



COURSE OUTLINE

**ELCC 121
CHILD GROWTH & DEVELOPMENT II**

**45 HOURS
3 CREDIT COURSE**

PREPARED BY: Rebecca Fenton

DATE: March 16, 2015

APPROVED BY: Andrew Richardson

DATE:

APPROVED BY ACADEMIC COUNCIL: October 29, 2015

RENEWED BY ACADEMIC COUNCIL:

YUKON COLLEGE

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Yukon College
P.O. Box 2799
Whitehorse, YT
Y1A 5K4

CHILD GROWTH & DEVELOPMENT II

INSTRUCTOR: Brooke Alsbury

OFFICE HOURS: Mondays 10am - 12pm

OFFICE LOCATION: A2208

CLASSROOM: A2202

E-MAIL: balsbury@yukoncollege.yk.ca

TIME: Wednesdays, 6:30 - 9:30 PM

TELEPHONE: (867) 668-8845

DATES: Jan 4 - April 12, 2017

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.

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:

- Know themes and theories related to child and adolescent development and research techniques utilized in this field of study
- Using the SPICE acronym (Social, Physical, Creative/Cultural, Intellectual and Emotional) be able to describe the sequence and characteristics of the growth and development of the whole child during middle childhood and adolescence

- Be able to 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
- Have an introductory knowledge of atypical development during middle childhood and adolescence.

COURSE FORMAT

This 45-hour course will be delivered in the classroom setting and/or via web-conferencing by the instructor. 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 should be missed, the student will communicate with their instructor ahead of time.

Please note that **ALL** assignments must be completed in a satisfactory manner (over 50% grade) to receive a passing grade for the course.

ASSIGNMENT #	ASSIGNMENT NAME	VALUE
Assignment #1	Case Studies	30%
Assignment #2	Opinions, Beliefs and Issues	25%
Assignment #3	Research Techniques	20%
Assignment #4	Middle Childhood/Adolescent Perspective	15%

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 must also be submitted punctually. **5% will be deducted** for each calendar day that an assignment is late.

Please see additional comments about assignments in the assignment package.

REQUIRED TEXTBOOKS/MATERIALS

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

There are also two websites that are relevant to this class.

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.

www.myvirtualchild.com -Instructions for logging on will be provided in class.

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/Admissions & Registration web page.

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.

ELCC 100 Cultural Competencies in ELCC meets the Yukon First Nations Core Competency requirement.

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

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.

Topic Outline

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