



DEPARTMENT OF HUMAN SERVICES

COURSE OUTLINE – FALL 2015

CD1000 –CHILD DEVELOPMENT I – 3(3-0-0) 45 HRS

INSTRUCTOR: Cassandra Kostuk **PHONE:** 780-539-2041
OFFICE: H203 **E-MAIL:** ckostuk@gprc.ab.ca

OFFICE HOURS: Thursdays, 10 a.m. – 1p.m. or by appointment

LOCATION/ TIME: Room H211, Tuesdays @10-11:20 A.M. and Fridays @ 9-10:20 AM

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.

PREREQUISITE(S)/COREQUISITE: None

REQUIRED TEXT/RESOURCE MATERIALS:

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

Additional reading material and/or audio/visual resource material may be handed out in class.

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.

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.

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 4	Introduction, Course Outline, Etc.	
Sept 8	Assignment Discussion Why Study Child Development? Intro to Development Domains	
Sept 11	ELCC Student Retreat - No Class	
Sept 15	Theories and Themes in Child Development Research	Chapter 1
Sept 18	Heredity & Genetic Disorders	Chapter 3
Sept 22	Heredity & Genetic Disorders	Chapter 3
Sept 25	Genetic Disorders & Nature vs. Nurture	Chapter 3
Sept 29	Heredity & Genetic Student Presentations	
Oct 2	Prenatal Development	Chapter 4
Oct 6	Prenatal Development	Chapter 4
Oct 9	Prenatal Development	Chapter 4
Oct 13	Prenatal Development Student Presentations	
Oct 16	Review	
Oct 20	Quiz #1	(all material up to and including Oct. 13)
Oct 23	Physical Development	Chapter 5
Oct 27	Physical Development	Chapter 5
Oct 30	Physical Development	Chapter 5
Nov 3	Physical Development Student Presentations	
Nov 6	Cognitive Development	Chapter 6
Nov 10	Cognitive Development	Chapter 6
Nov 13	Fall Break – No Class	
Nov 17	Cognitive Development Student Presentations	
Nov 20	Social & Emotional Development	Chapter 7
Nov 24	Social & Emotional Development	Chapter 7

Nov 27	Social & Emotional Development	Chapter 7
Dec 1	Social & Emotional Development Student Presentations	
Dec 4	Review	
Dec 8	Quiz #2	(all material from Oct 23- Dec 1)

ATTENDANCE:

Regular attendance is essential for student success. More than 20% absenteeism may constitute a failure except for medical or extenuating circumstances in which a doctor's letter may be required

EVALUATIONS:

In Class Tasks: 10%

Quiz #1: 20%

Quiz#2: 20%

Assignment(s): 50% (Assignment package to be handed out and discussed the second week of class) ALL assignments must be submitted to pass this course.

Submit your assignments on time. On time means at the end of class 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.

All assignments that are placed in the instructor's mailbox must have the time and date recorded by the administration staff.

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LATE ASSIGNMENTS:

- 1) Late assignments will only be accepted if prior arrangements have been made with the instructor in writing, at least one week prior to the assignment due date.
- 2) 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.
- 3) Should a student be allowed to re-submit an assignment a grade of 60 % is the highest grade the student can receive.

GRADING CRITERIA:

Please note: A minimum grade of C- is required to pass this course.

GRANDE PRAIRIE REGIONAL COLLEGE			
GRADING CONVERSION CHART			
Alpha Grade	4-point Equivalent	Percentage Guidelines	Designation
A⁺	4.0	90 – 100	EXCELLENT
A	4.0	85 – 89	
A⁻	3.7	80 – 84	FIRST CLASS STANDING
B⁺	3.3	77 – 79	
B	3.0	73 – 76	GOOD
B⁻	2.7	70 – 72	
C⁺	2.3	67 – 69	SATISFACTORY
C	2.0	63 – 66	
C⁻	1.7	60 – 62	
D⁺	1.3	55 – 59	MINIMAL PASS
D	1.0	50 – 54	
F	0.0	0 – 49	FAIL
WF	0.0	0	FAIL, withdrawal after the deadline

UNIVERSITY TRANSFER (If applicable):

**** 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.**

Please refer to the Alberta Transfer guide for current transfer agreements:

www.transferralberta.ca

STUDENT RESPONSIBILITIES:

Refer to the College Policy on Student Rights and Responsibilities at

www.gprc.ab.ca/d/STUDENTRIGHTSRESPONSIBILITIES

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).

STATEMENT ON PLAGIARISM AND CHEATING:

Refer to the College Student Misconduct: Academic and Non-Academic Policy at

www.gprc.ab.ca/d/STUDENTMISCONDUCT

**Note: all Academic and Administrative policies are available at

www.gprc.ab.ca/about/administration/policies/