GPRC

DEPARTMENT OF HUMAN SERVICES

COURSE OUTLINE – FALL 2018

CD1000 (A2): CHILD DEVELOPMENT 1 – 3 (3-0-0) 45 Hours for 15 Weeks

INSTRUCTOR:	Valerie Ostara	**PHONE:**	780-539-2041
OFFICE:	H133	**E-MAIL:**	vostara@gprc.ab.ca
OFFICE HOURS:	By appointment		

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.

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): Classroom instruction will include a combination of lectures, discussions, small and large group work. Audio-visual materials and other resources will also be used.

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 successful completion of this course, the student will be able to:
- 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:
A list of institutions to which this course transfers (For example: UA, UC, UL, AU, GMU, CU, CUC, KUC. Please note that this is a sample and it must be replaced by your specific course transfer)

*Warning: Although we strive to make the transferability information in this document up-to-date and accurate, **the student has the final responsibility for ensuring the transferability of this course to Alberta Colleges and Universities**. Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at Alberta Transfer Guide main page http://www.transferalberta.ca or, if you do not want to navigate through few links, at http://alis.alberta.ca/ps/tsp/ta/tbi/onlinesearch.html?SearchMode=S&step=2

** 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:

In Class Tasks: 10%
Homework Tasks: 10%
Quiz #1: 20%
Quiz#2: 20%
Assignment(s): 40% (Assignment package to be handed out and discussed the second week of class) <u>ALL assignments must be submitted to pass this course.</u>

Submit your assignments on time (by midnight on the due date).

Any assignment turned in and considered not to be your own work will result in the assignment being graded "0" and no opportunity to make up the assignment or missed points.

LATE ASSIGNMENTS:

- <u>Late assignments will only be accepted if prior arrangements have been made with the instructor prior to the assignment due date.</u>

- Late assignments will be docked 5% per week. If the assignment is not received within two weeks of the initial due date, a grade of zero will be given.

GRADING CRITERIA: (The following criteria may be changed to suite the particular course/instructor)

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

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

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.

COURSE SCHEDULE/TENTATIVE TIMELINE:
This schedule is tentative, and is subject to change. Please complete the textbook readings prior to class.

Date	Topic	Reading (Textbook)
Sept 6	Welcome, Course Outline,/Schedule/Assignments, Why Study Child Development?	
Sept 11	Intro to Development Domains	Give out Assignments
Sept 13	Theories and Themes in Child Development Research	Chapter 1
Sept 18	Theories and Themes in Child Development Research	Chapter 1
Sept 20	Heredity	Chapter 3
Sept 25	Genetic Disorders & Nature vs. Nurture	Chapter 3
Sept 27	Prenatal Development	Chapter 4
Oct 2	Prenatal Development & Teratogens	Chapter 4
Oct 4	**Heredity & Genetics Student Presentations**	
Oct 9	FASD Presentation	Guest Speaker
Oct 11	**Prenatal Development Student Presentations**	
Oct 16	Finish presentations and/or start Childbirth & early days	Chapter 4
Oct 18	Physical Development	Chapter 5
Oct 23	Review and quiz prep	
Oct 25	**Quiz #1**	
Oct 30	**Physical Development Student Presentations**	
Nov 1	Finish presentations and/or start Cognitive Development	Chapter 5
Nov 6	Cognitive Development	Chapter 6
Nov 8	Cognitive Development	
Nov 13	**Fall Break – No Class**	**No Class**
Nov 15	**Cognitive Development Student Presentations**	
Nov 20	**Poster Presentations (whole class)**	Chapter 7
Nov 22	Social & Emotional Development	Chapter 7
Nov 27	Social & Emotional Development	Chapter 7
Nov 29	**Social & Emotional Development Student Presentations**	

Dec 4	S&E Development Student Presentations	5
Dec 6	Student choice	
Dec 11	Review	
Dec 13	**Quiz #2**	

STUDENT RESPONSIBILITIES:

Refer to the College Policy on Student Rights and Responsibilities at

www.gprc.ab.ca/d/STUDENTRIGHTSRESPONSIBILITIES