## Grande Prairie Regional College Department of Early Childhood Development CD 1100: Child Development II

LOCATION:

SEMESTER:

Winter, 2003

DAYS:

Mondays

1:00 p.m.-4:00 p.m.

CREDITS: HOURS:

45

Thursdays: 1:00 p.m.-4:00 p.m.

H135 (or portable B) T.B.A.

INSTRUCTOR: Sharon Strasdin B.A.; University of Victoria; (M.A. in progress)

OFFICE:

H203

PHONE:

539-2786

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OFFICE HRS: Tuesday 9:00a.m.-12:00 p.m./Thursday 1:30 p.m.-3:30 p.m.

COURSE DESCRIPTION: In this course students, explore various theories of cognitive, creative and moral development and their implications for working with young children. The concept of intelligence, including Gardener's theory of multiple intelligence, is also examined.

### TEXTBOOK:

Trawick-Smtih, J. ( 2000). Early childhood development: A multi-cultural perspective. (2<sup>rd</sup> ed.). Upper Saddle River, New Jersey: Prentice-Hall.

### OBJECTIVES:

- The learner will demonstrate an understanding of theories regarding intelligence and their implications for early childhood education.
- The learner will be able to use the theories of Piaget, Vygotsky and others to explain 2 how young children construct knowledge.
- The learner will demonstrate understanding of theories of creativity and their implications for early childhood education.
- The learner will be able to use theories of Kolberg, Gilligan and others to explain the moral development of young children.

CLASS FORMAT: Classroom instruction will be a combination of lecture and small and large group work. Audio-visual material and additional resources will supplement text readings.

ATTENDANCE: Much of the learning in this class occurs through participation in a number of in-class tasks. The student will be required to apply an in-depth knowledge of classroom learning and assigned readings to assignments. Absences will place the student at great risk in achieving success. Students are responsible for missed class time, including the gathering of resources handed out during class.

GRADING POLICY: Check your student handbook for program information on minimal pass requirements

9	90-100%		
8	80-89%		
7	72-79%		
6	65-71%		
5	57-64%		
4	50-56%		
3	45-49%		
2	26-44%		
1	0-25%		

<sup>\*</sup>the college grading system is under review

LATE POLICY: Assignments are to be submitted by 4:30 p.m. on the due date. Late assignments will be docked an initial 5%, then 5%/week. If the assignment is not received within two weeks of the initial due date, a grade of zero will be given. Assignments that are placed in the instructor's mailbox must have the time and date recorded by the administration staff.

#### ASSIGNMENTS:

There will be three assignments for this course.

1.	Cognitive	35%
2.	Intelligence/Creativity	40%
3.	Morality	25%

### Read the assignment package for further details.

CLASS CONDUCT: 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 of the instructor to engage in appropriate adult behaviors that supports learning. This includes but is not limited to, treating others with dignity and being punctual. The student must be familiar with the appropriate department manual, and student rights and responsibilities outlined in the college calendar.

# Class Schedule Tentative

# Students are responsible for all assigned readings,

\*Readings indicate what to read for the next class, i.e. Jan. 6th reading is due for the Jan. 8th class. Readings will generally try to follow the flow of the class; however, adjustments will be made as the course progresses.

Date	Topic	Reading	Assignments
Jan. 6	Course Introduction Cognitive Development	51-59	
Jan. 8	Cognitive Development	230-244	
Jan. 13	Cognitive Development	363-378	
Jan. 15	Cognitive Development	358-359	Assignment I Due
Jan. 20	Multiple Intelligence		
Jan. 22	Multiple Intelligence		
Jan. 27	Creativity		
Jan. 29	Creativity	443-444	
Feb. 3	Moral development		Assignment II Due
Feb. 5	Moral development		
Feb. 10	Moral development		
Feb. 12	Intelligence L Q. measurement of		Assignment III Due
Feb. 17	Family Day		
Feb. 19	Scenarios/assessments		