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CHILD GROWTH AND DEVELOPMENT II

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<b>INSTRUCTOR:</b> Leslié Peters	<b>OFFICE HOURS:</b> By Appointment
<b>OFFICE LOCATION:</b> TBA	<b>CLASSROOM:</b> C1511
<b>E-MAIL:</b> lpeters@yukoncollege.yk.ca	<b>TIME:</b> 6:30 - 930 pm
<b>TELEPHONE:</b> (867) 668-8845	<b>DATES:</b> January 11 - April 27, 2016

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**COURSE DESCRIPTION**

This course provides the student with a basic understanding of child development relevant to facilitating growth and development in children during middle childhood and adolescence (6 to 18 years of age).

**PREREQUISITES**

None.

It is recommended that students have completed Grade 12, with English 12 or equivalent.

**EQUIVALENCY OR TRANSFERABILITY**

Please check the following link <http://www.yukoncollege.yk.ca/programs/info/ecd> for information about transferability of Early Childhood Development courses.

**LEARNING OUTCOMES**

Upon successful completion of the course, students will be able to

- describe themes and theories related to child and adolescent development and research techniques utilized in this field of study
- use the SPICE acronym (Social, Physical, Creative/Cultural, Intellectual and Emotional) to be able to describe the sequence and characteristics of the

growth and development of the whole child during middle childhood and adolescence

- identify and describe influences, including those relevant to the north, that affect the SPICE areas of growth and development of the whole child during middle childhood and adolescence
- recognize and explain atypical development during middle childhood and adolescence at an introductory level.

## **COURSE FORMAT**

This 45-hour course will be delivered in the classroom setting and/or via web-conferencing. The presentation of information will be delivered primarily by the instructor and occasionally by guest speakers.

Each lesson will include a variety of teaching/learning strategies. These strategies may include: lecture, large and small discussion groups, in-class projects, experiences, simulations, role plays, observations, readings, audio-visual aids, guest speakers, and students' individual assignments.

## **ASSESSMENTS**

### **Attendance and Participation**

Much of the learning is done in the classroom. Students learn from each other, as well as from the instructor; therefore, attendance and appropriate participation are essential.

Students are expected to attend and participate in all classes, are expected to be actively involved in discussions, and must take responsibility for their own learning. Their personal experience and thoughts will provide much of the material for discussion; therefore, it is expected that students are prepared for classes by having completed the required readings, assignments and other assigned work. Emphasis will be placed on learning by doing and on personal reflection on individual experiences.

Professional behaviour is expected. If a class will be missed, the student will communicate with their instructor ahead of time.

### **Assignments**

Assignments will be discussed at the beginning of the course and presented in writing with criteria clearly defined. All students are encouraged to contact the instructor if they have questions or concerns about assignments or their progress. In exceptional circumstances, students may discuss alternate arrangements with their instructor (such as late submission of assignments, etc.)

**ALL** assignments are expected to be submitted punctually. Five % will be deducted

for each calendar day that an assignment is late.

Please see additional comments about assignments in the assignment package.

## EVALUATION

ASSIGNMENT #	ASSIGNMENT NAME	VALUE
Assignment #1	Weekly Reflection	20%
Assignment #2	Case Studies	30%
Assignment #3	Opinions, Beliefs and Issues	20%
Assignment #4	Research Techniques	15%
Assignment #5	Middle Childhood/Adolescent Perspective	15%
Total		100%

## REQUIRED TEXTBOOKS AND MATERIALS

Kail, R.V. and Zolner, T. (2012). *Children: A Chronological Approach* (4th Canadian Ed.). Toronto: Pearson Education Canada.

There is also a website that is relevant to this class.

[www.mydevelopmentlab.com](http://www.mydevelopmentlab.com) -- This is an adaptive assessment tool that gives you a customized study plan to learn the course material and includes content in a variety of media: PowerPoint slides, videos and so on. This material is included for your interest and learning, as some of the resources are quite good. Some of the videos and resources will be used in class and you may want to review them on your own time. An Access Code is provided for you in your textbook.

## ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the Academic Regulations:

[http://www.yukoncollege.yk.ca//downloads/Yukon\\_College\\_Academic\\_Regulations\\_and\\_Procedures\\_-\\_August\\_2013\\_final\\_v1.pdf](http://www.yukoncollege.yk.ca//downloads/Yukon_College_Academic_Regulations_and_Procedures_-_August_2013_final_v1.pdf)

## **PLAGIARISM**

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

## **YUKON FIRST NATIONS CORE COMPETENCY**

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see [www.yukoncollege.yk.ca/yfnccr](http://www.yukoncollege.yk.ca/yfnccr)

## **ACADEMIC ACCOMMODATION**

Reasonable accommodations are available for students with a documented disability or chronic condition. It is the student's responsibility to seek these accommodations. If a student has a disability or chronic condition and may need accommodation to fully participate in this class, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or [lassist@yukoncollege.yk.ca](mailto:lassist@yukoncollege.yk.ca)

## **WRITING CENTRE**

All students are encouraged to make the Writing Centre a regular part of the writing process for coursework. Located in C2231 (adjacent the College Library), the Writing Centre offers half-hour writing coaching sessions to students of all writing abilities. Coaching sessions are available in person and through distance technologies (e.g. email plus Skype or phone). For further information or to book an appointment, visit the Centre's website: [www.yukoncollege.yk.ca/student\\_info/pages/writing\\_centre](http://www.yukoncollege.yk.ca/student_info/pages/writing_centre).

# TOPIC OUTLINE

CLASS	TOPIC(S)
1	<ul style="list-style-type: none"> <li>❖ Get to Know Each Other</li> <li>❖ Introduction to Course &amp; Assignments</li> <li>❖ Why Study Child Development?</li> </ul>
2	<ul style="list-style-type: none"> <li>❖ Child Development: Physical Development in Middle Childhood</li> </ul>
3	<ul style="list-style-type: none"> <li>❖ Research in Child Development</li> </ul>
4	<ul style="list-style-type: none"> <li>❖ Child Development: Theories and Themes</li> <li>❖ Generate List of Questions for Assignment #5</li> </ul>
5	<ul style="list-style-type: none"> <li>❖ Development in Middle Childhood</li> <li>❖ Freud</li> </ul>
6	<ul style="list-style-type: none"> <li>❖ Cognitive Development in Middle Childhood</li> </ul>
7	<ul style="list-style-type: none"> <li>❖ Cognitive Development in Middle Childhood</li> <li>❖ Piaget</li> </ul>
8	<ul style="list-style-type: none"> <li>❖ Social and Emotional Development in Middle Childhood</li> </ul>
9	<ul style="list-style-type: none"> <li>❖ Social and Emotional Development in Middle Childhood</li> <li>❖ Erickson</li> </ul>
10	<ul style="list-style-type: none"> <li>❖ Physical Growth in Adolescents</li> <li>❖ Bronfenbrenner</li> </ul>
11	<ul style="list-style-type: none"> <li>❖ Assignment #3 Presentations</li> <li>❖ Cognitive Processes in Adolescents</li> <li>❖ Kohlberg</li> </ul>
12	<ul style="list-style-type: none"> <li>❖ Cognitive Processes in Adolescents</li> </ul>

13	❖ Social and Emotional Development in Adolescents
14	❖ Social and Emotional Development in Adolescents