



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: March 17, 2015

APPROVED BY ACADEMIC COUNCIL: October 29, 2015

YUKON COLLEGE

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Yukon College
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CHILD GROWTH & DEVELOPMENT II

INSTRUCTOR: Jeanelle Julien OFFICE HOURS: By appointment
OFFICE LOCATION: By appointment CLASSROOM: C1511
E-MAIL: jjulien@yukoncollege.yk.ca TIME: 6:30 - 9:30 PM
TELEPHONE: (867) 668-8845 DATES: Jan 9- April 17
FAX: (867) 668-8805

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.

DELIVERY METHODS/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	Opinions, Beliefs and Issues	20%
Assignment #2	Case Studies	30%
Assignment #3	Understanding Research	20%
Assignment #4	Adolescent Perspective	16%
Reading Assignments	In Moodle	14%

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. (2018). *Children: A Chronological Approach* (5th Canadian Ed.). Toronto: Pearson Education Canada.

Siegel, D. J. (2013). *Brainstorm: The power and purpose of the teenage brain*. New York: Penguin Random House.

There is also a website that is 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.

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 https://www.yukoncollege.yk.ca/student_info/pages/learning_assistance_centre

ACADEMIC SUPPORT CENTRE and LORENE ROBERTSON WRITING CENTRE

The Academic Support Centre exists to support all students at Yukon College. The Centre offers a supportive and welcoming space for students to study and receive help with writing, math, computers, and other academic skills.

The Lorene Robertson Writing Centre is staffed by helpful writing coaches from across the College and offers one-on-one appointments to students in need of writing support.

http://www.yukoncollege.yk.ca/student_info/pages/academic_support_centre

CLASS	TOPIC(S)	DUE
1 Jan 9	<ul style="list-style-type: none"> ❖ Introduction to Course & Assignments & each other ❖ Why Study Child Development? 	
2 Jan 16	<ul style="list-style-type: none"> ❖ Overview of Chapters 1 and 2: Child Development Theories and Themes 	Text Ch 1
3 Jan 23	<ul style="list-style-type: none"> ❖ Research in Child Development ❖ Freud 	Text Ch 2
4 Jan 30	<ul style="list-style-type: none"> ❖ Physical Development in Middle Childhood ❖ Piaget 	Text Ch 11
5 Feb 6	<ul style="list-style-type: none"> ❖ Cognitive Development in Middle Childhood ❖ Erickson 	Text Ch 12
6 Feb 13	<ul style="list-style-type: none"> ❖ Social/Emotional Development in Middle Childhood ❖ Skinner Bronfenbrenner (review) ❖ Assignment 1 presentations 	Text Ch 13 Assignment 1
7 Feb 27	<ul style="list-style-type: none"> ❖ Issues in Middle Childhood ❖ Kohlberg 	Brainstorm
8 March 6	<ul style="list-style-type: none"> ❖ Physical Development in Adolescence ❖ Bowlby/Ainsworth 	Text Ch 14 Brainstorm
9 March 13	<ul style="list-style-type: none"> ❖ Cognitive Development in Adolescence ❖ Shanker 	Text Ch 15 Brainstorm Assignment 2A
10 March 20	<ul style="list-style-type: none"> ❖ Social/Emotional Development in Adolescence ❖ Siegel 	Health and Health-Related Behaviours Assignment 2B
11 March 27	<ul style="list-style-type: none"> ❖ Issues in Adolescence ❖ Neufeld ❖ Louv 	Brainstorm Assignment 2C
12 April 3	<ul style="list-style-type: none"> ❖ The Yukon Context 	Brainstorm Assignment 3
13 April 10	<ul style="list-style-type: none"> ❖ Poster Presentations 	Assignment 4
14 April 17	<ul style="list-style-type: none"> ❖ Poster Presentations and Wrap-up 	