

**GRANDE PRAIRIE REGIONAL COLLEGE  
DEPARTMENT OF EARLY CHILDHOOD DEVELOPMENT**

**CD 2000 CHILD DEVELOPMENT III**

**Dates:** September 7 - December 12, 2000

**Hours:** 45

**Credits:** 3

**Location:** Portable B

**Class Times:** Tuesday 9 AM - 12 Noon  
Thursday 1 - 3:30 PM

**Instructor:** Donna Kilbey  
Office: H133  
Office Hours: TBA  
Phone: 539-2044  
e-mail:  
Fax: 539-2751

**Textbook:** Craig, G., Kermis, M. & Digdon, N. (1998). Children Today (Canadian Edition). Scarborough, Ontario: Prentice Hall.

**Prerequisites:** None, although CD 1000 (Child Development I) would assist with observational techniques.  
The ability to use a computer for research would also be an asset.

**Course Description:**

This course focuses on attachment and bonding theories, personality and emotional development in young children and the development of peer relationships, self-concept and self-esteem during the early childhood years. CD 2000 also examines the adult's role in each of these areas of development.

**Course Format:**

This course offers students the opportunity to learn independently as well as through interaction with their peers, their instructor and other resource people. Learning is supported through the use of group and independent tasks as well as lectures, class discussions, child observations and audiovisual presentations.

**Course Objectives:** Upon successful completion of this course, the learner will be able to:

1. demonstrate an understanding of theories and research regarding attachment and bonding during infancy and their implications for people who work with/care for very young children;
2. demonstrate an understanding of theories and research which focus on the temperament of young children as well as personality development in the early childhood years;
3. demonstrate an understanding of the emotional development of young children and the ways in which caregivers can support and promote emotional development;
4. recognize the development of self-concept in young children and demonstrate knowledge of the adult's role in supporting the development of self-esteem;
5. demonstrate an understanding of how peer relationships develop during the early childhood years.

**Grading Policies:**

1. An assignment package will be distributed at the first class in September.
2. Assignments are graded using a 9-point stanine system as follows:

9 (90 - 100%)	4 (50 - 56%)
8 (80 - 89%)	3 (45 - 49%)
7 (72 - 79%)	2 (26 - 44%)
6 (65 - 71%)	1 (0 - 25%)
5 (57 - 64%)	
3. Submission dates for each assignment are listed in the assignment package. Assignments must be submitted by 4:30 PM on the day they are due. Initially, late assignments will be downgraded by 1 stanine; however, the assignment will receive a grade of zero if it is not received by 4:30 PM, 2 weeks after the due date.
4. The student handbook for the Department of Early Childhood Development outlines standards for submission of written work. It is the student's responsibility to be familiar with and to meet those standards. All of the standards are taken into consideration when I am grading your paper.

5. In this course, you must complete 3 of the 4 assignments. This includes:

- a. Assignment One: Attachment/Bonding/Separation
- b. Assignment Two: Temperament/Personality
- OR**
- c. Assignment Three: Emotional Development
- d. Assignment Four: Self-esteem/Gender Play/Peer Relations

**\*All assignments are graded using the 1 - 9 stanine system. Your final grade for the course will be an average of the marks you receive on all of your assignments.**

**Attendance policy:** Attendance is the responsibility of the student. Because assignments are mostly based on work covered in class, it is strongly recommended that students miss as few classes as possible. If it is absolutely necessary to miss a class, it is the student's responsibility to acquire class notes and other resources. Please make sure that another student collects these for you.

## CLASS SCHEDULE

\*Note: This schedule is tentative and subject to change.

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
Thurs. Sept. 7	Intro. to course Attachment and bonding	
Tues. Sept. 12	Attachment and bonding	
Thurs. Sept. 14	Separation	
Tues. Sept. 19	Temperament/personality Observation time/research	
Thurs. Sept. 21	Temperament/personality	
Tues. Oct. 17	Temperament/personality	<b>Assignment I due week of Oct. 2 - 6.</b>
Thurs. Oct. 19	Temperament/personality	
Tues. Oct. 24	Temperament/personality Emotional development	<b>Assignment II due this week (Oct. 23 - 27)</b>
Thurs. Oct. 26	Emotional development	
Tues. Oct. 31	Emotional development	
Thurs. Nov. 2	Self-concept/self-esteem	
Tues. Nov. 28	Self-concept/self-esteem	<b>Assignment III due Nov. 6 - 10</b>
Thurs. Nov. 30	Gender play Peer relationships	
Tues. Dec. 5	Peer relationships	
Thurs. Dec. 7	Peer relationships	<b>Assignment IV due</b>
Tues. Dec. 12	Peer relationships, course wrap-up	