

<b>CAPILANO UNIVERSITY</b>	
<b>COURSE OUTLINE</b>	
<b>TERM: FALL 2012</b>	<b>COURSE NO.: EDUC 166</b>
<b>INSTRUCTOR:</b>	<b>COURSE NAME: CHILD DEVELOPMENT I</b>
<b>OFFICE:           PHONE: 604.986.1911</b>	<b>SECTION NO.:</b>
<b>                          LOCAL:</b>	<b>CREDITS: 3.0</b>

### **COURSE FORMAT**

Three hours offered either by lecture or online, 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.

### **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 166 is the first 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 introduced to the history of child developmental theory and research. Students will also examine early learning, motor development, physical growth and development (including brain development) and emotional 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. Understand the historical factors that contributed to the prominence of developmental theory in early childhood education;

4. Begin to understand the various developmental theories within child development and their relationship to practice;
5. Begin to understand early learning, motor and sensory development;
6. Have a general understanding of physical development including brain development in young children;
7. Articulate current research in the area of emotional development in young children and the implications for early learning settings;
8. Recognize and respect the different ongoing interactions of family and cultural factors that affect development and behaviour; and
9. Critically review and engage with current research in child development.

### **COURSE CONTENT**

<b>Date</b>	<b>Topic Outline</b>	<b>Readings</b>
Week 1	Introduction to Course – Course Outline and Assignments What is Child Development?	As noted on Moodle
Week 2	Research and APA	As noted on Moodle
Week 3	History of developmental theory	As noted on Moodle
Week 4	Overview of Key Developmental Theories	As noted on Moodle
Week 5	Physical Development – <i>research paper outline due</i>	As noted on Moodle
Week 6	Brain Development	As noted on Moodle
Week 7	Motor Development	As noted on Moodle
Week 8	Sensory Development – <i>research papers due</i>	As noted on Moodle
Week 9	Culture and Development	As noted on Moodle
Week 10	Gender Development	As noted on Moodle
Week 11	Emotional Development	As noted on Moodle
Week 12	Synthesizing our learning	
Week 13	Attachment and temperament	As noted on Moodle
Weeks 14, 15	Final Exam	

Note: Students are responsible for all assigned readings prior to class.

Students are responsible for registering on the class Moodle site. A registration key will be sent to students prior to the first class.

## **REQUIRED TEXTS**

Coupe, R., Halvorson, B., Hurdles, C., Klobucar, A., Read, J., Stone, A., ...Pendygrasse, J. (2011). *The Capilano guide to writing assignments*. North Vancouver, BC: Capilano University.

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.

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

Kail, R. and Zolner, T. (2009) *Children: A Chronological Approach with My Development Lab. (2<sup>nd</sup> Canadian)*. Toronto: Pearson

## **EVALUATION PROFILE**

Interactive journal	30%
Research Paper outline & reference list	20%
Research Paper	30%
Final Exam	20%
<b>TOTAL</b>	<b>100%</b>

## **GRADING PROFILE**

A+ = 95 - 100	B+ = 81 - 84	C+ = 70 - 74	D = 50 - 59
A = 90 - 94	B = 77 - 80	C = 65 - 69	F = 0 - 49
A- = 85 - 89	B- = 75 - 76	C- = 60 - 64	

## **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:	<p>Attendance is essential for the successful completion of this course and to meet the Licensing requirements of the BC Early Childhood Educator Registry.</p> <p>In the event of an absence from class, the student will inform the course instructor.</p> <p>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.</p>
Punctuality:	<p>Punctuality is essential in both classroom courses and practica given the professional nature of this program.</p> <p>Lateness will be assessed in the same way as attendance. Being late for more than 10% of classes will result in a faculty review. Program probation may be a result of the review.</p>
Academic Responsibility:	<p>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.</p> <p>All ECCE students are expected to maintain the program's standards of academic achievement and professional behaviour. 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</p>
Missed Assignments, Presentations, In-class Projects, Exams, and Quizzes	<p>Students will be allowed to make up assignments, presentations, in-class projects, exams, and quizzes under the following conditions:</p> <p>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.</p>
Late Assignments:	<p>All assignments are due at the beginning of the class on the due date. Late assignments will be accepted only under the following conditions:</p> <p>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.</p> <p>Without required documentation all other late assignments will not be graded, although all assignments must be submitted in order to receive a passing grade in the course.</p>
Extenuating circumstances:	<p>Submissions in writing will be reviewed by the Department. Based on the review, faculty may agree alternative arrangements with the following condition:</p> <ul style="list-style-type: none"> <li>• Loss of 5 % per day</li> </ul>

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" 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.

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:

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 "C."

Professionalism:

All ECCE students are expected to maintain the program's standards of academic achievement and professional behaviour. In practicum centres and in the classroom, students will adhere to ECEBC's Code of Ethics at all times.

Emergency Procedures:

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