

**EDUC 309 S02: Early Childhood Development
Spring, 2020**

Instructor	Time	Location	Email
Heather L. Craig	Thursdays, 1:30 - 3:00pm MST	Web-based & Zoom	Heather.craig@ucalgary.ca

Instructor Office Hours: By appointment only.

Class Dates: Wednesday, May 5th - Thursday, June 17th, 2021

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.

Synchronous Seminars:

There will be weekly synchronous sessions throughout the term each Thursday from 1:30-3:00pm MST. Each session will be scheduled for 1.5 hours and will be recorded. Additional individual or small group synchronous session sessions may be scheduled with the instructor as needed.

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 able to:

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

COURSE DESIGN AND DELIVERY: This course will take place online via Desire2Learn (D2L) and Zoom. Desire2Learn (D2L) will be used to post class resources, including links to readings and resources, and as a site for ongoing dialogue. To access the course in D2L, you are required to enter your IT username and password. An active University of Calgary email address is also required/expected. Synchronous sessions and any student meetings will be facilitated using Zoom.

REQUIRED RESOURCES:

Levine, L. E., Munsch, J. (2018). *Child development: An active approach to learning (Third 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 Rakuten](#) [BookShelf \(by VitalSource\)](#) [Google Play Books](#) [Amazon Kindle](#)

WEEKLY COURSE SCHEDULE:

Date	Topic, Readings, & Tasks	Weekly Tasks
Week 1: May 5-9	Introduction to Child Development <ul style="list-style-type: none"> Course outline Chapter 1 Chapter 3 – “Operationalizing Concepts” (pg. 68-70) 	None
Friday, May 14, 11:59pm – Summary Handout (LT1) Group Signup		
Week 2: May 10-16	Theories of Child Development <ul style="list-style-type: none"> Chapter 2 	
Friday, May 21, 11:59pm – Developmental Area Inquiry Proposal (LT2)		Due Tuesday 11:59pm Comprehension Activities (LT4) Due Tuesday 11:59pm Critical Connections (LT5)
Week 3: May 17-23	Biological & Prenatal Development <ul style="list-style-type: none"> Chapters 4 & 5 	
Week 4: May 24-30	Physical & Cognitive Development <ul style="list-style-type: none"> Chapters 6 & 7 	
Week 5: May 31 - June 6	Intelligence & Language Development <ul style="list-style-type: none"> Chapters 8 & 9 	
Friday, June 11 by 11:59pm – Developmental Area Inquiry Review Project (LT3)		
Week 6: June 7-13	Social & Emotional Development <ul style="list-style-type: none"> Chapters 10 & 12 	
Week 7: June 14-17	Identity Development <ul style="list-style-type: none"> Chapter 11 	

LEARNING TASKS AND ASSESSMENT

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Learning Task #1	Summary Handout	Group	30%	Varies, see below
Learning Task #2	Developmental Area Inquiry Proposal	Individual	10%	Friday, May 21 by 11:59pm
Learning Task #3	Developmental Area Inquiry Review Project	Individual	30%	Friday, June 11 by 11:59pm
Learning Task #4	Comprehension Activities	Individual	20%	Weekly Due Tuesday by 11:59pm
Learning Task #5	Critical Connections	Individual	10%	Weekly Due Tuesday by 11:59pm

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 4-5, 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, integrate additional research to supplement chapter information, and be visually appealing. Students will sign up for their topic/week of choice

by **Friday, May 14**. Due dates for the Summary Handouts will be:

Due Date	Chapter & Topic
Monday, May 24	Chapter 4 – How Children Develop: Nature Through Nurture
	Chapter 5 – Prenatal Development, the Newborn, and the Transition to Parenthood
Monday, May 31	Chapter 6 – Physical Development: The Brain and the Body
	Chapter 7 – Theories of Cognitive Development
Monday, June 7	Chapter 8 – Intelligence and Academic Achievement
	Chapter 9 – Language Development
Monday, June 14	Chapter 10 – Emotional Development and Attachment
	Chapter 12 – Social Development: Social Cognition and Peer Relationships
	Chapter 11 – Identity: The Self, Gender, and Moral Development *The due date for this chapter is before the lecture to account for the course ending on June 17 th .

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 for to know	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 childhood 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 & Visual Appeal Information is logically presented and flows Handout includes a sufficient amount of “white space” so the handout 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 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, May 21, 11:59pm**

The intent of this learning task is to help you develop your Developmental Area Inquiry Review Project (LT3) 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 considered to be one that sufficiently addresses the required information below. Feedback will be provided to all students about considerations for their LT3. 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 present their information, and a list of references.

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

- Impact of stress on child development
- Supporting play-based learning
- Indicators of school readiness
- Dual-language learning
- Single-gender classrooms
- Technology usage in children

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., TedTalk style), a comic book, a board game, a diorama with an audio explanation, a website, an infographic, a story book (e.g., children's book), and so many more!

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

**Please use this checklist as a reference when submitting your proposal to avoid having to resubmit

<u>Proposal Section</u>	<u>Required Section Information to Pass</u>
<u>Proposed Area of Interest</u> Your description of your area should address a wider issue in child development.	<input type="checkbox"/> Clearly describe your overarching area of interest <input type="checkbox"/> Clearly describe how the area is important to learn about in early childhood development <input type="checkbox"/> Include at least 250 words
<u>Project Question</u> 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.	<input type="checkbox"/> Include a question (not a statement) <input type="checkbox"/> Allow for multiple interpretations (cannot be answered by "yes" or "no") <input type="checkbox"/> Be researchable (there must be sufficient empirical research on your question)
<u>Key Areas you will examine (Outline)</u> 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.).	<input type="checkbox"/> Include at least 5 sections of information (e.g., introduction to topic, discussing theories, controversies, etc.) <input type="checkbox"/> Include at least 250 words describing key information that will be described in each of the sections <input type="checkbox"/> Directly relate to your project question

Proposed Modality

Provide a brief summary of the way you intend to represent your information.

- Include sufficient detail to understand how the modality will facilitate answering the project question
- Include information regarding how you will engage your audience (e.g., describe your visuals, writing or speaking style, etc.)
- 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.

- Use one consistent style with few styling errors
 - 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
 - Describe how the reference will be used to answer the project question (a few sentences per reference)
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3. LEARNING TASK 3: Developmental Area Inquiry Review Project

- **DUE: Friday, June 11, 11:59pm**

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 project question;
 - a. 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;
 - a. 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?
 - b. Content → Does your information meaningfully answer your project question? Does your information consider the multiple possible answers to your project question?
 - c. Extension questions → What questions about your project question do you still have?
3. Style;
 - a. 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
 - a. Scholarly approach → Do the references rely on scholarly and academic sources to answer your project question? Is all of your information appropriately cited?

	Accomplished (9-10)	Developing (6-8)	Beginning (0-5)
Quality and Meaningfulness of Project Question			
<u>Project Question & Importance</u>	<p>The project question is clearly stated, specific, and addresses a significant need or problem in early childhood development.</p> <p>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.</p> <p>Direct links are made to how new knowledge in this area will support you in the future.</p>	<p>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.</p> <p>The supporting rationale is generally well-written but not relevant to personal interest or professional growth.</p> <p>Weak links are made to how new knowledge in this area will support you in the future.</p>	<p>The project question is roughly sketched and in need of refinement.</p> <p>The supporting rationale is weakly developed and/or does not address personal interest or professional growth.</p> <p>Few or no links are made to how this question will support you in the future.</p>
Overall Presentation of Findings			
<u>Content Organization</u>	<p>Analysis of the findings is:</p> <ul style="list-style-type: none"> Presented in a logical format Clearly organized and easily followed Skillfully transitions between concepts 	<p>Analysis of the findings is:</p> <ul style="list-style-type: none"> Presented in an understandable format Organizationally adequate Transitions between concepts are simplistic 	<p>Analysis of the findings is:</p> <ul style="list-style-type: none"> Weak in formatting and organization Difficult to follow and understand Transitions between concepts are limited
<u>Content Quality</u>	<p>Analysis of the findings is:</p> <ul style="list-style-type: none"> Exceptional Comprehensively answers the project question Addresses multiple perspectives in answering the project question 	<p>Analysis of the findings is:</p> <ul style="list-style-type: none"> Appropriate Thoroughly answers the project question Addresses only the dominant perspectives in answering the project question 	<p>Analysis of the findings is:</p> <ul style="list-style-type: none"> Lacking in clarity or development Superficially answers the project question Does not adequately describe a perspective in answering the project question
<u>Extension Questions</u>	<p>The remaining questions are related to the project question, are clearly stated, specific and not readily accessible in the literature.</p>	<p>The remaining questions are mostly related to the project question and clearly stated but is either too general are easily answered in the literature.</p>	<p>The remaining questions are not included, not related to the project question, or are in need of significant refinement.</p>
Style			
<u>Design Elements</u>	<p>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.</p>	<p>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.</p>	<p>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 the project. The length of the project is significantly different than described in the proposal.</p>
References			
<u>Scholarly Approach</u>	<p>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.</p>	<p>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.</p>	<p>Scholarly articles are referenced without clear connections to the project question. The project relies heavily on non-academic sources (e.g., blog posts, videos, etc.). Content is not cited.</p>

4. LEARNING TASK 4: Comprehension Activities

- **DUE: Weekly – Tuesday, 11:59pm**

Each week, activities will be posted to compliment the assigned readings. Students will complete and submit the activities to the instructor prior to the scheduled synchronous (Zoom) session. These activities are designed to serve multiple purposes – but their two principal uses are (1) to provide the instructor with feedback to inform subsequent emphases and activities, (2) to conduct occasional formative assessments in order 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. Phrased differently, I am not looking for right answers; I am looking for engagement with the material.

5. LEARNING TASK 5: Critical Connections

- **DUE: Weekly – Tuesdays, 11:59pm**

The intent of the synchronous (Zoom) sessions is to provide students with the opportunity to discuss course content, with a specific focus on questions related to concepts and application of these concepts in the classroom. Critical thinking about the application of theoretical concepts helps to solidify these concepts and make them more accessible when working with children. This learning task requires two components: a submission at least 48 hours prior to the scheduled Zoom session, and responses during the Zoom session. Students should prepare their learning tasks for each weekly zoom sessions (not required for week one).

In the rare occasion you are unable to attend a synchronous session live, you will still be expected to complete the task. Submissions should still be submitted at least 48 hours prior to the scheduled Zoom session and the responses should be written and sent to the instructor within two business days.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 5

This learning task includes two components:

- **Submission:** At least 48 hours prior to scheduled synchronous (Zoom) sessions, students will submit a minimum of one question and at least two examples of applications of concepts.
 - Grading for the questions and examples will be based on quality (5 marks; e.g., quality of the posed questions/examples, integration of readings to inform questions/examples, thoughtfulness of questions/examples, integration of personal perspective).
 - **Responses:** Students should be prepared to discuss their questions and examples during the Zoom session. Students should make at least two substantial comments that continue and deepen the conversation in session. Comments can be made via chat, but students are encouraged to utilize their microphones.
 - Grading for responses will be based on the level of engagement and continuation of conversation, as well as thoughtfulness of the response based on 5 marks.
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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 with the exception of documented instances of personal or family illness or for religious requirements. **Attendance for all synchronous (Zoom) sessions are mandatory. Absence from a Zoom session must be approved from the instructor and all activities must be completed and sent to the instructor within 48 hours of the scheduled session (Saturday by 3pm MST).**

- *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 are expected to contact the instructor with a proposed alternative 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 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

Students in the B.Ed. program must have an overall GPA of 2.5 in the semester to continue in the program without repeating courses.

Academic Accommodation

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

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 Jonah Secreti,
jonah.secreti@ucalgary.ca, esa@ucalgary.ca.

Werklund SU Representative is Naomi Shaw, educrep@su.ucalgary.ca.