Erin Spring

**EDUC 309: Early Childhood
Development Winter 2025**

Land Acknowledgement: *The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6).*

Class Dates: Mondays, Wednesdays, and Fridays, January 13 – April 11, 2025

Last Day to Add/Drop/Swap: Due to the non-standard dates associated with this program, please check your Student Centre for the important dates pertaining to your section.

Pre-requisite: Due to the multiple pathways in the Bachelor of Education, please consult Undergraduate Programs in Education for questions related to pre-requisite courses.

Office Hours: By appointment only

Email: Students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence.

COURSE DESCRIPTION: An examination of the science of early childhood and early brain development that accounts for the physical, cognitive, emotional, and social development of young children from birth to age eight, and a consideration of the implications with respect to children's healthy development and effective educational practices in the early school years.

LEARNER OUTCOMES:

Students will be knowledgeable about:
1. the major theoretical perspectives and research strategies researchers employ in the scientific study of human development,
2. the major physical, cognitive, and socioemotional developments that occur across development from conception to the adolescent years,
3. the impact of developmental contexts such as family life, schooling, peer groups, and media upon children's development, and
4. developmental issues.

COURSE DESIGN AND DELIVERY: This course will be delivered face-to-face on campus with possible engagement in a D2L environment. There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2l.ucalgary.ca).

REQUIRED RESOURCES:
Levine, L. E., Munsch, J. (2022). *Child development: An active approach to learning (Fourth edition).* Los Angeles: CA: Sage Publications, Inc.

You may purchase/rent and download e-books from the following vendors: Apps available in Android and Apple devices. Kobo; BookShelf; Google Play; Amazon Kindle; RedShelf ; ebooks.com

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Learning Task #1	Summary Handout(s)/Assigned Text Chapter(s). For this Learning Task, students will demonstrate their ability to recognize and synthesize the major theoretical perspectives and research strategies researchers employ in the scientific study of human development.	Group	30%	Sign-up by January 17, Varied Due Dates
Learning Task #2	Developmental Area Inquiry Proposal. For this Learning Task, students will demonstrate their ability to choose, and organize research related to a topic in Early Childhood Development.	Individual	10%	January 27
Learning Task #3	Developmental Area Inquiry Review Project. For this Learning Task, students will demonstrate their ability to synthesize human development research to demonstrate their understanding of a topic in Early Childhood Development.	Individual	40%	April 4
Learning Task #4	Weekly Reflections: Recognizing that educational research is continuously evolving, requiring lifelong learning by teachers; each week students will respond to the weekly questions or tasks, based on the readings, and posted in D2L. Students are responsible for producing and submitting weekly reflection tasks to Dropbox.	Individual	20%	Weekly

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks	Due Dates
Week 1: January 13-17	Introduction to Child Development	Overview of Course Outline Course Reading: Chapters 1and 3 Task: Summary Handout (LT#1) Group Sign-up	January 13
Week 2: January 20-24	Theories of Child Development	Course Reading: Chapter 2 Tasks: Weekly Reflection	January 20
Week 3: January 27-31	Biological and Prenatal Development	Course Reading: Chapters 4 and 5 Tasks: Developmental Area Inquiry Proposal (LT#2) Weekly Reflection	January 27 January 27
Week 4: February 3-7	Physical Development	Course Reading: Chapter 6 Tasks: Weekly Reflection	February 3
Week 5: February 10-14	Cognitive Development	Course Reading: Chapter 7 Tasks: Weekly Reflection	February 10
February 16-22	TERM BREAK		
Week 7: February 24-28	Intelligence and Academic Achievement	Course Reading: Chapter 8 Tasks: Weekly Reflection	February 17
Week 8: March 3-7	Language Development	Course Reading: Chapter 9 Weekly Reflection	March 3
Week 9: March 10-14	Social Emotional Development	Course Reading: Chapter 10 Tasks: Weekly Reflection	March 10
Week 10: March 17-21	Social Emotional Development	Course Reading: Chapter 12 Tasks: Weekly Reflection	March 17
Week 11: March 24-28	Identity Development	Course Reading: Chapter 11	

		Tasks: Developmental Area Inquiry Review Project (LT3)	March 24
		Tasks: Weekly Reflection	March 24
Week 12: March 31- April 4	Working with Families in ECE	Course Reading: Chapter 13 Tasks: Weekly Reflection	 March 31
Week 13: April 7-11 (No class Monday, April 1)	Activities, Media, and the Natural World	Course Reading: Chapter 14 Tasks: Weekly Reflection	 April 7
Final Week: April 7	Projects/Sharing		

CHANGES TO SCHEDULE:
Please note that changes to the schedule may occur to meet the emerging needs and dynamics of the participants in the course.

LEARNING TASKS AND ASSESSMENT

There are four (4) required Learning Tasks for this course.

1. **LEARNING TASK 1: Summary Handout - DUE: Varies, see below**

   Each chapter in the textbook provides a comprehensive review of the core theories and research of areas in child development. In groups of 2-3, students will synthesize the information from the chapters and create a condensed chapter summary handout to be used as a resource in the future for their peers. The handout should be 2 pages. Identify why this topic is important, cover the key content of your selected chapter, underline additional research to supplement chapter information, and be visually appealing. *Students will sign up for one (1) topic/week each.* (Sign up process will be shared in class.)

Chapter & Topic	Due Date
Chapter 4 – How Children Develop: Nature Through Nurture	Monday January 20
Chapter 5 – Prenatal Development, the Newborn, and the Transition to Parenthood	
Chapter 6 - Physical Development: The Brain and the Body	Monday January 27
Chapter 7 – Theories of Cognitive Development	Monday February 3
Chapter 8 – Intelligence and Cognitive Achievement	
Chapter 9 – Language Development	Friday February 14
Chapter 10 – Emotional Development and Attachment	Monday February 24

Chapter 12 – Social Development: Social Cognition and Peer Relationships	Monday March 3
Chapter 11 – Identity: The Self, Gender, and Moral Development	Monday March 10
Chapter 13 - Families	Monday March 17
Chapter 14 – The Natural World	Wednesday March 24

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

	Accomplished (9-10)	Developing (6-8)	Beginning (0-5)
Description of Importance of Information Provides a rationale for why this information would be important in relation to ECE	Rationale is described well and makes connections to day-to-day practice.	Rationale is missing some elements about the importance and connections to day-to-day practice.	Rationale is superficial and not relevant to day-to-day practice.
Accuracy of Information Includes accurate information. Uses additional sources to supplement chapter material	All information is accurate and based on research. Several (3+) additional scholarly sources are cited and add to the chapter information.	Most information is accurate or based on research. Some (2-3) additional scholarly sources are included but may not add to the chapter information.	Most information is inaccurate or debunked by research. Few (0-1), if any, additional scholarly sources are included or the sources restate information from the chapter.
Conveying Main Ideas and Supporting Details Information included is important for a teacher to understand in early child development	All main ideas are included and supported with only important details.	Most main ideas are included and supported with some important details.	The main ideas are missing and too few important details are included.
Format and Visual Appeal Information is logically presented and flows. Handout includes sufficient 'white space' and is not visually overwhelming. Visuals are used to convey information. Grammar, mechanics, and references are appropriate.	Presentation of information flows logically. The handout is visually appealing. It uses colour, pictures, and charts appropriately to engage reader or describe concepts. Handout is within the page limit. Few, if any, errors in grammar, mechanics, and references.	Presentation of information is segmented and somewhat challenging to follow. The handout uses colour, pictures, or charts that do not add to the information. Handout is slightly over the page limit. Some errors in grammar, mechanics, and references.	Presentation of information is illogical and difficult to follow. The information in the handout is crowded and/or not visually appealing. The use of colour, pictures, and charts detract from the information. Handout is significantly over the page limit. Many errors in grammar, mechanics, and references.

2. **LEARNING TASK 2: Developmental Area Inquiry Proposal – DUE: Friday, January 26**
The Developmental Area Inquiry Proposal will support your Developmental Inquiry Review Project (LT#3) and provide you with formative feedback to apply to your project submission. As such, this learning task is **pass or fail. Students are required to resubmit until they receive a passing grade.**
A passing grade is given once the proposal sufficiently addresses the required information below. Feedback will be provided to all students about considerations for their LT#3. Proposals must include the overarching area of interest, a specific project question, an outline of the key information that will be examined, information about the modality they will use to present their information, and a list of references.

Some topic ideas include (but are not limited to):

- Diversity in Early Learning
- Trauma in Early Childhood
- Play-based learning
- School readiness
- Outdoor and land-based learning

- Dual-language learning
- Gender in Early Childhood classrooms
- Technology usage and children
- Inclusive Early Childhood classrooms
- Early Learning environments

Any modality is acceptable and creative modalities are encouraged!

Regardless of your modality, the equivalency should be to a 3000-word (or about 12 page) paper. For reference, this would be equivalent to about a 20-minute presentation/video. The intricacies of drawings and other visuals are more challenging to quantify but can convey complex information clearly. If you have any concerns prior to submitting your proposal, please contact your instructor. Some modalities can include: a podcast, an essay, a brochure, a presentation, a video (e.g. Ted Talk style), a comic book, a board game, a diorama with an audio explanation, a website, an infographic, a story book, and so much more!

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2
** Please use this checklist as a reference when submitting your proposal to avoid having to resubmit.

Proposal Section	Required Section Information to Pass
Proposed Area of Interest Your description should address a wider issue in child development.	o Clearly describe your overarching area of interest. o Clearly describe how the area is important to learn about in early childhood development. o Include at least 250 words.
Project Question Your project question should be specific. Your question should logically flow from your area of interest and address a significant need or problem in early childhood development.	o Include a question (not a statement) o Allow for multiple interpretations (cannot be answered by a 'yes' or a 'no'. o Be researchable (with sufficient empirical research).

Key Areas You Will Examine (Outline) Provide information about the key areas you will research and report on. You do not need to have these fully developed but should include enough information to provide an overview of the likely content you will include on your project (e.g., introduction to topic, discussing theories, controversies, etc.)	o Include at least 5 sections of information (e.g., introduction to topic, discussing theories, controversies, etc.) o Include at least 250 words describing key information that will be described in each of the sections. o Directly relate to your project question.
Proposed Modality Provide a summary of the way you intend to represent your information.	o Include sufficient detail to understand how the modality will facilitate answering the project question. o Include information regarding how you will engage your audience (e.g., describe your visuals, writing or speaking style, etc.) o Include the proposed length of your project (e.g., pages, words, slides, minutes, graphics, etc.)
References Provide the references (in any style) that you have used in developing your proposal, as well as references that you will use for your inquiry project.	o Use one consistent style with few styling errors o Include at least 5 scholarly references that are beyond the textbook (e.g., journal articles, published books). NOTE: other sources may be used in addition to the scholarly references but the bulk of your information should come from these scholarly references. o Describe how the reference will be used to answer the project question (a few sentences per reference).

3. **LEARNING TASK 3: Developmental Area Inquiry Review Project – DUE: Friday, March 22**
   For this learning task, you will research an inquiry topic based on a key question related to early childhood development. Students will research one developmental issue and present their summaries in any modality. Topic, project question, and presentation modality will be approved by the instructor in the Developmental Area Inquiry Proposal (Learning Task 2). Minor changes from your proposal are acceptable; however, major changes will require approval from your instructor. Findings of the inquiry review project will be shared electronically on D2L on the date due. Please be aware that any videos may need to be shared via a link, rather than through direct uploading onto D2L. Be creative in the development of this learning task.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

Required elements of this project include:

1. Quality and meaningfulness of the project in question:
   i. Project question and importance – What do you want to know? Why do you want to know? How will it make a difference to your teaching/career/future?
2. Overall presentation of findings:
   i. Organization – How easy is it to follow your train of thought and the key components? Is the content well connected? Are there appropriate transitions between concepts?

    ii.   Content – Does information meaningfully answer your project question? Does your information consider the multiple possible answers to your project question?

    iii.   Extension questions – What questions about your project question do you still have? Have new questions come from your work?

3.   Style:

    i.   Design elements – Does the modality help to clarify the project question? Is the modality engaging? Are there distracting errors that take away from the quality of the project (e.g., spelling, figure errors, citation errors, etc.)? Is the length of your project consistent with what was described in your proposal?

4.   References:

    i.   Scholarly approach – Do the references rely on scholarly and academic sources to answer your project question? Is all your information appropriately cited?

	Accomplished (9-10)	Developing (6-8)	Beginning (0-5)
Quality and Meaningfulness of Project Question			
Project Question and Importance	The project question is clearly stated, specific, and addresses a significant need or problem in early childhood development. The rationale for choosing the question is supported with personal interests in professional growth in this area. Considers and/or challenges common assumptions in this area. Direct links are made to how new knowledge in this area will support you in the future.	The project question is appropriate and clearly stated but is either too general or too narrow, leading to a multitude of sub-question or ruling out new possibilities. The supporting rationale is generally well0written but not relevant to personal interest or professional growth. Weak links are made to how new knowledge in this area will support you in the future.	The project question is roughly sketched and in need of refinement. The supporting rationale is weakly developed and/or does not address personal interest or professional growth. Few or no links are made to how this question will support you in the future.
Overall Presentation of Findings			
Content Organization	Analysis of the findings is: Presented in a logical format Clearly organized and easily followed Skillfully transitions between concepts	Analysis of the findings is: Presented in an understandable format Organizationally adequate Transitions between concepts are simplistic	Analysis of the findings is: Weak in formatting and organization Difficult to follow and understand Transitions between concepts are limited
Content Quality	Analysis of the findings is: Exceptional	Analysis of the findings is: Appropriate	Analysis of the findings is: Lacking in clarity or development

	Comprehensively answers the project question Addresses multiple perspectives in answering the project question	Thoroughly answers the project question Addresses only the dominant perspectives in answering the project question	Superficially answers the project question Does not adequately describe a perspective in answering the project question
Extension Questions	The remaining questions are related to the project question, are clearly stated, specific and not readily accessible in the literature.	The remaining questions are mostly related to the project question and clearly stated but is either too general or easily answered in the literature.	The remaining questions are not included, not related to the project question, or need of significant refinement.
Style			
Design Elements	The project employs engaging and clearly connected information. The project is error-free. The length of the project is consistent with what was described in the proposal.	The project includes mainly relevant and strong information. The project has a few errors that detract from the quality of the project. The length of the project is noticeably different than described in the proposal.	The project includes some connected information but may not be complete or may hold examples that are not connected to the inquiry project. The project has distracting errors that significantly detract from the quality of theproject. The length of the project is significantly different than described in the proposal.
References			
Scholarly Approach	Attention is given to the choice of scholarly references in building a thorough understanding of the issues, challenges and opportunities presented by the project question. All content is appropriately cited.	Scholarly articles are referenced and used to support the findings/ suggestions but there is an over- reliance on non-academic sources. All content is appropriately cited.	Scholarly articles are referenced without clear connections to the project question. The project relies heavily on on-academic sources (e.g., blog posts, videos, etc.). Content is not cited.

4. **LEARNING TASK 4: Reflections – DUE: Weekly (Friday)**
Each week, activities will be posed to compliment the assigned readings. Students will complete and submit the activities to the instructor. These activities are designed to serve multiple purposes including (1) to provide the instructor with feedback to inform subsequent emphasis and activities, (2) to conduct occasional formative assessments to provide global feedback on interpretations of key concepts.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 4

Your grade on this task will be based on completion, not on the content of your responses. To be considered complete, engagement with the material is required.

THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

Please review the Academic Calendar carefully. It describes the program and provides detailed schedules and important dates. It contains information on expectations for student work and professional conduct. In addition, procedures are described regarding concern about student performance in the program. Please pay especially careful attention to details and descriptions in the following topic areas:

- *The Importance of Attendance and Participation in Every Class*

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes and in all coursework experiences. As you are a member of a learning community your contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher. We expect that you will not be absent from class apart from documented instances of personal or family illness or for religious requirements.

- *Engagement in Class Discussion and Inquiry*

Another reason for the importance of attendance and participation in every class is that the course involves working with fellow students to share ideas and thinking. For example, each class you will work with a small group to engage fellow students in discussions on work being considered in class. You will also help other groups by providing ideas for scholarly inquiry in assignments. If you find that you are experiencing difficulties as a group collaborating, please inform the instructor.

EXPECTATIONS FOR WRITING

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: http://www.ucalgary.ca/pubs/calendar/current/e-2.html

LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date.** Students may be required to provide written documentation of extenuating circumstances (e.g. statutory declaration, doctor's note, note from the University of Calgary Wellness Centre, obituary notice). A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs prior to the end of the course with accompanying written evidence.

ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively or discuss course materials online in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.

GRADING

Grade	GPA Value	%	Description per U of C Calendar
A+	4.0	95-100	Outstanding
A	4.0	90-94	Excellent – Superior performance showing comprehensive understanding of the subject matter
A-	3.7	85-89	
B+	3.3	80-84	
B	3.0	75-79	Good - clearly above average performance with knowledge of subject matter generally complete
B-	2.7	70-74	
C+	2.3	65-69	
C	2.0	60-64	Satisfactory - basic understanding of the subject matter
C-	1.7	55-59	
D+	1.3	52-54	Minimal pass - Marginal performance
D	1.0	50-51	
F	0.0	49 and lower	Fail - Unsatisfactory performance

Academic Accommodation
It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf. Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf. Students needing an accommodation in relation to their coursework based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor.

Generative AI: Please note that all assignments are expected to be the original work of the student and students are not to employ generative AI (for example, ChatGPT).

Academic Misconduct
For information on academic misconduct and its consequences, please see the University of Calgary Calendar at http://www.ucalgary.ca/pubs/calendar/current/k.html

Attendance/ Prolonged Absence
Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

https://www.ucalgary.ca/pubs/calendar/current/n-1.html

The Freedom of Information Protection of Privacy Act prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope, or submit/return assignments as electronic files attached to private e-mail messages.

For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit https://www.ucalgary.ca/registrar/registration/course-outlines

Education Students Association (ESA) President for the academic year is Claire Gillis, esa@ucalgary.ca.

Werklund SU Representative is Elsa Stokes, educrep@su.ucalgary.ca.