

<b>COURSE TITLE: Early Childhood Development</b>			
<b>Course Number</b>	EDUC 309 S02		
<b>Program/Specialization</b>	B.Ed. program		
<b>Faculty / Department</b>	Werklund School of Education, Undergraduate Programs in Education		
<b>Instructor Name</b>	Xu Zhao	<b>Email</b>	<a href="mailto:xu.zhao@ucalgary.ca">xu.zhao@ucalgary.ca</a>
<b>Instructor Email Policy</b>	Responds to @ucalgary emails within 48 hours on weekdays		
<b>Office Location</b>	EDT 640	<b>Office Hours</b>	By appointment
<b>Office Telephone No</b>	1(403)220-5832		
<b>Class Dates</b>	Spring 2023: May 3- June 15, 2023		
<b>Class Days/Times</b>	<b>Synchronous Seminars:</b> Every Tuesday & Thursday from 9-10:30 am Please find Zoom links on course D2L/Zoom		
<b>Class Location</b>	Zoom		

**Important Term Dates:**

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.

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.

**EXTENDED COURSE DESCRIPTION:**

This is a senior-level course in early childhood development. The aim of the course is to help students gain a good knowledge on the major theories and research findings in early childhood development that have important implications for educational policy and practice.

**LEARNER OUTCOMES:**

Upon completion of this course, students are expected to 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 is a fully online course delivered in a diverse format with both an asynchronous environment (D2L) and a synchronous (real-time) environment (Zoom). There will be weekly synchronous sessions during the course that students will be required to participate in. All assigned readings are to be completed prior to the respective class session. Students should plan to devote 5 to 10 hours per week to this course.

Please note that this is an online course and all students are expected to have the technology to support online learning and it is the students' responsibility to make arrangements if their technology fails. Students who choose to attend Zoom sessions using unfamiliar equipment (e.g., work computers) should test out the technology ahead of time. An inability to access technology because of holidays and vacations are not acceptable excuses for missing class.

- Zoom will be used for online class meetings.
- Desire2Learn (D2L) will provide a home base where students can get course information, readings, and resources, as well as participate in discussions and submit assignments.

Classes following the initial meeting will generally be structured as follows:

1. Updates and questions about learning tasks
2. Discussions on previous readings and lessons
3. Instructor presentations followed by discussions
4. Students' presentations followed by discussions

**REQUIRED READINGS\***

(\*All required readings are available online or posted on D2L)

**Week 1: Neurons and Neighborhood: Factors Influencing Child Development**

- Keyesers, C. (2009). Mirror neurons: Are we ethical by nature? In M. Brockman (Ed.), *What's next? Dispatches on the future of science* (pp. 16-24). New York, NY: Random House. *PDF will be posted in D2L*
- Rosenfield, I., & Ziff, E. (2018, June 7). Epigenetics: The evolution revolution: Can the effects of trauma and stress be transmitted over generations? *The New York Review*.  
<https://www.nybooks.com/articles/2018/06/07/epigenetics-the-evolution-revolution/>  
*PDF will be posted in D2L*

**Week 2: Cognitive Development**

- Harris, P. L. (2001). Thinking about the unknown. *Trends in Cognitive Sciences*, 5(11), 494-498. <https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S1364661300017897>
- Olson, R. K., Keenan, J. M., Byrne, B., & Samuelsson, S. (2014). Why do children differ in their development of reading and related skills? *Scientific Studies of Reading*, 18(1), 38-54. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/10888438.2013.800521>

**Week 3: Language Development**

- Weisleder, A., & Fernald, A. (2013). Talking to children matters: Early language experience strengthens processing and builds vocabulary. *Psychological Science*, 24(11), 2143-2152. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/0956797613488145>
- Hindman, A. H., Wasik, B.A., & Snell, E.K. (2016). Closing the 30 million word gap: Next steps in designing research to inform practice. *Child Development Perspectives*, 10(2), 134-139. <https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/cdep.12177>

**Week 4: Understanding Emotion and Attachment**

- National Scientific Council on the Developing Child: Children's emotional development is built into the architecture of their brains. <https://harvardcenter.wpenginpowered.com/wp-content/uploads/2004/04/Childrens-Emotional-Development-Is-Built-into-the-Architecture-of-Their-Brains.pdf>
- Waters, T. E. A., Ruiz, S. K., & Roisman, G. I. (2017). Origins of secure base script knowledge and the developmental construction of attachment relationships. *Child Development*, 88(1), 198-209. <https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/cdev.12571>

**Week 5: Moral Judgment and Moral Behavior**

- Van de Vondervoort, J.W., & Hamlin, J. K. (2016). Evidence for intuitive morality: Preverbal infants make sociomoral evaluations. *Child Development Perspectives*, 10(3), 143-148. <https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/cdep.12175>
- Vaish, A., Carpenter, M., & Tomasello, M. (2016). The early emergence of guilt-motivated prosocial behavior. *Child Development*, 87(6), 1772-1782. <https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/cdev.12628>

**Week 6: Cultural Variation in Relationships, Thinking, and Ways of Learning**

- Wang, Q. (2016). Why should we all be cultural psychologists? Lessons from the study of social cognition. *Perspectives on Psychological Science*, 11(5), 583-596. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/1745691616645552>
- Correa-Chávez, M., & Rogoff, B. (2009). Children's attention to interactions directed to others: Guatemalan Mayan and European American patterns. *Developmental Psychology*, 45(3), 630-641. <https://ezproxy.lib.ucalgary.ca/login?url=https://ovidsp-ovid-com.ezproxy.lib.ucalgary.ca/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00063061-200905000-00003&D=ovft>

**Week 7: Childhood Stress, Trauma and Mental health**

- Twardosz, S., & Lutzker, J. R. (2010). Child maltreatment and the developing brain: A review of neuroscience perspectives. *Aggression and Violent Behavior*, 15, 59-68. <https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S1359178909001013>
  - Tummala-Narra, P. (2007). Conceptualizing trauma and resilience across diverse contexts: A multicultural perspective. *Journal of Aggression, Maltreatment & Trauma*, 14(1-2), 33-53. [https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1300/J146v14n01\\_03](https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1300/J146v14n01_03)
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**WEEKLY COURSE SCHEDULE**

A detailed, suggested daily schedule of Course Topics is provided below. Please note that changes to the schedule may occur in response to student questions and conversations.

	Date	Topic	Tasks	Classes & Due Dates
1	May 3-5	Neurons and Neighborhood: Factors Influencing Child Development	Course outline & Week 1 readings	Zoom Meeting <ul style="list-style-type: none"> <li>May 4<sup>th</sup> Introduction</li> </ul>
2	May 8-12	Cognitive Development	Week 2 readings	Zoom meeting <ul style="list-style-type: none"> <li>May 9: Lecture and discussion</li> <li>May 11: Group Presentations: Cognitive Development</li> </ul>
3	May 15-19	Language Development	Week 3 readings	Zoom meeting <ul style="list-style-type: none"> <li>May 16: Lecture</li> <li>May 18: Group presentations: Language Development &amp; Learning</li> </ul>
4	May 23-26	Emotion and Attachment	Week 4 readings	Zoom meeting <ul style="list-style-type: none"> <li>May 23: Lecture</li> <li>May 25: Group Presentations: Emotion and Attachment</li> </ul>
5	May 29- June 2	Moral Development	Week 5 readings	Zoom Meeting <ul style="list-style-type: none"> <li>May 30: Lecture</li> <li>June 1: Group presentations: Social &amp; Moral development</li> </ul>
6	June 5-9	Culture and Development	Week 6 readings	Zoom meeting <ul style="list-style-type: none"> <li>June 6: Lecture</li> <li>June 8: Group Presentations: Culture and Child Development</li> </ul>
7	June 12-15	Stress, Trauma and Mental health	Week 7 readings	Zoom meetings <ul style="list-style-type: none"> <li>June 13: Lecture</li> <li>June 15: Group Presentation: Children's mental health</li> </ul>
				Term paper due: June 22

**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**

There are three required Learning Tasks for this course.

LEARNING TASK NUMBER	DESCRIPTION OF LEARNING TASK	PERCENT OF FINAL GRADE	GROUPING FOR TASK
Learning Task 1:	Participation in class discussions	30%	Individual
Learning Task 2: In-class presentations	Students will make a group presentation to summarize and critically evaluate the weekly readings. <b>Due in classes</b>	30%	Group
Learning Task 3: Term paper	Students will write a term paper on a topic of their choice by integrating what they have learned in the course. <b>Due: June 22</b>	40%	Individual

**LEARNING TASK 1: Attendance of Classes and Participation of Discussions 30%**

Students are required to: (1) read assigned materials for each week (10 marks); (2) attend all Zoom meetings (10 marks); and (3) actively participate in discussions (10 marks). Please notice the instructor if you cannot attend any of the meetings due to illness or other legitimate reasons (e.g., conflicting schedules with medical appointments and important events, family responsibilities).

**GRADING RUBRIC FOR LEARNING TASK 1**

Knowledge of Course Materials		
Unacceptable (0-5)	Acceptable (6-8)	Exemplary (9-10)
Demonstrate lack of knowledge of required course readings in both classroom discussions and/or final paper.	Demonstrate some levels of knowledge of required course materials in classroom discussions and/or final paper.	Demonstrate a good understanding of required course materials in both classroom discussions and final paper.
Attendance of Zoom meetings		
Unacceptable (0-5)	Acceptable (6-8)	Exemplary (9-10)
Missing 2 or more meetings without noticing the instructor	Missing 1-2 class meetings upon noticing the instructor.	Attend all class meetings
Participation in Discussions		
Unacceptable (0-5)	Acceptable (6-8)	Exemplary (9-10)

No participation in class discussions	Occasional participation in class discussions	Frequent and meaningful contribution to class discussions (e.g., asking informed questions & sharing thoughts and perspectives)
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**LEARNING TASK 2: In-Class Group Presentation 30%**

For learning task 2, you will make a group presentation during one of the class meetings. The presentation will cover different topics (see Weekly Schedule). Students will sign up to join a group for the group presentations in D2L in the first week of the course. The presentations should last 20-30 minutes and include three components: (1) **summarizing the research articles**: a summary of what you have learned from the weekly readings; (2) **reflecting on the research and their implications**: a critical examination and discussion on how the research presented has or has not broadened your knowledge about child development and the questions they may have raised; (3) **Engaging the audience in discussions**: invite the audience to ask questions and share thoughts.

The presenting group needs to prepare power point slides and include all the group members in their oral presentation. The PPT should be submitted to the drop box in D2L after the class. **Please note: Students are expected to present and discuss all the readings as a group rather than dividing the readings as individual tasks.**

**GRADING RUBRIC FOR LEARNING TASK 2**

Summary of Research Articles		
Unacceptable (0-5)	Acceptable (6-8)	Exemplary (9-10)
Summaries of 1 or more articles are inaccurate.	Summaries of 1 article are inaccurate.	Summaries of all articles are accurate.
Critical Reflection on Research Articles		
Unacceptable (0-5)	Acceptable (6-8)	Exemplary (9-10)
Reflection is superficial, lacking in thoughtful consideration of the readings	Reflection is thoughtful, adequately demonstrates an in-depth consideration of the readings.	Reflection is insightful, demonstrates an in-depth and critical evaluation of the materials, and considers implications for research and practice.
Engagement with Audience in Discussions		
Unacceptable (0-5)	Acceptable (6-8)	Exemplary (9-10)
Discussion does not engage the audience	Discussion adequately engages the audience	Discussion engages the audience with thought-provoking questions and responses to questions are thoughtful

**LEARNING TASK 3: TERM PAPER 40%**

Students will integrate the lectures, course readings and classroom discussions to write a paper that addresses a question about child development. Students can decide the topic and research question(s) they want to focus on. It can be a basic question such as: *what factors influence children's language development in the first two years of life?* It can also be a practical question such as: *how to support children's social and emotional learning in the first eight years of life?* In the paper, students need to: a) identify a focused question or questions, and b) summarize the literature they have reviewed to make a clear argument about take-away knowledge. Students can draw on the course readings and outside resources. They need to provide 10-20 references to support their arguments. These references need to be from academic journal articles. The paper needs to be within 10 double-spaced pages, with 1-inch margins, and with Times New Roman 12 point font. The page limits do not include the title page and the references. The paper should follow APA style. No abstract is needed. **The paper is due by 11:59pm MST of June 22nd.**

**Late Submission Policy**

All late submissions of the final paper must be discussed with the instructor prior to the due date, or will be subject to a 5% reduction in grade per day late. A deferral of up to 30 days may be granted prior to the end of the course (June 15) at the discretion of the Associate Dean of Undergraduate Programs with accompanying written evidence.

**GRADING RUBRIC FOR LEARNING TASK 3**

	<b>Not acceptable (= &lt;24)</b>	<b>Acceptable (25-35)</b>	<b>Exemplary (36-40)</b>
<b>INTRODUCTION CONCLUSION</b>	Background details are a random collection of information, unclear, or not related to the topic. Thesis is vague or unclear. Conclusion does not summarize main points.	Introduction creates interest. author clearly states the position. Conclusion effectively summarizes topics.	Well-developed introduction engages the reader and creates interest. Author clearly states a significant and compelling position. Conclusion effectively wraps up and goes beyond restating the thesis.
<b>MAIN POINTS</b> Body Paragraphs	There is not a focused question addressed, nor a clear argument. Materials from the courses seemed to be randomly included.	A focused question is addressed. A clear argument is made. Ideas and research findings are integrated, but the connections between the three may be occasionally weak.	A focused question is addressed. A clear argument is made. Integration of ideas and research findings from the readings, videos, and the website are summarized and integrated to support the main argument.
<b>ORGANIZATION</b> Structure Transitions	No discernable organization. Transitions are not present. Connections between ideas seem confusing or incomplete.	Logical progression of ideas in general, with occasional confusions. Transitions are smooth throughout essay.	Logical progression of ideas with a clear structure that enhances the thesis. Transitions are mature and graceful.
<b>STYLE</b> Writer's Voice,	Writing is confusing, hard to follow. Language is vague. No audience	Writer's voice is in general strong, occasionally using vague or abstract	The paper is honest, enthusiastic, and brings the topic to life. The reader feels a



	<b>Not acceptable (= &lt;24)</b>	<b>Acceptable (25-35)</b>	<b>Exemplary (36-40)</b>
Audience Awareness,	awareness. No variety in sentence structure.	language. The reader is informed, but needs to work at remaining engaged. Sentence structure shows variety in general.	strong sense of interaction with the writer and senses the person behind the words. Writing is smooth, skillful, and coherent; sentences are strong and expressive with varied structure.
<b>MECHANICS</b> Spelling, punctuation, capitalization, APA style	Distracting errors in punctuation, spelling, capitalization, and APA style.	Punctuation, spelling, and capitalization are generally correct with 1-3 errors. Citations and references follow APA style with 1-3 errors	Punctuation, spelling, and capitalization are error-free. Citations and references follow APA style.

### **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.

- *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>



### 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

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](https://www.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.

#### 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](mailto:esa@ucalgary.ca).

**Werklund SU Representative** is Elsa Stokes, [educrep@su.ucalgary.ca](mailto:educrep@su.ucalgary.ca).