

**GRANDE PRAIRIE REGIONAL COLLEGE
HUMAN SERVICES DEPARTMENT**

CD 2120– SCHOOL AGE CARE AND DEVELOPMENT

Winter 2010	January 5 to February 18, 2010
Credits:	3 (45 Hours)
Class Times:	Tuesdays and Thursdays 9:00 a.m. – 11:50 a.m.
Location:	Portable C
Instructor:	Andrea Wilkinson
Instructor's Office:	E401 – 17
Office Hours:	Monday/Wednesdays 8:30-9:30 a.m. or by appointment
Phone:	Office: 780 539 – 2708 or text my cell at 780 512 - 5207
Email:	awilkinson@gprc.ab.ca

COURSE DESCRIPTION

This course examines the developmental characteristics of children ages 6 through 12 years and the components of high-quality out-of-school care programs. Students will acquire knowledge and skills to ensure that the environment, experiences and interactions meet the needs of school age children.

REQUIRED TEXT

Click, P., Parker, J. & Stone-Zukowski, D. (2006). *Caring for school-age children first canadian edition*. Toronto, ON: Thomson Nelson.

PREREQUISITES

Completion of first year or consent of the department.

ADDITIONAL COSTS

Students may have additional costs in the form of photocopying, the purchase of presentation supplies, and other related materials.

CLASS FORMAT

Classes will consist of lectures, discussions, small group work, presentations, case studies, and videos.

OBJECTIVES

On successful completion of this course, you should be able to:

- Describe the physical, social, and emotional developmental characteristics of school-age children and their motor, cognitive, communication, and creative skill development.
- Describe strategies child care professional can use to support and enhance all aspects of the development of school-age children.
- Identify the components of an effective, high quality out-of-school care program.
- Develop and implement a program plan that considers the experiences, materials, and environment that best support the goals and philosophy of best practice in out-of-school care.

ASSIGNMENTS, QUIZES, AND GRADING

Case Study #1	20%	Due: January 26, 2010.
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Case Study #2	20%	Due: February 9, 2010
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A case study is a given scenario with multiple questions that follow. You will be asked to answer the questions from the scenario using examples from the text and lectures to back your answer.

Resource File	20%	Due: February 11, 2010
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This binder will be a resource that you build to be used for your time as a School-Age care provider. It will include developmentally appropriate activities as well as guidance techniques. This binder should serve as a helpful resource for you.

Presentation Poster	20%	Due: February 18, 2010
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A poster presentation is a strategy for presenting information about a wide variety of topics in a relatively short time. It is similar to a Science Fair in that each person is given space to display the important aspects of his or her topic and “mans” the display in order to explain the topic and answer questions about it.

Quiz #1 **10%** **Due: January 28, 2010**

Quiz #2 **10%** **Due: February 16, 2010**

A quiz will cover the information presented to date. It can consist of both multiple choice and/or short answer questions.

GRADING POLICIES

Final grades will be assigned using a **LETTER GRADING** system with a **FOUR-POINT SCALE** of numerical equivalents for calculating grade point averages.

Descriptor	Letter Grade	Point
Excellent	A+	4.0
	A	4.0
	A-	3.7
Good	B+	3.3
	B	3.0
	B-	2.7
Satisfactory	C+	2.3
	C	2.0
	C-	1.7
Poor	D+	1.3
Minimal Pass	D	1.0
Failure	F	0.0

STUDENT SUPPORT

The Learning Center is available to assist students with written assignments. The center is located in room F215 and the contact number is 539-2957. If you have difficulty understanding a particular concept or have any other concerns regarding the course, please do not hesitate to discuss this as soon as possible with the instructor.

RIGHTS, RESPONSIBILITIES AND PROFESSIONALISM

Students are advised to familiarize themselves with their rights and responsibilities as outlined in the College calendar. Please refer to the College policy on Plagiarism and Cheating (pages 48 and 49).

ATTENDANCE

Studies have found a correlation between attendance and final grades. Student will be responsible for content covered, assigned readings, and for any announcements that will be made in class. If a student is unable to attend a particular class, it will be her/his responsibility to find out what was missed. For optimal learning and readiness for class participation, students should read the assigned chapter and articles before coming to class on the dates indicated on the class schedule.

ASSIGNMENT REQUIREMENTS

1. Students are responsible to submit assignments **ON** or **BEFORE** the date they are due. Assignments will be considered late if not **initialed and dated** by the admin for Human Services by 4:30 p.m. on the due date. Late assignments will be penalized at a rate of 10% per week beginning on the 1st day after the due date.

Due to limited class time, the Poster Presentation must be done on the assigned day. A grade of 0 will be given if not completed on the assigned date.

2. Unless stated otherwise, assignments must be typed, double-spaced and have at least one inch margins on sides, top and bottom to permit instructor comments. They must be printed on only one side of the page. Spelling and grammar will be considered in grading. APA format must be used. (Please see rubrics)

With the exception of assignments completed in class, all assignments must have a cover page indicating:

- student name
- course name, and number
- assignment name
- instructor's name
- assignment due date
- and date assignment submitted if different from the due date

You are advised to keep either a hard copy or an electronic copy of everything you submit. It is also recommended that you back up your electronic copies as you are working on assignments.

CELL PHONES AND ELECTRONIC EQUIPMENT

Cell phones and other electronics are to be turned off during class. Texting during class is not only socially considered rude, it can result in a mark of absence for the day. If you need to make a phone call OR are expecting a call, please do me the courtesy of informing me BEFORE the class begins for the day. Cell phones and other electronics are not to be brought into exams.

LEARNING ENVIRONMENT

The classroom learning environment is created by joint effort between students and the instructor. If we work together, we can make classes more enjoyable and productive.

- Stay on topic.
- Avoid personal and private conversations.
- Ask for clarification whenever you need it.
- Participate in small group and large group class discussions and ensure others get equal opportunity to participate as well.
- Come prepared for class. Having your readings completed and assignments done on time will help with the understanding of topics discussed and assist you in knowing what questions to ask and/or prepare you to participate in class discussions.

TENTATIVE CLASS SCHEDULE

Date	Topic	Reading	Test/Assignment
Jan. 5	Introduction, review course outline, expectations Introduction to CD2120 – the children and those who work with them.	Ch. 1 & 2 to be discussed in class	
Jan. 7	Development in Middle Childhood: Physical and Cognitive	Ch. 4 & 5	I will hand out complete assignment packet
Jan. 12	Development in Middle Childhood: Social	Ch. 6	
Jan. 14	NO Class - rescheduled	Ch. 7	
Jan. 19	Guest Speaker – Patty from John Howard Society		Begin Case Study #1
Jan. 21	NO Class - rescheduled		Complete Case study #1
Jan. 26	Development in Middle Childhood: Moral	Ch. 6	Case Study #1 Due
Jan. 28	Challenging Behaviours		Quiz #1 – Developmental Characteristics
Feb. 2	Developmentally Appropriate Practice Curriculum Approaches	Ch. 8	
Feb. 4	Designing the Environment Games	Ch. 9 & 10	Begin Case Study #2 Begin Resource File
Feb. 9	Physical Fitness Arts/Sciences/Technology	Ch. 11 & 12 & 14	Case Study #2 Due
Feb. 11	Community Awareness	Ch. 13	Resource File Due

Feb. 16	Working with the Families & Community Quality Standards	Ch. 3, 15 & 16	Quiz #2 – Health and Safety in Out-of- School Care
Feb. 18	Finishing Up!!		Poster Presentations Due

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.