



DEPARTMENT HUMAN SERVICES

COURSE OUTLINE – WINTER 2016

CD1100 A3 CHILD DEVELOPMENT II

– 3 (3-0-0) 45 Hours

INSTRUCTOR: Cassandra Kostuk
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OFFICE HOURS: Tuesdays/Thursdays 3-4:30 p.m. or by appointment

CALENDAR DESCRIPTION: CD 1100 focuses on the physical, cognitive, creative, and psychosocial development of children from 2-6 years of age and factors that contribute to individual variations in development. Theoretical perspectives and research findings that contribute to our understanding of child development will be examined, as will their implications for practice in Early Learning and Child Care settings.

PREREQUISITE(S)/COREQUISITE: CD1000 or permission of the Department

REQUIRED TEXT/RESOURCE MATERIALS: Kail, Robert V. & Zolner, Theresa. (2015) Children: A Chronological Approach, 4th Canadian Edition, Toronto, Canada, Pearson Canada Inc.

DELIVERY MODE(S): Classes will consist of a combination of lecture, audiovisual experiences, group discussion and hands on experiential learning exercises. Guest speakers may also be included.

COURSE OBJECTIVES:

This course intends to provide students with:

- An overview of the physical, cognitive, creative, and psychosocial development of children from 2-6 years of age
- A description of factors that contribute to individual variations in development.
- Opportunity to examine the theoretical perspectives and research findings that contribute to our understanding of child development will be examined
- An understanding of the implications of those theories on practice in Early Learning and Child Care settings.

LEARNING OUTCOMES:

Upon completion of the course learners will demonstrate the ability to:

1. Identify major milestones in the physical growth and development of children from 2–6 years of age and factors which may influence this development.
2. Discuss the concept of creativity and ways in which early childhood practitioners can support and promote creative development in young children.
3. Use the theories of Piaget and Vygotsky, as well as information-processing theory to explain cognitive development in children aged 2–6 years and will be able to identify ways in which these theories can inform practice in Early Learning and Child Care settings.
4. Compare psychometric theories of intelligence with Sternberg’s Theory of Successful Intelligence and Gardner’s Theory of Multiple Intelligences.
5. Use relevant theories (e.g. Erikson) and relevant research findings to explain the development of self-concept, personality, and emotional intelligence in children 2-6 years of age.
6. Use relevant theories (e.g. Piaget, Kohlberg, Gilligan) and relevant research findings to explain the moral and social development of children two to six years of age.

TRANSFERABILITY:

Please consult the Alberta Transfer Guide for more information

(<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 Assignments:	25%	due daily throughout the course
Group time Project:	25%	due Feb 1 & 3
Ages & Stages Assignment:	25%	due Feb 29
In Class Final Quiz:	25%	March 23

ALL assignments MUST be completed and turned in to pass the course

Submit your assignments on time. On time means at the end of class or, at the latest, 4:30pm on the due date.

It is the instructor's preference that students submit work type written in hard copy in class. Emailed assignments using GPRC email accounts will also be accepted. In class work will be submitted in handwritten form before the end of the class in which it assigned.

GRADING CRITERIA:

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**. This means **DO NOT GET LESS THAN “C-” IF YOU ARE PLANNING TO TRANSFER TO A UNIVERSITY.**

Important: In order to obtain credit for this course, students must achieve a minimum of a “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

Special Note: Last Day to Withdraw from Winter Courses with a (W) is March 7th, 2016

COURSE SCHEDULE/TENTATIVE TIMELINE:

Room L229, Mondays/Wednesdays 1-2:50 PM

The following is subject to change based on the needs of the specific class/students. Additional materials other than the textbook may be handed out in class.

Note: Students MUST BE PRESENT and COMPLETE the FULL ASQ/ASQ-SE training in class on February 8 & 10th in order to pass this course. Please schedule your time accordingly.

	Date	Topic	Reading (Textbook)	Assignment/Quizzes Due Dates
1.	Jan 6	Introduction Physical Development	Ch 8	
2.	Jan 11	Physical Development	Ch 8	
3.	Jan 13	Physical Development	Ch 8	
4.	Jan 18	Cognitive Development	Ch 9	
5.	Jan 20	Cognitive Development	Ch 9	
6.	Jan 25	Cognitive Development	Ch 9	
7.	Jan 27	Creative Development	Handouts	
8.	Feb 1	Group time Project Presentations		GPP due
9.	Feb 3	Group time Project Presentations		GPP due
10.	Feb 8	ASQ/ASQ-SE Training Day 1		
11.	Feb 10	ASQ/ASQ-SE Training Day 2		
	Feb 15	No Class – Family Day Closed		
	Feb 17	No Class Winter Break Closed		
12.	Feb 22	ASQ Assignment Children's Centre		
13.	Feb 24	Intelligence Comparisons	Pgs 338-339, handouts	
14.	Feb 29	Intelligence Comparisons	Pgs 338-339, handouts	ASQ Assignment Due
15.	Mar 2	Social Development	Ch 10	
16.	Mar 7	Social Development	Ch 10	
17.	Mar 9	Social Development	Ch 10	
18.	Mar 14	Emotional Development	Ch 10	
19.	Mar 16	Emotional Development	Ch 10	
20.	Mar 21	Review Day		
21.	Mar 23	In Class Final Quiz		Quiz today in class

Although the instructor feels that all the material in the textbook is important and interesting, limited class time prevents discussion of all the material covered in the text. You are responsible for learning textbook material that is not discussed in class.

STUDENT 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 Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at www.gprc.ab.ca/about/administration/policies/**

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

USE OF MOBILE DEVICES, LAPTOPS AND OTHER ELECTRONIC DEVICES DURING CLASS

As research on learning shows, unexpected noises and movement automatically divert and capture people's attention, which means you are affecting everyone's learning experience if your cell phone, pager, laptop, etc. makes noise or is visually distracting during class. For this reason, I ask you to turn off your mobile devices during class. If there is a specific reason you need to have your mobile device turned on in class you may request permission in writing (i.e. sick child).

ABSENCES

In the event that a student will be absent from class, it is the responsibility of the student to **personally** email or call the instructor BEFORE class time in order for the absence to be considered excused. All other forms of communication will be considered unexcused. It is the individual responsibility of the absent student to request information and materials from the instructor for any class time missed. If a student is not in class they will not have an opportunity to do in class tasks/assignments at another time. The instructor reserves the right to consider an absence excused and to alter this agreement in extenuating circumstances at her discretion.

COMMUNICATION WITH INSTRUCTOR

Please use GPRC email accounts and create a habit of checking your email daily. This will be the main way the instructor communicates with students outside of class time. There are computers available for student use throughout the building. If you require assistance contact IT Help Desk (780) 539-2933/ helpdesk@gprc.ab.ca, Room D307. The instructor can also be contacted with by calling her office, meeting during office hours or scheduling an appointment.