

COURSE TITLE: Early Childhood Development			
Course Number	EDUC 309 S01		
Program/Specialization	B.Ed. program		
Faculty / Department	Werklund School of Education, Undergraduate Programs in Education		
Instructor Name	Xu Zhao	Email	xu.zhao@ucalgary.ca
Instructor Email Policy	Responds to @ucalgary emails within 24 hours on weekdays		
Office Location	EDT 628	Office Hours	By appointment
Office Telephone No	1(403)220-5832		
Class Dates	Spring 2021: May 5- June 17, 2021		
Class Days/Times	Synchronous Seminars: Every Tuesday 1:30-3pm		
Class Location	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 as 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 Adobe Connect 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. New topic 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

- Keyser, 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.
- 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/>

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>
- Slaughter, V., & Perez-Zapata, D. (2014). Cultural variations in the development of mind-reading. *Child Development Perspectives*, 8(4), 237-241. <https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/cdep.12091>

Week 3: Language Development

- 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>
- Weisleder, A., & Fernald, A. (2013). Talking to children matters: Early language experience strengthens processing and builds vocabulary. *Psychological Science*, 24(11), 2143-2152.
<http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/abs/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: Emotion and Understanding Emotion

- Ainsworth, M. D., & Bell, S.M. (1970). Attachment, exploration, and separation: Illustrated by the behavior of one-year-olds in a strange situation. *Child Development*, 41(1), 49-67.
<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=10398269&site=ehost-live>
- 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

- Milgram, S. (1963). Behavioral study of obedience. *Journal of Abnormal and Social Psychology*, 67(4), 371-378.
<http://ovidsp.ovid.com.ezproxy.lib.ucalgary.ca/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&D=ovft&AN=00032378-196310000-00009&PDF=y>
- 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.
<http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/abs/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.
<http://ovidsp.ovid.com.ezproxy.lib.ucalgary.ca/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00063061-200905000-00003&LSLINK=80&D=ovft>

Week 7: Trust and Learning

- Harris, P.L., & Koenig, M. (2006). Trust in testimony: How children learn about science and religion. *Child Development*, 77(3), 505-524. <https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/j.1467-8624.2006.00886.x>
- Corriveau, K.H., Fusaro, M., & Harris, P. L. (2009). Going with the flow: Preschoolers prefer non-dissenters as informants. *Psychological Science*, 20(3), 372-377.
<http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/abs/10.1111/j.1467-9280.2009.02291.x>

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	Readings	Classes & Due Dates
1	May 5-7	Neurons and Neighborhood: Factors Influencing Child Development	Week 1 readings	No class meeting

2	May 10-14	Cognitive Development	Week 2 readings	Zoom meeting: May 11 Video Summary due May 14
3	May 17-21	Language Development	Week 3 readings	Zoom meeting: May 18 Group presentations (cognition & Language)
4	May 24-28	Understanding Emotion	Week 4 readings	Zoom meeting: May 25 Group Presentations (emotion)
5	May 31- June 4	Social and Moral Development	Week 5 readings	Zoom Meeting: June 1 Group presentations (social & moral development)
6	June 7-11	Culture and Development	Week 6 readings	Zoom meeting: June 8 Website Evaluate Paper Due: June 11
7	June 14-17	Trust and Learning	Week 7 readings	Zoom meeting: June 15
				Term paper due: June 20

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 four required Learning Tasks for this course.

LEARNING TASK NUMBER	DESCRIPTION OF LEARNING TASK	PERCENT OF FINAL GRADE	GROUPING FOR TASK
Learning Task #1: Video Summary	Students will view, summarize, and reflect on two videos and write a summary report Due: May 14	20%	Individual
Learning Task 2: In-class presentations	Students will make a group presentation to summarize and critically evaluate the weekly readings. Due in classes on May 18, or May 25, and June 1	20%	Group
Learning Task #3: Website evaluation	Students will review a website on social and emotional learning and provide a summary report as a group. Due: June 11	20%	Group
Learning Task #4: Term paper	Students will write a paper on a topic of their choice by integrating what they have learned in the course Due: June 20	40%	Individual

Late assignment policy: All assignments are due by 11:59pm MST of the assigned date. A 5-day “Late Bank” will be available to all students, and can be applied to Learning Tasks 1, 3 and 4 at students’ discretion. This is designed to provide some flexibility with regard to personal situations, illness, workload management, etc., during this course. No explanation is needed when using Late Bank days – simply include a note when you submit your assignment, indicating that you are using your Late Bank days. Once you have used up your 5 Late Bank days, you 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). The penalty of 10% per day will apply for unexcused late submissions or assignments. A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs with accompanying written evidence.

IMPORTANT NOTE: The completion of all assigned tasks is required for a passing grade in the course. All learning tasks – essentially assignments – are to be submitted with 1 inch margins, double-spaced, and with Times New Roman 12 point font. Be sure to put a title page at the beginning of each assignment. Note that the page limits for learning tasks do *not* include title page or references.

LEARNING TASK 1: VIDEO SUMMARY 20%

Students will individually view the 2 videos listed below, and **choose one to write a summary report**. The report should include two parts: (1) 5 or more salient points gleaned from the content, and (2) a paragraph reflecting on how the video broadened their knowledge of child development. The summary should be no more than 2 double-spaced pages and should indicate that the student viewed the complete video (i.e., points taken from multiple sections of the video). APA format is NOT required for this task. 10 marks will be given for the summary points and 10 marks will be given for the paragraph, totaling 20 marks for the video summary.

- 1) Dr. Alison Gopnik – What Do Babies Think? (18-minutes)
https://www.ted.com/talks/alison_gopnik_what_do_babies_think?language=en

- 2) Dr. Terrie Rose – From the Baby’s Point of View (18-minutes)
<https://www.youtube.com/watch?v=CqSBWEjRggs>

VIDEO SUMMARY RUBRIC

Summary Points		
Unacceptable (0-5)	Acceptable (6-8)	Exemplary (9-10)
Less than 3 salient points are included; Summaries of more than 2 points are inaccurate.	More than 3 salient points are included; Summaries of less than 2 points are inaccurate.	5 salient points are included; Summaries of all points are accurate.
Reflection		
Unacceptable (0-5)	Acceptable (6-8)	Exemplary (10)
Reflection is superficial, lacking in thoughtful consideration of the video content, and does not show broadening of knowledge base.	Reflection is thoughtful, adequately demonstrates an in-depth consideration of the video content.	Reflection is insightful, demonstrates an in-depth and critical appraisal of the video content.

LEARNING TASK 2: In-Class Group Presentation 20%

For learning task 2, you will make a group presentation during one of the class meetings on Feb 22, March 17, and April 7. The presentation will cover one of the three topics: (1) May 18: cognitive development (readings for weeks 2 & 3); (2) May 25: understanding emotion (readings for week 4); and (3) June 1st: social and moral development (readings for week 5). Groups will be formed in the first class meeting on May 11.

The presentations should last 15 minutes and include two components: (1) **research**: a summary of what you have learned from the weekly readings; (2) **reflection**: a critical examination and discussion on how the research presented has or has not broadened your knowledge about children development and the questions they may have raised.

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 all the readings as a group rather than dividing the readings as individual tasks.**

IN-CLASS PRESENTATION RUBRIC

Research		
Unacceptable (0-5)	Acceptable (6-8)	Exemplary (9-10)
Summaries of more than 1 article are inaccurate.	Summaries of 1 article are inaccurate.	Summaries of all articles are accurate.
Reflection		
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.

LEARNING TASK 3: Website Evaluation Paper 20%

For learning task 3, you will work as a small group with 4-5 students (groups will be formed in the first week) to review the following website that provides resources on social emotional learning and mental health issues: <https://casel.org/>

Together, you will write a paper to address the following questions:

1. What is social and emotional learning (SEL)? What SEL skills are emphasized for elementary and high school students respectively? Please provide examples from multiple sources on the website to support your definition.
2. What are the major tasks and challenges of teaching SEL in Canadian schools? This part is based on literature review outside the website and your group discussion.

The final paper may present different perspectives, but it should be coherently organized. The paper should be **no more than 4 double-spaced pages** in length, excluding title page, author names, and references. This paper does not require an appendix, abstract or table of contents.

WEBSITE EVALUATION PAPER RUBRIC

Question 1 & 2 (total: 20 marks)		
Unacceptable (0-5)	Acceptable (6-8)	Exemplary (9-10)
Paper shows the student does not know what materials are available on the website. Discussion on tasks and challenges is superficial.	Paper demonstrates some knowledge of the materials on the website. Discussion on tasks and challenges suggests some levels of thoughtfulness and critical thinking.	Paper demonstrates a good knowledge of the materials on the website. Discussion on tasks and challenges is well-informed and demonstrates high level of thoughtfulness and critical thinking.

LEARNING TASK 4: TERM PAPER 40%

Students will integrate the online postings, the videos, and the website they have evaluated to write a paper that addresses a question about child development. Students can decide the question they want to focus on. It can be a basic question such as: are gender differences biologically determined or social constructed? It can also be a practical question such as: how to best support a child's language development at the age of xxx? Students need to: a) identify a focused question, b) make a clear argument, and c) provide evidence from the course readings or additional resources.

The paper needs to be within 12 pages (double space) and follow APA style.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 4

	Not acceptable (= < 24)	Acceptable (25-35)	Exemplary (36-40)
INTRODUCTION CONCLUSION	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.
MAIN POINTS 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.

	Not acceptable (= < 24)	Acceptable (25-35)	Exemplary (36-40)
ORGANIZATION 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.
STYLE Writer's Voice, Audience Awareness,	Writing is confusing, hard to follow. Language is vague. No audience awareness. No variety in sentence structure.	Writer's voice is in general strong, occasionally using vague or abstract language. The reader is informed, but needs to work at remaining engaged. Sentence structure shows variety in general.	The paper is honest, enthusiastic, and brings the topic to life. The reader feels a 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.
MECHANICS Spelling, punctuation, capitalization, APA style	Distracting errors in punctuation, spelling, capitalization, and APA style.	Punctuation, spelling, capitalization are generally correct with 1-3 errors. Citations and references follow APA style with 1-3 errors	Punctuation, spelling, 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

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