| COURSE OUTLINE | | |
|---|---|---|
| **TERM: Fall 2018** | **COURSE NO: EDUC 240** | |
| **INSTRUCTOR:** | **COURSE TITLE:** Advanced Child Development | |
| **OFFICE: LOCAL: E-MAIL:** | **SECTION NO(S):** | **CREDITS: 3.0** |
| **OFFICE HOURS:** | | |
| **COURSE WEBSITE:** | | |

Capilano University acknowledges with respect the Lil'wat, Musqueam, Squamish, Sechelt, and Tsleil-Waututh people on whose territories our campuses are located.

**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 be also offered in an online format**.**

**COURSE PREREQUISITES**
EDUC 166; and EDUC 168 or EDUC 267

**CALENDAR 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.

**COURSE NOTES**
EDUC 240 is an approved Science and Technology course for Cap Core requirements.

EDUC 240 is equivalent to EDUC 350. Duplicate credit will not be granted for this course and EDUC 350.

**REQUIRED TEXTS AND/OR RESOURCES**
Burman, E. (2017). Deconstructing developmental psychology. 3rd ed. New York, NY: Routledge

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 Columbi*a. 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.

**COURSE STUDENT LEARNING OUTCOMES**
**On successful completion of this course, students will be able to do the following:**
1. Clearly articulate the history of developmental theory (e.g. including research methodologies) and its role in creating a universal understanding of childhood that maintains social inequities;
2. Describe how geopolitical and other contextual factors (e.g. gender, race, history, etc.) influence understandings of childhood;
3. Using readings from this and other courses, critically analyze current developmental research in order to understand the implications for childcare practices;
4. Critically analyze current assessment tools used within early-years practice;
5. Describe how current developmental theory functions as a technology (e.g. language & literacy; cognition; numeracy; and social development) which produces particular practices in education that can maintain/reproduce social inequities;
6. Explain how the current literature is having varying levels of influence on developmental theory and is implicated in a universal understanding of childhood that maintains social inequities;
7. Assess early learning environments to make visible issues of inequity and social justice and analyze developmentally appropriate practice in an early learning setting;
8. Articulate how the legacy of colonization in Canada is implicated in the current practices in early childhood education. This includes but is not limited to the delivery of intervention programs, issues of kindergarten readiness, and assessment tools currently used in BC (e.g. EDI and ASQ).

**Students who complete this Science and Technology course will be able to do the following:**

1. Assess the cultural, economic, and political effects of technology;
2. Evaluate scientific information (e.g., distinguish primary and secondary sources, assess credibility and validity of information);
3. Explain how scientific inquiry is based on investigation of evidence and evolves based on new findings;
4. Participate in scientific inquiry and communicate the elements of the process, including making careful and systematic observations, developing and testing a hypothesis, analyzing evidence, and interpreting results.

**COURSE CONTENT**

| Week | Content |
|---|---|
| Week 1 | Course Introduction |
| Weeks 2 & 3 | The construction of childhood |
| Weeks 4 & 5 | Models of childhood |
| Weeks 6 & 7 | The universal family – multiple perspectives |
| Weeks 8 & 9 | Developing communication: language and power in developmental research |
| Weeks 10 & 11 | Cognitive development |
| Weeks 12 & 13 | Enaging with the BC context: EDI, Success by Six, and other assessments |
| Weeks 14 & 15 | Final Exam Period |

**EVALUATION PROFILE**

| | |
|---|---|
| Written Assignments | 20 - 50 % |
| Tests and Quizzes | 0 – 20 % |
| Participation | 0 – 10 % |
| Presentations | 0 – 35 % |
| Final Exam | 0 – 25 % |
| **Total** | **100 %** |

**NOTE**: No single evaluation component will be worth more than 35%.

**ASSIGNMENTS**

The assignment structure for this course is determined by the instructor in accordance with the learning  outcomes outlined above. Please refer to the course syllabus and Moodle site for a detailed breakdown.

**Written Assignments**

This course will include a combination of short written assignments (e.g. reading responses, primary source analysis, article review) and/or longer assignments such as a research papers or literature reviews.

**Tests and Quizzes**

This course will include a combination of quizzes and tests (e.g. pop quiz, midterm exam). The format of tests and quizzes will be determined by the instructor and may include a combination of true/false, multiple choice, short answer, matching, and essay questions. Detailed instructions will be provided in-class and on Moodle.

**Participation**

Participation grades are based on the consistency, quality, and frequency of contributions to class discussions. Consistency means attending every class, maintaining a positive and respectful presence in the classroom, and actively contributing to discussions on a regular basis. Quality means demonstrating  respect for peers and their contributions, listening attentively during lectures and when other students are speaking, and participating in all activities with an open and inquisitive mind.

**Presentations**

This course may include a presentation component, which may be an individual or group assignment (e.g. in-class debate, academic poster, research presentation, small group facilitation ). Detailed instructions will be provided in class and on Moodle.

### Final Exam

The course will include a final exam that may be drawn from all class materials. The final exam may be cumulative (please consult with your instructor). The format of the exam will be shared in the class and details provided on Moodle. The final exam will be scheduled at a date to be determined by the Registrar's Office. Please plan to be available to write the final exam at any point during the final exam period. If you must make travel arrangements, assume that the final exam will be held on the final day of the exam period, and plan accordingly.

### GRADING PROFILE

| A+ | = 90-100 | B+ | = 77-79 | C+ | = 67-69 | D | = 50-59 |
|----|----------|----|---------|----|---------|---|---------|
| A | = 85-89 | B | = 73-76 | C | = 63-66 | F | = 0-49 |
| A- | = 80-84 | B- | = 70-72 | C- | = 60-62 | | |

### Incomplete Grades
Grades of Incomplete "I" are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

### Late Assignments
All assignments are due at the times specified on the assignment document. Late assignments will receive a 5% deduction in grade for each day they are overdue unless the student is ill and has both notified the instructor ahead of the due date/time and has a doctor's note.

### Missed Observations/Exams/Quizzes/Labs etc.
Make-up assignments, exams, quizzes and/or tests are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crises. Some missed labs or other activities may not be able to be accommodated. Please consult with your instructor.

### Attendance
Students are expected to attend all classes and associated activities.
- 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 and the mentor teacher.
- 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.
- This pertains to all students who are taking this course, regardless of whether individual students are not seeking licensure.

**Final Exams/Assignments Period:** students must remain available throughout the full exam period; either for final exams or assignments. Students who are in courses that do not have final exams scheduled will have classes until the last day of the exam period. In rare circumstances, exams may

need to be rescheduled due to harsh weather conditions or other unforeseen factors. Travel plans must be made outside of the exam schedule.

### Punctuality
Punctuality will be assessed in the same way as attendance. A student who is late and/or absent for 10% of practicum time may not receive credit for this course. Students may be requested to supply a medical note for all absences. 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.

### English Usage
Students are expected to proofread all written work for any grammatical, spelling and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments. It is expected that APA referencing conventions are used for all ECCE assignments.  All assignments are expected to adhere to APA stylistic guidelines for avoiding bias in language use and are to be written in a manner that reflects the spirit and values inherent in the ECEBC Code of Ethics and the BC Early Learning Framework.

### Electronic Devices
Students may only use electronic devices when prompted by instructor. Exceptions apply.

### On-line Communication
Outside of the classroom, instructors will (if necessary) communicate with students using either their official Capilano University email or Moodle; please check both regularly. Official communication between Capilano University and students is delivered to students' Capilano University email addresses only. Instructors will attempt to answer emails within 48 hours, weekends excluded.

## UNIVERSITY OPERATIONAL DETAILS

### Tools for Success
Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: http://www.capilanou.ca/services/

### Capilano University Security
Download the CapU Mobile Safety App

### Policy Statement (S2009-06)
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.

### Academic Integrity (S2017-05)
Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy S2017-05 for more information: http://www.capilanou.ca/about/governance/policies/Policies/

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

**Academic dishonesty** is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

**Cheating**: Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:
- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

**Fraud**: Creation or use of falsified documents.

**Misuse or misrepresentation of sources**: Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

**Plagiarism**: Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

**Self-Plagiarism**: Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

**Prohibited Conduct**: The following are examples of other conduct specifically prohibited:
- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or another students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

**Sexual Violence and Misconduct**

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

> Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including [B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure](#).

**Emergencies:** Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.