DEPARTMENT OF HUMAN SERVICES

DISTANCE COURSE OUTLINE – 2012/2013 ACADEMIC YEAR

CD 1100 Child Development 2 - 3(3-0-0) 45 HOURS

INSTRUCTOR: Varies – student notified upon registration.   **PHONE:** Click here to enter text.

OFFICE: Click here to enter text.   **E-MAIL:** Click here to enter text.

OFFICE HOURS:

PREREQUISITE(S)/COREQUISITE: CD 1000 Child Development, CD 1330 Understanding Children's Play

REQUIRED TEXT/RESOURCE MATERIALS: Kail, R. & Zolner, T. (2012). *Children. A chronological approach* (3nd Canadian ed.). Toronto, ON: 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 credits (45 hours)

DELIVERY MODE(S): Online Distance Delivery

OBJECTIVES: On 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 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 research findings to explain the moral and social development of children two to six years of age.

TRANSFERABILITY:

** 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

Grande Prairie Regional College uses the **ALPHA** grading system. This system is described in the table below.

GRADING CRITERIA:

A final grade of C- must be obtained to pass this course. Final grades are based on the following 4-point system:

Alpha Grade	4-point Equivalence	Percentage
A+	4.0	90-100
A	4.0	85-89
A-	3.7	80-84
B+	3.3	76-79
B	3.0	73-75
B-	2.7	70-72
C+	2.3	67-69
C	2.0	64-66
C-	1.7	60-63
D+	1.3	55-59
D	1.0	50-54
F	0.0	0-49

Please check Distance Student Handbook for course withdrawal dates.

EVALUATION:

Learning Activities:	15%
Unit One Assignment	15%
Unit Two Assignment:	15%
Unit Three Assignment:	10%
Unit Four Assignment:	10%
Unit Five Assignment:	15%
Unit Six Assignment:	20%

STUDENT RESPONSIBILITIES: It is the right of the student and course tutor to experience a favourable learning/teaching experience. It is the responsibility of the student and of the tutor to engage in appropriate adult behavior that positively supports learning. This includes, but is not limited to, treating others with dignity and respect. The student must be familiar with the Distance Education Student Handbook and the student rights and responsibilities outlined in the College calendar. The student is responsible for contacting the course tutor on the designated days and times identified by the tutor, as well, as meet course work deadlines and completion timelines.

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/**

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

COURSE SCHEDULE/TENTATIVE TIMELINE

Students are given a start and end date for this course which must be completed within a five (5) month period. Under special circumstances students may be given up to a one month extension if they have completed 50% of the course work. Tutors have the right to set specific assignment deadlines.

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