



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

Alpha Grade	4-point Equivalence	Descriptor	Raw Score
<b>A+</b>	<b>4.0</b>	<b>Excellent</b>	<b>90-100</b>
<b>A</b>	<b>4.0</b>	<b>Excellent</b>	<b>85-89</b>
<b>A-</b>	<b>3.7</b>	<b>Excellent</b>	<b>80-84</b>
<b>B+</b>	<b>3.3</b>	<b>Good</b>	<b>76-79</b>
<b>B</b>	<b>3.0</b>	<b>Good</b>	<b>73-75</b>
<b>B-</b>	<b>2.7</b>	<b>Good</b>	<b>70-72</b>
<b>C+</b>	<b>2.3</b>	<b>Satisfactory</b>	<b>67-69</b>
<b>C</b>	<b>2.0</b>	<b>Satisfactory</b>	<b>64-66</b>
<b>C-</b>	<b>1.7</b>	<b>Satisfactory</b>	<b>60-63</b>
<b>D+</b>	<b>1.3</b>	<b>Poor</b>	<b>55-59</b>
<b>D</b>	<b>1.0</b>	<b>Minimal pass</b>	<b>50-54</b>
<b>F</b>	<b>0.0</b>	<b>Fail</b>	<b>Less than 50</b>

**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:** Refer to the attached assignment package for guidelines, weightings and due dates.

**PLAGIARISM:** Plagiarism will not be tolerated. Any submitted work may be investigated for this possibility. Please ensure that you have read and understand the College's policy on plagiarism and cheating as published in the 2006/2007 Calendar.

**CLASS CONDUCT:** It is the right of the student and of the instructor to a favourable 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: This is a tentative schedule and may be subject to change.**

<b>Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignments</b>
Jan. 04	Creativity	Unit 1	
Jan. 09	Creativity	Unit 1	
Jan. 11	Multiple Intelligence	Unit 2	
Jan. 16	Multiple Intelligence	Unit 2	
Jan. 18	Intelligence: IQ and it's measurement	Unit 2	
Jan. 23	Cognitive Development- Early Brain Development	Unit 3	
Jan. 25	Cognitive Development	Unit 3	Quiz
Jan. 30	Cognitive Development	Unit 3	
Feb. 01	Cognitive Development	Unit 3	
Feb. 06	Cognitive Development	Unit 3	
Feb. 08	Cognitive Development	Unit 3	
Feb. 13	Moral Development	Unit 4	
Feb. 15	Moral Development	Unit 4	
Feb. 26	Moral Development and Review		
March 02	Quiz		Quiz

**Students are responsible for all assigned readings which are distributed in class.**

## CD 1100: CHILD DEVELOPMENT II SUMMARY OF ASSIGNMENTS

Your final grade in CD 1100 will be based on the following:

### **Attendance and Participation** **10%**

Regular attendance, **participation** in class discussion and completion of in class tasks are critical to your success in this class. Each class is three hours in length, therefore should you miss a class, you may miss out on a whole section of the course. Please make sure to get notes and handouts from one of your classmates and talk to me if you have any questions about the material that you missed.

### **In Class Quizzes** **40%**

There will be two short quizzes in this course, the first worth 15% and the final worth 25%. You will be given ample notice before each quiz and a review of the material on the quiz will be completed in class.

### **Assignment 1** **25%**

Creativity and Multiple Intelligence

Assignment Guidelines – Attached **Due Date:** Jan. 30<sup>th</sup> or Feb.01

### **Assignment 2** **25%**

You have two choices for this assignment. Choose either **A** or **B**.

#### **Choice A**

Create a **Poster Presentation** that describes for parents the following:

- The cognitive characteristics of a child in the sensori-motor stage, preoperational stage **or** concrete operational stage of cognitive development.
- How a child in that stage learns about the world.
- The major cognitive milestones of a child in the stage you have chosen.

This poster presentation is meant to be an **educational tool** for parents. It should increase the parent's awareness and understanding of their child's cognitive growth in the stage you have chosen. It should be colourful, professional, and include some pictures or photographs of children that would assist the viewer in understanding the information and concepts presented.

## Choice B

One of the main principles of Piaget's theory of cognitive development is that children think differently than adults. This assignment gives you an opportunity to find out for yourself whether children who are in the preoperational and concrete operational stage of development, do in fact demonstrate the characteristics and thinking processes identified by Piaget.

You may complete this assignment with a partner or on your own. Choose three children; one age three, one age five and one age seven. You may be able to use some of the children from the Children's Centre as we have three and five year olds in this program. You will choose **one** of the following: classification, seriation, conservation or egocentrism. Your task is to choose a minimum of three activities to carry out with the child that would demonstrate the child's cognitive development in relation to the knowledge and skills being observed.

Choose the task you wish to complete (seriation, conservation, classification, or egocentrism), gather and prepare the necessary materials, prepare the words you will use with the children and design your recording sheet to record the children's thoughts and or actions in response to your questions. You must complete the same tasks with a three year old, five year old, and seven year old and record their answers and/ or actions for comparison.

You will hand in the completed record sheet and a summary that will include the following information:

- What did you learn about the children's thinking processes at different ages? How do you think they came to their conclusions? (Base your answer on what you have learned about children's cognitive development.)
- What were the differences in the children's understanding of the concept you chose?
- Were the children's responses in accordance with Piaget's theory? If not, how would you account for this? (Read criticism of Piaget's theory)
- How might the information you have learned about children's thinking/ reasoning skills help you in your work with young children?

**Due Date:** Feb. 26<sup>th</sup> or March 2

**CD 1100 CHILD DEVELOPMENT II**  
**Assignment II**  
**Multiple Intelligences**

Read the Little Park Project. You can get this article off the net at:  
[http://www.project-approach/examples/park/Park\\_project.htm](http://www.project-approach/examples/park/Park_project.htm).

Review your class notes and readings that relate to Howard Gardener's theory of multiple intelligences. Answer the following questions:

1. How might this project support development of the various intelligences suggested by Gardener? Provide specific examples for as many of the intelligences as you can.  

**15 marks**
2. For each of the intelligences listed below, describe an additional learning experience ( related to the project ) that you could implement for a specific age group ( name the age group ):

- a. Musical intelligence
- b. Linguistic intelligence
- c. Visual/spatial Intelligence
- d. Logical-mathematical intelligence

**12 marks**

**Creativity**

Review your notes on creativity. There is a debate that exists in the field about whether or not children's play is considered creative. Many child development theorists believe children's play is not only creative, but forms the basis for later creativity. Using the article Little Park Project as an example, write a few paragraphs that explains how children's play is creative. To support your argument, include the following:

1. Examples from the Little Park Project summary to support your argument that children's play is creative.
2. What the adult's involved in this project do to support the children's creativity (divergent thinking).
3. List three open ended questions that the adult could ask about any aspect of the project, to promote children's divergent thinking.

/50

25 marks