



DEPARTMENT OF HUMAN SERVICES

COURSE OUTLINE – SUMMER 2017

CD 1100 (EC S17): Child Development II – 3 credits, 45 hours

INSTRUCTOR: Jennifer Durling **PHONE:** 780-963-9107
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CONTACT: MONDAY 6:30 – 9:30

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 and CD 1330 or consent 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: Online Distance Delivery

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:

A list of institutions to which this course transfers (For example: UA, UC, UL, AU, GMU, CU, CUC, KUC. Please note that this is a sample and it must be replaced by your specific course transfer)

***Warning:** Although we strive to make the transferability information in this document up-to-date and accurate, **the student has the final responsibility for ensuring the transferability of this course to Alberta Colleges and Universities.** Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at Alberta Transfer Guide main page <http://www.transferalberta.ca> or, if you do not want to navigate through few links, at <http://alis.alberta.ca/ps/tsp/ta/tbi/onlineSearch.html?SearchMode=S&step=2>

** A final grade of C- must be obtained to pass this course. Final grades are based on the following 4-point system: To receive a passing grade in CD 1330 Understanding Children’s Play, you must receive a minimal grade of 60%, which is a grade of C-.

EVALUATIONS:

I Unit One Assignment:	15% of your final grade
Unit Two Assignment:	15% of your final grade
Unit Three Assignment:	10% of your final grade
Unit Four Assignment:	10% of your final grade
Unit Five Assignment:	15% of your final grade
Unit Six Assignment:	20% of your final grade
Learning Activities:	20% of your final grade

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

All learning activities and assignments are to be submitted in Moodle.

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

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.

COMMUNICATION WITH INSTRUCTOR

Please use GPRC email as this will be the main way the instructor communicates with students. The instructor can also be contacted at home using the contact information at the beginning of this course outline. If you require assistance with matters concerning Moodle contact IT Help Desk (780) 539-2933/ helpdesk@gprc.ab.ca.