



DEPARTMENT OF HUMAN SERVICES

COURSE OUTLINE – Fall 2021

CD 1000 A2: CHILD DEVELOPMENT I

3 (3-0-0) 30 hours for 15 weeks

Grande Prairie Regional College respectfully acknowledges that we are located on Treaty 8 territory, the traditional homeland and gathering place for many diverse Indigenous peoples. We are honoured to be on the ancestral lands of the Cree, Dene/Beaver and Métis, whose histories, languages, and cultures continue to influence our vibrant community. We are grateful to have the opportunity to work, learn, and live on this land.

INSTRUCTOR: Kirsten Clark

PHONE: (780) 539-2041

OFFICE: H203

EMAIL: kiclark@gprc.ab.ca

OFFICE HOURS: Mondays 10:15 - 11:15
a.m., Tuesdays 2:30 - 3:30 p.m.

CALENDAR DESCRIPTION: This is an introductory course providing insight into children's development from conception to age two. This course provides an overview of principles, domains, and major theories of children's development and influences on development during the prenatal and neonatal stages, as well as during infancy and toddlerhood. The relationship between theory and practice in infant-toddler programs is also examined.

LOCATION/TIME: Room D208 or remotely by Zoom, Mondays (2:30-3:50) and Fridays (1:00-2:20)
- September 1 -December 17

PREREQUISITE(S)/COREQUISITE: None

REQUIRED TEXT/RESOURCE MATERIALS: Kail, Robert V. & Zolner, Theresa. (2018)
Children: A Chronological Approach, 5th Canadian Edition, Toronto, Canada, Pearson Canada Inc.

DELIVERY MODE(S): High flex – This type of course gives students the option of attending sessions in the classroom, participating online, or doing both. Please note that some course components require onsite attendance. (exams, group projects/presentations, activities)

COURSE OBJECTIVES: This course intends to provide students with:

- An overview of young children's development from conception to age two.
- An introduction to the core principles, domains, and major theories of children's development
- An understanding of the many influences on development during the following stages
- of a young child's life: prenatal and neonatal stages, infancy and toddlerhood.
- An opportunity to explore the relationship between theory and practice in infant-toddler programs.

LEARNING OUTCOMES: Upon completion of the course learners will demonstrate knowledge and application of:

- Define the term ‘child development’ and how knowledge of child development assists our work with young children.
- Recognize and explain some of the underlying “principles” of child development.
- Discuss child development from the following theoretical perspectives: psychodynamic, learning, cognitive-developmental, biological and contextual.
- Describe the stages of prenatal development, typical growth at each stage and factors that may influence the development of the unborn child.
- Examine and explain the interactive influences of heredity and environment on children’s development with emphasis on how early brain development and caregiver-child relationships interact to create a foundation for future growing and learning.
- Identify major milestones in physical growth and motor development of children from 0 – 2 years of age and factors that may influence this development.
- Explain how physical growth and development, especially brain development, from 0 - 2 affects other aspects of development.
- Explain how cognitive development of children from 0 – 2 affects other aspects of development.
- Explain how social and emotional development of children from 0 – 2 affects other aspects of development.
- Identify strategies that will support and promote the physical, cognitive, social and emotional development of children from 0 – 2 years of age.

TRANSFERABILITY:

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page <http://www.transferalberta.ca>.

**** 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.**

EVALUATIONS:

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|------------------------|---|
| Daily Work 10% | <ul style="list-style-type: none"> ● Ten Short Quizzes (1% each) |
| Assignments 40% | <ul style="list-style-type: none"> ● Assignment 1: Class Presentation (20%) ● Assignment 2: Poster Creation (15%) ● Final Reflection: Discussion Post and Responses (5%) |
| Tests 50% | <ul style="list-style-type: none"> ● Test 1 (25%) ● Test 2 (25%) |

Assignment details and specific instructions will be discussed in class and provided on MyClass.

*Assignments must be submitted in the dropbox on MyClass by 11:59 p.m. on the due date. ALL assignments and tests **MUST** be completed and turned in to pass the course.*

Unless arrangements have been made with the instructor prior to the due date, late assignments will be docked 2% per day. If the assignment is not received within 10 days of the due date, a grade of 0 will be given.

GRADING CRITERIA:

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**. **A minimum grade of C- is required to pass this course.**

| Alpha Grade | 4-point Equivalent | Percentage Guidelines | | Alpha Grade | 4-point Equivalent | Percentage Guidelines |
|-------------|--------------------|-----------------------|--|-------------|--------------------|-----------------------|
| A+ | 4.0 | 90-100 | | C+ | 2.3 | 67-69 |
| A | 4.0 | 85-89 | | C | 2.0 | 63-66 |
| A- | 3.7 | 80-84 | | C- | 1.7 | 60-62 |
| B+ | 3.3 | 77-79 | | D+ | 1.3 | 55-59 |
| B | 3.0 | 73-76 | | D | 1.0 | 50-54 |
| B- | 2.7 | 70-72 | | F | 0.0 | 00-49 |

COURSE SCHEDULE/TENTATIVE TIMELINE:

| | | TOPIC | READING | ASSIGNMENTS & DUE DATES |
|---|--------------|--|-----------|-------------------------|
| 1 | September 3 | Introduction (Course Schedule, Outline, Assignments, Why Study Child Development?) | | |
| 2 | September 10 | Intro to Development Domains | | |
| 3 | September 13 | Unit 1 Begins Theories and Themes in Child Development Research | Chapter 1 | Quiz 1 |
| 4 | September 17 | Theories and Themes in Child Development Research | | |

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| 5 | September 20 | Unit 2 Begins Heredity | Chapter 3 | Quiz 2 |
| 6 | September 24 | Genetic Disorders & Nature vs. Nurture | | |
| 7 | September 27 | Unit 3 Begins Prenatal Development | Chapter 4 | Quiz 3 |
| 8 | October 1 | Prenatal Development & Teratogens | | |
| 9 | October 4 | Heredity and Genetics Student Presentations | | Student Presentations |
| 10 | October 8 <i>*last class before fall break</i> | Prenatal Development Student Presentations | | Student Presentations |
| | October 11 & 15 | Fall Break - No Classes | | |
| 11 | October 18 | Unit 4 Begins Physical Development | Chapter 5 | Quiz 4 |
| 12 | October 22 | Physical Development | | |
| 13 | October 25 | Review and test prep. | | |
| 14 | October 29 | Test #1 | | Test #1 |
| 15 | November 1 | Physical Development Student Presentations | | Student Presentations |
| 16 | November 5 | Physical Development Student Presentations continued, Cognitive Development (Unit 5 Begins) | | Student Presentations Quiz 5 |
| 17 | November 8 | Poster Assignment Q&A, Etc. | | |
| 18 | November 12 | Cognitive Development | Chapter 6 | Quiz 6 |
| 19 | November 15 | Cognitive Development | | |

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| 20 | November 19 | Cognitive Development Student Presentations | | Student Presentations Quiz 7 |
| 21 | November 22 | Poster Presentations | | Posters Due |
| 22 | November 26 | Unit 6 Begins Social and Emotional Development | Chapter 7 | |
| 23 | November 29 | Social and Emotional Development | | Quiz 8 |
| 24 | December 3 | Social and Emotional Development Student Presentations | | |
| 25 | December 6 | Social and Emotional Development Student Presentations | | Student Presentations Quiz 9 |
| 26 | December 10 | Flex Day | | |
| 27 | December 13 | Review and Test Prep. | | Quiz 10 |
| 28 | December 17 | Test #2 | | Test #2 |

*Classes highlighted in yellow are in-person days (no high-flex)

STUDENT RESPONSIBILITIES:

The College expects students' conduct to be in accordance with basic rights and responsibilities. Please refer to the GPRC College calendar regarding rights and responsibilities.

STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Calendar at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at <https://www.gprc.ab.ca/about/administration/policies>

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

HUMAN SERVICES EXPECTATIONS FOR STUDENT LEARNING

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 the instructor to engage in appropriate adult behaviors that positively

support learning. This includes treating others with dignity and respect and following the expectations outlined below.

CLASSROOM

Regular, PUNCTUAL attendance for classes

- Learning from other students' notes or from MyClass is not optimal.
- You must be present in TA 1234 to write quizzes and the final test, and to complete in-class labs
- If you are late to a class, you miss important information about assignments, homework and quizzes. It is also disruptive to other students' learning
- If you miss a class, refer to MyClass or check in with another student.

Children are not considered to be part of the learning environment, please make alternate arrangements for your child(ren).

Turn off cell phones and close other tabs/applications on your device

- Studies indicate that cell phones not only interfere with your learning, but also the students around you.

QUIZZES/EXAMS

Write quizzes on the date and time they are scheduled.

- If an emergency arises that causes you to be unable to write the quiz, please call or email your instructor to leave a message BEFORE the exam begins.

ASSIGNMENTS

Hand in assignments via MyClass on the date indicated.

- Instructors reserve the right to make exceptions to this rule in extenuating circumstances on a case by case basis.
- ALL assignments will be typed, double-spaced (or follow the provided template) and will include a cover page with your name, course number and assignment name.

OUTSIDE OF CLASS

- Complete assigned readings and assignments, regularly review material, check MyClass frequently.