	CAPILANO UNIVERSITY		
C **CAPILANO** **U N I V E R S I T Y** COURSE OUTLINE			
	Course Title	Advanced Child Development	
Course Number	EDUC 240	**Credits**	3
Section Number		**Instructor**	
Term	Fall 2017	**Office**	
Phone		**Local**	
Office Hours		**Email**	

COURSE FORMAT

Three hours of class time, plus an additional hour delivered through on-line or other activities for a 15-week semester, which includes two weeks for final exams. This course may also be offered in a mixed mode or on-line format.

COURSE PREREQUISITE

EDUC 166;and 168 or EDUC 267

Note: This course is equivalent to EDUC 350. Duplicate credit will not be granted for this course and EDUC 350.

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.

COURSE DESCRIPTION

This course engages in a critical analysis of current development research and theory focusing on children aged birth to eight. Critically examining the concepts such as readiness, inclusion, gender, diversity in order to understand how developmental theory can construct barriers to quality early childhood education.

LEARNING OUTCOMES

Students who successfully complete this course should be able to:

1. Describe how geo-political and other contextual factors (e.g. gender, race, history etc.) influence understandings of child development and childhood;

2. Using readings from this and other courses, critically analyze current developmental research, in order to understand the implications for child care practices;

3. Critically analyze current assessment tools used within early years practice for issues of social inequities;

4. Decribe how current development theory (e.g. language & literacy; cognition; numeracy; and social development) produces particualr practices in education that can maintain/reporduce social inequities

5. Explain how current literature identfies particular variables (e.g. gender, culture, child rearing patterns, temperament, etc.) as having varying levels of influence on developmeny;

6. Prepare early learning environments that consider issues of inequity and social justice and analyze developmentally appropriate practice in an early learning setting

Students are required to come to _class having done the required readings for that week_. Students are also strongly advised to check the course Moodle site on a weekly basis to check for any updated course notes or readings. Readings can be found on the class Moodle site.

COURSE CONTENT

Date	Content	Readings
Week 1	Introductions, course outline, assignments Single story and universality	1. Woodhead, M. (1999) Reconstructing developmental psychology – some first steps. *Children & Society.* 13. 3-19
Week 2 and 3	Developmental theory – deconstructing it	1. Varga, D. (2011). Look – Normal: The colonized child of developmental science. *History of Psychology.* 14(2). 137-157 2. Fleer, M. (2005). Developmental fossils – Unearthing the artefacts of early childhood education: The reification of 'Child Development'. *Australian Journal of Early Childhood.* 30(2) p2-8.
Week 4 and 5	D.A.P. What is it? What does it infer? What or who does it leave behind?	1. MacDonald, M. (2007). Developmental Theory and post-modern thinking in early childhood education. *Child Study 32(2).* 2. Gibson, S. (2010). The cultural relevance of developmentally appropriate practice: Possibilities and contradictions from around the world. 2. National Association for the Education of Young children. (2009). Developmentally Appropriate Practice in early childhood programs serving children from birth through age 8. Retrieved from www.naeyc.org/DAP
Week 6	Play and the discourses surrounding it	1. Ailwood, J. (2003). Governing early childhood education through play. *Contemporary Issues in Early Childhood. 4(3),* 286-299. 2. Viruru, R. (2008). Privileging child-centered, play-based instruction. In *Deconstructing Early Childhood Education: Social Justice & Revolution.* NY: Peter Lang Publishers. 117-136
Week 7	The Discourse of "Readiness"	1. Powell, P. (2012). The messiness of readiness. *Kappan Magazine. Nov.* Retrieved from kappanmagaznine.org 2. Dockett, S., & Perry, B. (2009). Readiness for school: A relational construct. *Australasian Journal of Early Childhood 34(1),* 20-25.

Week 8	Reconciliation and ECCE	1. Hare, J., & Anderson, J. (2010). Transitions to early childhood education and care for indigenous children and families in Canada: Historical and social realities. *Australasian Journal of Early childhood 35(2)*, 19-27.
		2. Grace, R., & Trudgett, M. (2012). It's not rocket science: The perspectives of Indigenous early childhood workers on supporting the engagement of Indigenous families in early childhood settings. *Australasian Journal of Early Childhood 37(2)*, 10-17.
Week 9	*Schooling the World* documentary and discussion	*Readings are to be determined and will be posted on Moodle*
Week 10	Feminization of ECCE	1. Sargent, P. (2005). The gendering of men in early childhood education. *Sex Roles 52 (3/4)*, 251-259
		2. Meiners, E. (2002). Disengaging from the legacy of Lady Bountiful in teacher education classrooms. *Gender and Education. 14(1), 85-94.*
Week 11	The Digital Child: Technology and ECCE	1. Steiner-Adair, C. (2013). The brilliant baby brain: No apps or upgrades needed. In: *The Big Disconnect: Protecting childhood and family relationships in the digital age.* (pp66-98). NY: Harper Collins
		2. Paul, A. (2014). Too soon for technology? The latest on digital use by preschoolers. *School Library Journal.* Retrieved from www.slj.com
Week 12	Heteronormativity and ECCE	1. Lee, D. (2012). Beyond heteronormativity: Hospitality as curriculum. In: Duncan, J., & Te One, S. (Eds.). *Comparative early childhood education services: International perspectives.* (pp126-143). NY: Palgrave Macmillan.
		2. Second reading is to be determined and will be posted on Moodle
Week 13	Mindfulness and child development AND deconstructing our learning for this course	1. Dachyshyn, D. (2015). Being mindful, heartful, and ecological in early years care and education. *Contemporary Issues in Early Childhood 16(1)*, 32-41
		2. Second reading is to be determined and will be posted on Moodle
Week 14 and 15	Exam period – **Final exam date TBA**	

REQUIRED TEXTS

American Psychological Association (2010). *Concise Rules of APA Style: The Official Pocket Style Guide. (6th Edition)*

Early Childhood Educators of British Columbia (2008). *Code of ethics: Early childhood educators of British Columbia.* Vancouver, BC: Author.

Government of British Columbia. (2008). *British Columbia early learning framework*. Victoria, BC:
   Ministry of Education, Ministry of Health, Ministry of Children and Family Development , &
   British Columbia Early Learning Advisory Group.

EVALUATION PROFILE

Interactive Journal
    (10x4%each)   40%
Research Paper   30%
Final Exam   30%

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.

        *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 <u>all students</u>, 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 may be requested.

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 one's 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.