

GRAND PRAIRIE REGIONAL COLLEGE
EARLY CHILDHOOD DEVELOPMENT PROGRAM
CD 1100: CHILD DEVELOPMENT II

SEMESTER: Winter, 2005 **DAYS:** Mon: 1:00 p.m.-3:50 p.m.
CREDITS: 3 **Wed:** 1:00 p.m.- 3:50 p.m.
HOURS: 45 **LOCATION:** H 135

INSTRUCTOR: Cindy Carter
OFFICE: H203
PHONE: 539-2786
E-MAIL: ccarter@gprc.ab.ca
OFFICE HRS: Tuesday 9:30a.m.-12:00 p.m., Thursday 8:30 a.m. – 11:00 a.m.

COURSE DESCRIPTION: Students will 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 intelligences, is also examined.

TEXTBOOK: Charlesworth, R. (2004). *Understanding Child Development: For Adults Who Work With Young Children*. (6th Ed.) Clifton Park, New York: Thomson Delmar Learning.

OBJECTIVES:

1. The learner will demonstrate an understanding of theories regarding intelligence and their implications for early childhood education.
2. The learner will be able to use the theories of Piaget, Vygotsky and others to explain how young children construct knowledge.
3. The learner will gain an understanding of theories of creativity and the adult's role in supporting the creative development of young children.
4. The learner will demonstrate knowledge of how and when children develop morality.

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 risk for 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.

Alpha Grade	4-point Equivalence	Descriptor
A+	4.0	Excellent
A	4.0	Excellent
A-	3.7	First class standing
B+	3.3	First class standing
B	3.0	Good
B-	2.7	Good
C+	2.3	Satisfactory
C	2.0	Satisfactory
C-	1.7	Satisfactory
D+	1.3	Poor
D	1.0	Minimal pass
F	0.0	Fail

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: The assignment package will be distributed during the second week of classes. Refer to the package for description of assignments, weightings and due dates.

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.

Date	Topic	Reading	Assignments
Jan. 5	Course Introduction Cognitive Development- Brain development	Chpt.14 pgs. 266- 268, pgs 271-272	
Jan. 10	Cognitive Development	Chpt. 17, pgs 309- 312	
Jan. 12	Cognitive Development	Chpt. 18	
Jan. 17	Cognitive Development	Chpt. 19	

Jan. 19	Cognitive Development	Chpt.19	
Jan. 24	Intelligence: I Q and measurement of	Chpt. 23, pg. 435	
Jan. 26	Multiple Intelligence	Chpt. 23, pgs 430-437	
Jan. 31	Multiple Intelligence		Quiz
Feb. 2	Creativity	Chpt. 23, pgs 437-445	
Feb. 7	Creativity		
Feb. 09	Moral Development	Pgs. 302 –303	
Feb. 14	Moral Development	Pgs. 505-507	
Feb. 16	Moral Development	Pgs. 527-530	
Feb. 28	Review and Wrap up		
March 2	Final Quiz		Quiz

Students are responsible for all assigned readings

*I have attempted to identify the chapters and page numbers in the text that are related to the topic being discussed in class. The chapters and pages may not be written in the order we discuss them in class. You will also given a number of articles related to the course content.