	CAPILANO UNIVERSITY COURSE OUTLINE		
CAPILANO UNIVERSITY (logo)	**Course Title**	Child Development II	
Course Number	EDUC 168	**Credits**	3.0
Section Number		**Instructor**	
Term	Fall 2016	**Office**	
Phone		**Phone**	

COURSE FORMAT:

Three hours offered by lecture, online or mixed mode plus additional fourth hour activities each week over 15 weeks. Fourth hour activities will be delivered in a variety of ways. Instructions for fourth hour activities will be distributed during the first class.

COURSE PREREQUISITE

None.

Note: This course is equivalent to both EDUC 167 and 267. Duplicate credit will be granted for this course and either of EDUC 167 or EDUC 267.

EARLY CHILDHOOD CARE & EDUCATION DEPARTMENT VISION STATEMENT

The ECCE diploma / degree program fosters intellectual curiosity and critical thinking relevant to advocacy and leadership in early childhood education careers, advanced study, and lifelong learning.

GENERAL OVERVIEW

EDUC 168 is the second of a two part series of courses providing students with an overview of developmental research and theory for children from conception till 8 years of age. In this course students will be continue looking at the history of child developmental theory and research. Students will also examine early learning, speech and language development, social development, literacy development, play, and the outdoors as a context for development.

LEARNING OUTCOMES

Students who successfully complete this course should be able to

1. Critically reflect on personal/professional experiences that have deepened his/her understanding of children's learning and development
2. Link contextual factors (e.g. historical, social, political and cultural) with the changing approaches of studying children
3. Critically examine theories of play and how play supports the development of children
4. Articulate and recognize in the children with whom they interact, generally accepted milestones of social, cognitive, literacy and speech and language development;

5. Continue to explore the relationship between early childhood approaches and the theoretical perspectives of social learning theory (Bandura), behaviourism (Skinner), social-dynamic theory (Freud/Erikson), cognitive theory (Piaget/Information Processing) and sociocultural theory (Vygotsky);
6. Understand the Vygotskian theoretical approach and be able to begin to link to "socially shared cognition" in practice;
7. Recognize and respect the different ongoing interactions of family and cultural factors that affect development and behaviour;
8. Critically review and engage with current research findings.

COURSE CONTENT

Date	Course Content
Week 1	Introduction, course outline, assignment package description
Week 2	Social development
Week 3	Speech and Language development **Truth and Reconciliation Week Sept – We will be attending any events put on by TRC this class**
Week 4	Cognitive development and Multiple Intelligences
Week 5	Literacy development ***Research essay is due by 6:00 this evening**
Week 6	ELL and bilingual language development
Week 7	Play and development ***First set of exit class responses due**
Week 8	Play and development continued
Week 9	Rough & tumble and risky play
Week 10	Kindergarten 'readiness' and play
Week 11	Toys/materials and affordances for play
Week 12	The outdoors as a context for development
Week 13	Deconstructing our learning ***Second set of exit class responses due**
Weeks 14 and 15	**Final Exam date T.B.A.**

*Students are responsible for doing all assigned readings prior to class. Students are also responsible for checking the course Moodle site on a weekly basis as readings may change as we move through the course.

REQUIRED TEXTS

- Levine, L. & Munsch, J. (2011). Child Development: An active learning approach. Sage
- American Psychological Association (2010). Concise Rules of APA Style: The Official Pocket Style Guide. (6th Edition)
- BC Ministry of Education, Understanding the BCELF from Theory to Practice
- BC Minstry of Health, BC Early Learning Framework ECEBC. Code of ethics: Early childhood educators of BC

EVALUATION PROFILE

Exit Class Responses (2 x 25% each)	50%
Research Essay	25%
Final Exam	25%
TOTAL	**100%**

GRADING PROFILE

A+ = 90 - 100	B+ = 77 – 79	C+ = 67 – 69	D = 50 – 59
A = 85 – 89	B = 73 – 76	C = 63 – 66	F = 49 and below
A- = 80 – 84	B- = 70 – 72	C- = 60 – 62	

ASSIGNMENTS

Details of assignments will be provided by the instructor at the start of the course.

OPERATIONAL DETAILS

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Cheating and Plagiarism, Academic Probation and other educational issues. These and other policies are available on the University website.

Attendance

Attendance is essential for the successful completion of this course and to meet the Licensing requirements of the BC Early Childhood Educator Registry.

In the event of an absence from class, the student will inform the course instructor. A student who misses 10% of classes may not receive credit for this course. A faculty review will occur in the event the maximum percentage of absences has been exceeded. Program probation may be a result of the review.

*Please note that this pertains to all students who are taking this course, regardless of whether individual students are not seeking licensure.

Punctuality

Punctuality is essential given the professional nature of this program.

Lateness will be assessed in the same way as attendance. Being late for more than 10% of classes will result in a faculty review.

*Please note that this pertains to all students who are taking this course, regardless of whether individual students are not seeking licensure.

Academic Responsibility

Each student is responsible for the material covered in class and for any work required for the following class. If a student misses a class, they have the responsibility to contact a peer and obtain the notes, handouts and work for future classes.

The quality of work should provide both adequate depth and breadth so as to demonstrate a commitment to your professional development and that the competencies required of the course have been successfully met.

Professionalism

All students are expected to maintain professional behaviour, as laid out in the ECEBC's Code of Ethics, while participating in this course. This pertains to all students, registered for this course.

Missed presentations, exams, quizzes

Students will be allowed to make up in-class assignments, presentations, projects, exams, and quizzes under the following conditions:

If a doctor's certificate of illness is provided; or, in the case of the death of a close family member, a death certificate is provided.

Late Assignments

All assignments are due at the beginning of the class on the due date. Late assignments will receive a 5% deduction in grade for each day they are overdue.

Incomplete Grades

"I" Grades will be given only when prior arrangement has been made in writing between the instructor and the student specifying the exact nature of the work to be done and the date it is to be received.

English Usage and Writing Style

All assignments are marked for correct English usage, proofreading, and formatting. At the instructor's discretion, any assignment not reaching these standards may be returned for revision and resubmission. Maximum grade assigned for a revised assignment is a "C".

All assignments will adhere to APA stylistic guide for avoiding bias in language use and will be written in a manner that reflects the spirit and values inherent in the ECEBC Code of Ethics and the BC Early Learning Framework. At the instructor's discretion, any assignment not reaching these standards may be returned for revision and resubmission. Maximum grade assigned for a revised assignment is a "C".

Cheating & Plagiarism

Cheating is an act of deceit, fraud, distortion of the truth, or improper use of another person's effort to obtain an academic advantage.

Plagiarism is the presentation of another person's or source's words and/or ideas as if they were ones' own. It ranges from an entire assignment which is not the student's own work to specific passages within an assignment taken from a source without appropriate acknowledgement.

Students are responsible for ensuring that they understand and follow the principles of proper documentation and scholarship. If in doubt about these matters, students should consult their instructor, the Writing Centre, or the Library. Students are responsible for ensuring that they understand what constitutes cheating and plagiarism and that these violations of proper academic practice have serious consequences.

The instructor has the right to assign a grade of "0" on the examination or assignment, or, at the instructor's discretion, a letter grade "F" / No Credit on the course.

Second incidents of cheating or plagiarism, or first incidents deemed by a department/instructor to be particularly serious, will be dealt with according to the University policy available on the University website.

Emergency Procedures

Please read the emergency procedures posted on the wall of the classroom.