

DIVISION  
Course Number  
Credit Course  
Term, Year



**COURSE OUTLINE**

**ELCC 111**

**CHILD GROWTH & DEVELOPMENT I**

**45 HOURS  
3 CREDIT COURSE**

PREPARED BY: Rebecca Fenton

DATE:

APPROVED BY: Andrew Richardson, Dean

DATE:

APPROVED BY ACADEMIC COUNCIL:

RENEWED BY ACADEMIC COUNCIL: (date)

APPLIED ARTS DIVISION  
ELCC 111  
3 Credit Course  
Fall, 2018



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## CHILD GROWTH & DEVELOPMENT I

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<b>INSTRUCTOR:</b> Leslie Peters	<b>OFFICE HOURS:</b> TBA
<b>OFFICE LOCATION:</b> TBA	<b>CLASSROOM:</b> TBA
<b>E-MAIL:</b> <a href="mailto:lpeters@yukoncollege.yk.ca">lpeters@yukoncollege.yk.ca</a>	<b>TIME:</b> 6:30 - 9:30 PM
<b>TELEPHONE:</b> (867) 668-8845	<b>DATES:</b> Sept 11 - Dec 11, 2018; Tuesdays

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### COURSE DESCRIPTION

This course provides students with a basic understanding of various theories of child development relevant to facilitating growth and development of the whole child during the first six years of life.

### PREREQUISITES

None. It is recommended that students have completed Grade 12, including English 12.

### EQUIVALENCY OR TRANSFERABILITY

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

### LEARNING OUTCOMES

Upon successful completion of the course, students will:

- Know themes and theories related to child development and research techniques utilized in this field of study
- Be able to describe the stages of early brain development and explain the importance of helping children reach their fullest potential through the provision of optimum conditions for brain development 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 the first six years of life
- Be able to identify and describe influences, including those relevant to the North, that affect SPICE areas of growth and development of the whole child during the first six years of life
- Have an introductory understanding of atypical child development during the first six years of life.

### **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 primarily delivered by the instructor and occasionally by guest speaker.

Each lesson will include a variety of teaching/learning experiences. 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.

Attendance is mandatory. Because experiential exercises and other activities are such an important component, success in the course is dependent on a high level of participation. If you miss classes or experimental activities you may be asked to withdraw or you may not be allowed to return to class.

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. Students' 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.

As stated in Yukon College’s Academic Regulations: “Students in all program areas are expected to attend classes and will be informed of any specific attendance requirements for their course by their instructors at the beginning of the term.” It is the responsibility of the student to collect the information from classmates if they are absent from all or a portion of a class. Students are responsible for obtaining handouts and completing assignments for any classes missed.

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

Note: If a student becomes absent from more than 10% of the course, the instructor may designate make-up assignment(s), which would be designed to demonstrate the student’s understanding of content missed. This opportunity is at the discretion of the instructor and, if undertaken, will be accompanied by an assignment contract.

**Assignments**

Each assignment is designed to help the student synthesize knowledge from class, readings, personal knowledge, and traditional knowledge to build greater understanding. Planned class discussions are enriched when students have completed assigned work at the appropriate time. Material from student assignments also plays an important role in helping the instructor design class activities and lectures to best suit the group of students. Therefore, handing in assignments on the due dates is very important.

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

<b>ASSIGNMENT #</b>	<b>ASSIGNMENT NAME</b>	<b>Grade</b>	<b>Due Date</b>
Assignment #1	Developmentally Appropriate Activities	20%	Class 3, 13
Assignment #2	Research Techniques in Child Development	25%	Class 2,6,10,12,14
Assignment #3	Brain Development	20%	Class 7 & 8
Assignment #4	A Young Child’s Perspective	25%	Class 12 & 14
Pop-up quizzes	Open-book quizzes on reading material	10%	To appear in online platform

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 AND MATERIALS**

Kail, R.V. and Zolner, T. (2012). *Children: A Chronological Approach* (3<sup>rd</sup> Canadian Ed.). Toronto: Pearson Education Canada.

**PLEASE NOTE: This is an e-text. Please familiarize yourself with it BEFORE the first class if possible.**

#### **Reading Materials on-line or on-reserve**

Wylie S. & Fanning, K. (2012). *Observing Young Children: Transforming Early Learning Through Reflective Practice* (4<sup>th</sup> Ed.) United States: Nelson Education

Bronfenbrenner, U., (1977). Toward Experimental Ecology of Human Development. *American Psychologist* Vo. 32(7), Jul 1977, 15 - 531. Retrieved from <http://maft.dept.uncg.edu/hdf/facultystaff/Tudge/Bronfenbrenner%201977.pdf>

### **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 a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use

sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work 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 requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC): [lac@yukoncollege.yk.ca](mailto:lac@yukoncollege.yk.ca).

TOPIC OUTLINE

CLASS	TOPIC(S)
1	<ul style="list-style-type: none"> <li>❖ Get to Know Each Other</li> <li>❖ Intro to Course &amp; Assignments</li> <li>❖ Why Study Child Development?</li> </ul>
2	<ul style="list-style-type: none"> <li>❖ Child Development: Theories and Themes</li> <li>❖ Research in Child Development</li> <li>❖ Assignment #5 Discussion and list generation</li> <li>❖ Assignment #4 Worktime</li> </ul>
3	<ul style="list-style-type: none"> <li>❖ Research in Child Development</li> <li>❖ Genetic Bases</li> <li>❖ Assignment #4 Worktime</li> </ul>
4	<ul style="list-style-type: none"> <li>❖ Prenatal Development &amp; Birth</li> <li>❖ Assignment #4 Worktime</li> </ul>
5	<ul style="list-style-type: none"> <li>❖ Physical Development in Infants and Toddlers</li> <li>❖ Observation Technique #1</li> <li>❖ Assignment #4 Worktime</li> </ul>
6	<ul style="list-style-type: none"> <li>❖ Cognition in Infants and Toddlers</li> <li>❖ Observation Technique #2</li> <li>❖ Assignment #4 Worktime</li> </ul>
7	<ul style="list-style-type: none"> <li>❖ Social and Emotional Development in Infants and Toddlers</li> <li>❖ Assignment #4 Presentations</li> <li>❖ Observation Technique #3</li> </ul>
8	<ul style="list-style-type: none"> <li>❖ Social and Emotional Development in Infants and Toddlers</li> <li>❖ Assignment #4 Presentations</li> </ul>

9	<ul style="list-style-type: none"> <li>❖ Language Development in the First Six Years of Life (Guest Speaker)</li> <li>❖ Observation Technique #4</li> </ul>
10	<ul style="list-style-type: none"> <li>❖ Physical Growth in Preschool Children</li> <li>❖ Observation Technique #5</li> </ul>
11	<ul style="list-style-type: none"> <li>❖ Cognitive Development in Preschool Children</li> <li>❖ Social-Emotional Development in Preschool Children</li> <li>❖ Observation Technique #6</li> </ul>
12	<ul style="list-style-type: none"> <li>❖ Social-Emotional Development in Preschool Children</li> <li>❖ Assignment #5 Presentations</li> <li>❖ Observation Technique #7</li> </ul>
13	<ul style="list-style-type: none"> <li>❖ Atypical Development</li> <li>❖ Positive Guidance/Discipline</li> </ul>
14	<ul style="list-style-type: none"> <li>❖ Positive Guidance/Discipline</li> <li>❖ Evaluation</li> <li>❖ Last Class Wrap-Up</li> </ul>