

COURSE OUTLINE		
<b>TERM:</b> FALL 2025	<b>COURSE NO:</b> EDUC 168	
<b>INSTRUCTOR:</b>	<b>COURSE TITLE:</b> Child Development II	
<b>OFFICE:</b> <b>LOCAL:</b> <b>E-MAIL:</b> @capilanou.ca	<b>SECTION NO(S):</b>	<b>CREDITS:</b> 3.0
<b>OFFICE HOURS:</b>		
<b>COURSE WEBSITE:</b>		

Capilano University acknowledges with respect the Lil'wat7úl (Lil'wat), xʷməθkʷəy̓əm (Musqueam), shíshálh (Sechelt), Skwxwú7mesh (Squamish), and Səlílwətaʔ/Selilwitulh (Tsleil-Waututh) people on whose territories our campuses are located.

### COURSE FORMAT

Three hours offered by lecture, online or mixed mode, plus an additional hour delivered through on-line or other activities for a 15-week semester, which includes two weeks for final exams. Instructions for the additional hour activities will be posted on the course elearn site.

### COURSE PREREQUISITE

EDUC 166

### CALENDAR DESCRIPTION

This course is the second of a two-part series of courses providing students with an overview of developmental research and theory for children from conception through to 8 years of age. In this course students will 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.

### REQUIRED TEXTS AND/OR RESOURCES

Early Childhood Educators of British Columbia (2021). *Code of ethics: Early childhood educators of British Columbia* (7th ed.). Author.

Levine, L. & Munsch, J. (2022). *Child Development: An active learning approach*: 4<sup>th</sup> Edition. Sage.

Ministry of Education; Ministry of Health; Ministry of Children and Family Development (2019). *British Columbia early learning framework*. Queen's Printer.

Minister of Families; Minister of Children and Social Development (2018). *Indigenous early learning and child care framework*. Her Majesty the Queen in Right of Canada.

<https://www.canada.ca/en/employment-social-development/programs/indigenous-early-learning/2018-framework.html>

The Truth and Reconciliation Commission's Calls to Action:

[http://trc.ca/assets/pdf/Calls\\_to\\_Action\\_English2.pdf](http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf)

United Nations Declaration on the Rights of Indigenous Peoples (2007):

[https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP\\_E\\_web.pdf](https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf)

UN Convention on the Rights of the Child (1989):

<https://www.ohchr.org/Documents/ProfessionalInterest/crc.pdf>

## RECOMMENDED READINGS (SYLLABUS SPECIFIC READINGS)

## COURSE STUDENT LEARNING OUTCOMES

**On successful completion of this course, students will be able to do the following:**

1. Critically reflect on personal/professional experiences that have deepened his/her/they 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
<b>Week 1:</b>	Introduction, course outline, assignment package description Issues and Themes in Child Development
<b>Week 2:</b>	Review: The Science of Child Development Social Development
<b>Week 3:</b>	Social development: Social Cognition and Peer Relationships
<b>Week 4:</b>	Speech and Language Development
<b>Week 5:</b>	Theories of Cognitive development & Pedagogy
<b>Week 6:</b>	Intelligence & Academic Achievement Multiple Intelligences
<b>Week 7:</b>	Literacy development

<b>Week 8:</b>	ELL and multi-lingual language development
<b>Week 9:</b>	Play and development
<b>Week 10:</b>	Rough & tumble and risky play
<b>Week 11:</b>	Kindergarten 'readiness'
<b>Week 12:</b>	Toys/materials and their affordances for play
<b>Week 13:</b>	Beyond Social Development -- Learning to Live Well with Others
<b>Weeks 14 and 15</b>	<b>Final Exam/Final Evaluation Assignment Period</b>

### EVALUATION PROFILE

Written Assignments	25 – 50%
Tests and Quizzes	0 – 20%
Participation	0 – 10%
Presentations	0 – 35%
Final Exam/Evaluation	10 – 30%
<b>Total</b>	<b>100%</b>

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

### 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.

### 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 beginning of the class on the due date. Late assignments will receive a 5% deduction in grade for each day they are overdue. In an online class, late assignments will not be marked after 7 days.

**Missed Exams/Quizzes/Labs etc.**

Make-up 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.

\*\*\* Accommodations can be made to honour community needs and traditional practices.

**Attendance**

Attendance is essential for the successful completion of this course and to meet the Licensing requirements of the BC Early Childhood Educator Registry. Students are expected to attend all classes and associated activities. In the event of an absence from class, the student will inform their course instructor. Punctuality will be assessed in the same way as attendance. 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.

**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. 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".

**Electronic Devices**

Students may use electronic devices during class for note taking or if requested by the instructor.

**On-line Communication**

Outside of the classroom, instructors will (if necessary) communicate with students using either their official Capilano University email or eLearn; please check both regularly. Official communication between Capilano University and students is delivered to students' Capilano University email addresses only.

**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: <https://www.capilanou.ca/student-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, Academic Integrity, 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 and procedures S2017-05 Academic Integrity for more information: <https://www.capilanou.ca/about-capu/governance/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.

**AI Large Language Models:** Any work using LLMs (AI Large Language Models like Chat GPT) must be entirely transparent and attributed. This means that you must be very explicit in indicating where LLM's were used in guiding your work. We recommend a grave degree of caution. Using

LLMs is dangerous and they have limits on how helpful they are for analysis and theoretical framing. Do not seamlessly work outputs of LLM into your essay. Any LLM content should be indicated. Students are ultimately accountable for the work they submit, and any content generated or supported by an artificial intelligence tool must be cited appropriately (see [How to cite ChatGPT \(apa.org\)](https://www.apa.org/helpcenter/how-to-cite-chatgpt)). Use of AI tools is not permitted during midterm exams and final exams in this course.

**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 other 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 (found on Policy page <https://www.capilanou.ca/about-capu/governance/policies/>)

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

**DEPARTMENT OR PROGRAM OPERATIONAL DETAILS****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.

The CAPU Early Childhood Care and Education program stands in partnership with Early Childhood Educators of British Columbia (ECEBC; see <https://www.ecebc.ca/>) in promoting early childhood education as a profession. The department is committed to working towards the professionalization of early childhood educators in a universal, accessible, inclusive early childhood system that views early childhood education as the right of the child as a citizen.

We stand as allies of the BC Aboriginal Child Care Society (BCACCS; see <http://www.acc-society.bc.ca/>) working in all ways towards truth and reconciliation in ensuring our practice honours the Indigenous Early Learning and Care Framework and UNDRIP. We are resolute in supporting self-governance of Indigenous Peoples in creating an Indigenous early years system.

**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/practicum.

**Assignment Completion**

As this course articulates with the BC ECE Registry for certification as an Early Childhood Educator, and/or Infant and Toddler Educator, or Inclusive Practice Educator, all course assignments must be submitted in order to be eligible to receive a grade in the course.

**Final Exams/Assignment 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.