	Chapter 9
February 9	Review	
February 11	Quiz (1 <sup>st</sup> half of class)	Quiz #2
<b>February 16 &amp; 18</b>	<b>Winter Break</b>	
February 23	Creativity	Handouts on Moodle
February 25	Creativity	Handouts on Moodle
March 2	Creativity	Handouts on Moodle
March 4	Social/Emotional Development	Chapter 10
March 9	Social/Emotional Development	Chapter 10
March 11	Social/Emotional Development	Chapter 10
March 16	Social/Emotional Development	Chapter 10 Assignment Due
March 18		Quiz #3