

**EDUC 309: Early Childhood Development
Spring 2024**

Class Dates: Tuesdays and Thursdays, May 6-June 17, 2024

Last Day to Add/Drop/Swap: Due to the non-standard dates associated with this program, please check your Student Centre for the important dates pertaining to your section.

Pre-requisite: Due to the multiple pathways in the Bachelor of Education, please consult Undergraduate Programs in Education for questions related to pre-requisite courses.

Office Hours: By appointment only

Email: Students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence.

COURSE DESCRIPTION: An examination of the science of early childhood and early brain development that accounts for the physical, cognitive, emotional, and social development of young children from birth to age eight, and a consideration of the implications with respect to children's healthy development and effective educational practices in the early school years.

LEARNER OUTCOMES:

Students will be knowledgeable about:

1. The major theoretical perspectives and research strategies researchers employ in the scientific study of human development,
2. The major physical, cognitive, and social and emotional developments that occur across development from conception to the early childhood years,
3. The impact of developmental contexts such as family life, culture, schooling, parenting, and adverse events upon children's development in the early years, and
4. Typical and atypical development from conception to the early childhood.

COURSE DESIGN AND DELIVERY:

This is a fully online course delivered in a diverse format with both an asynchronous environment (D2L) and a synchronous (real-time) environment (Zoom). There will be weekly synchronous sessions during the course that students will be required to participate in. All assigned readings are to be completed prior to the respective class session. Students should plan to devote 5 to 10 hours per week to this course.

Please note that this is an online course and all students are expected to have the technology to support online learning and it is the students' responsibility to make arrangements if their technology fails. Students who choose to attend Zoom sessions using unfamiliar equipment (e.g., work computers) should test out the technology ahead of time. An inability to access technology because of holidays and vacations are not acceptable excuses for missing class.

- *Zoom* will be used for online class meetings.
- *Desire2Learn (D2L)* will provide a home base where students can get course information, readings, and resources, as well as participate in discussions and submit assignments.

REQUIRED READINGS:

All required readings and additional resources are available online or posted on D2L.

ADDITIONAL RESOURCES: N/A

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Learning Task #1	Developmental Area Inquiry Proposal	Group	20%	May 16
Learning Task #2	Developmental Area Inquiry Review Project	Group	45%	June 3
Learning Task #3	Reflections	Individual	35%	May 9, 23, 30 June 13

**Please note that all assignments are expected to be the original work of the student and students are not to employ text generation software (for example, ChatGPT).*

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks	Due Dates
Week 1: May 6-10	Overview of Course Outline. Theories of Child Development. Brain Development. Physical Development. Atypical Development.	Course Outline Chapter 2: Levine, L. & Munsch, J. (2022). <i>Child development: An active approach</i> . SAGE. (p.28-57) and/or readings/resources as indicated by your instructor https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/22574950780004336?auth=SAML Canadian Paediatric Society (website)	Thursday, May 9
Week 2: May 13-17	Social/Emotional Development. Challenges to Social/Emotional Development. Trauma Informed Practices.	National Scientific Council on the Developing Child (2004). Children's Emotional Development is Built into the Architecture of Their Brains: Working Paper No. 2. https://developingchild.harvard.edu/r esources/childrens-emotional-	

		<p>development-is-built-into-the-architecture-of-their-brains/ and/or readings/resources as indicated by your instructor.</p> <p>Developmental Inquiry Proposal Due</p>	Thursday, May 16
<p>Week 3: May 20-24</p>	<p>Cognitive Development.</p> <p>Language Development.</p>	<p>Chapter 7: Levine, L. & Munsch, J. (2022). <i>Child Development: An active approach</i>. SAGE. (p. 206-244) and/or readings/resources as indicated by your instructor.</p> <p>https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/22574953410004336?auth=SAML</p> <p>Weisleder, A., & Fernald, A. (2013). Talking to children matters: Early language experience strengthens processing and builds vocabulary. <i>Psychological Science</i>, 24(11), 2143-2152. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/0956797613488145</p> <p>Hindman, A. H., Wasik, B.A., & Snell, E.K. (2016). Closing the 30 million word gap: Next steps in designing research to inform practice. <i>Child Development Perspectives</i>, 10(2), 134-139. https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/cdep.12177</p> <p>Hamilton, L, and Hayiou-Thomas, M. (2022). The Foundations of Literacy Snowling, M., Hulme, C., Nation, K. (Eds.), <i>The Science of Reading: A handbook</i> (pp.125-147). John Wiley & Sons. https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/book/10.1002/9781119705116</p> <p>Reflections</p>	Thursday, May 23

Week 4: May 27-31	The impact of context and culture on child development and well-being – working with the family and community.	Collective Review of the following resources: Schools & Educators Alberta Health Services Exceptional & Special Needs Supports for Students Programs Calgary Board of Education (cbe.ab.ca) Family Resource Networks Alberta.ca and/or readings/resources as indicated by your instructor. Reflections	Thursday, May 30
Week 5: June 3-7	Course Summary (Tuesday) Group Presentations (Thursday)	Developmental Inquiry Projects	Monday, June 3
Week 6: June 10-14	Group Presentations (Tuesday/Thursday)	Reflections	Thursday, June 13

CHANGES TO SCHEDULE:

Please note that changes to the schedule may occur to meet the emerging needs and dynamics of the participants in the course.

LEARNING TASKS AND ASSESSMENT

There are three (3) required Learning Tasks for this course.

1. LEARNING TASK 1: Developmental Area Inquiry Proposal – DUE: Thursday, May 16 11:59 p.m.

The Developmental Area Inquiry Proposal will support your Developmental Inquiry Review Project (LT#2) and provide you with formative feedback to apply to your project submission. Feedback will be provided to all students about considerations for their LT#2. **Students are invited to resubmit for re-grading incorporating feedback to the first submission.**

Proposals must include the overarching area of interest of each group member, a specific project question, an outline of the key information that will be examined, information about the modality you will use to present your information, and a list of references.

Some topic ideas include (but are not limited to):

- Diversity in Early Learning
- Trauma in Early Childhood
- Play-based learning
- School readiness
- Outdoor and land-based learning
- Dual-language learning
- Gender in Early Childhood classrooms
- Technology usage and children
- Inclusive Early Childhood classrooms
- Early Learning environments

Any modality is acceptable and creative modalities are encouraged!

Regardless of your modality, the equivalency should be to a 3000-word (or about 12 page) paper. For reference, this would be equivalent to about a 20-minute presentation/video. The intricacies of drawings and other visuals are more challenging to quantify but can convey complex information clearly. If you have any concerns prior to submitting your proposal, please contact your instructor. Some modalities can include: a podcast, an essay, a brochure, a presentation, a video (e.g. Ted Talk style), a comic book, a board game, a diorama with an audio explanation, a website, an infographic, a story book, and so much more!

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

As this is a group project, all students in the group will receive the same grade. Please refer to Issues with Group Tasks section of this Course Outline for information about navigating group concerns.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

** Please use this checklist as a reference when submitting your proposal to avoid having to resubmit.

Proposal Section	Required Section Information to Pass
Proposed Area of Interest Your description should address a wider issue in child development.	<ul style="list-style-type: none"> ○ Clearly describe your overarching area of interest. ○ Clearly describe how the area is important to learn about in early childhood development. ○ Include at least 250 words.
Project Question Your project question should be specific. Your question should logically flow from your area of interest and address a significant need or problem in early childhood development.	<ul style="list-style-type: none"> ○ Include a question (not a statement) ○ Allow for multiple interpretations (cannot be answered by a 'yes' or a 'no'). ○ Be researchable (with sufficient empirical research).
Key Areas You Will Examine (Outline) Provide information about the key areas you will research and report on. You do not need to have these fully developed but should include enough information to provide an overview of the likely content you will include on your project (e.g., introduction to topic, discussing theories, controversies, etc.)	<ul style="list-style-type: none"> ○ Include at least 5 sections of information (e.g., introduction to topic, discussing theories, controversies, etc.) ○ Include at least 250 words describing key information that will be described in each of the sections. ○ Directly relate to your project question.
Proposed Modality	<ul style="list-style-type: none"> ○ Include sufficient detail to understand how the modality will facilitate answering the project question.

<p>Provide a summary of the way you intend to represent your information.</p>	<ul style="list-style-type: none"> ○ Include information regarding how you will engage your audience (e.g., describe your visuals, writing or speaking style, etc.) ○ Include the proposed length of your project (e.g., pages, words, slides, minutes, graphics, etc.)
<p>References Provide the references (in any style) that you have used in developing your proposal, as well as references that you will use for your inquiry project.</p>	<ul style="list-style-type: none"> ○ Use one consistent style with few styling errors ○ Include at least 5 scholarly references that are beyond the textbook (e.g., journal articles, published books). NOTE: other sources may be used in addition to the scholarly references but the bulk of your information should come from these scholarly references. ○ Describe how the reference will be used to answer the project question (a few sentences per reference). Note: The references in your proposal will not be an exhaustive list. It is expected these will represent your starting point and additional references will be added as the project evolves.
<p>Group Dynamics Provide specific information about how your group will equitably divide the workload of the project, how you will structure due dates, how you will communicate about the project, and how you will address any group dynamic concerns (e.g., low work output from a group member, insufficient quality of work, personality clashes, differences of opinions, etc.).</p>	<ul style="list-style-type: none"> ○ Addresses how work will be divided among group members. ○ Includes an outline of due dates for major aspects of the project. ○ Includes information about how group members will communicate and share project-related information. ○ Includes information about how group dynamic concerns will be addressed.

2. LEARNING TASK 2: Developmental Area Inquiry Review Project – DUE: Mon., June 3 11:59 p.m.

For this group learning task, you will research an inquiry topic based on a key question related to early childhood development.

Students will research one developmental issue and present their summaries in any modality. Topic, project question, and presentation modality will be approved by the instructor in the Developmental Area Inquiry Proposal (Learning Task 1). Minor changes from your proposal are acceptable; however, major changes will require approval from your instructor. Findings of the inquiry review project will be shared electronically on D2L on the date due. Please be aware that any videos may need to be shared via a link, rather than through direct uploading onto D2L. Be creative in the development of this learning task.

Groups will be expected to present their findings to the class; this is not a graded component of the project, rather, students are to share components of their project to develop a whole group understanding of their topic.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

As this is a group project, all students in the group will receive the same grade. Please refer to Issues with Group Tasks section of this Course Outline for information about navigating group concerns.

Required elements of this project include:

1. Quality and meaningfulness of the project in question:
 - i. Project question and importance – What do you want to know? Why do you want to know? How will it make a difference to your teaching/career/future?
2. Overall presentation of findings:
 - i. Organization – How easy is it to follow your train of thought and the key components? Is the content well connected? Are there appropriate transitions between concepts?
 - ii. Content – Does information meaningfully answer your project question? Does your information consider the multiple possible answers to your project question?
 - iii. Extension questions – What questions about your project question do you still have? Have new questions come from your work?
3. Style:
 - i. Design elements – Does the modality help to clarify the project question? Is the modality engaging? Are there distracting errors that take away from the quality of the project (e.g., spelling, figure errors, citation errors, etc.)? Is the length of your project consistent with what was described in your proposal?
4. References:
 - i. Scholarly approach – Do the references rely on scholarly and academic sources to answer your project question? Is all your information appropriately cited?

	Accomplished (9-10)	Developing (6-8)	Beginning (0-5)
Quality and Meaningfulness of Project Question			
Project Question and Importance	The project question is clearly stated, specific, and addresses a significant need or problem in early childhood development. The rationale for choosing the question is supported with personal interests in professional growth in this area. Considers and/or challenges common assumptions in this area. Direct links are made to how new	The project question is appropriate and clearly stated but is either too general or too narrow, leading to a multitude of sub-question or ruling out new possibilities. The supporting rationale is generally well written but not relevant to personal interest or professional growth. Weak links are made to how new knowledge in this area will support you in the future.	The project question is roughly sketched and in need of refinement. The supporting rationale is weakly developed and/or does not address personal interest or professional growth. Few or no links are made to how this question will support you in the future.

	knowledge in this area will support you in the future.		
Overall Presentation of Findings			
Content Organization	Analysis of the findings is: Presented in a logical format Clearly organized and easily followed Skillfully transitions between concepts.	Analysis of the findings is: Presented in an understandable format Organizationally adequate Transitions between concepts are simplistic.	Analysis of the findings is: Weak in formatting and organization Difficult to follow and understand Transitions between concepts are limited.
Content Quality	Analysis of the findings is: Exceptional Comprehensively answers the project question Addresses multiple perspectives in answering the project question.	Analysis of the findings is: Appropriate Thoroughly answers the project question Addresses only the dominant perspectives in answering the project question.	Analysis of the findings is: Lacking in clarity or development Superficially answers the project question Does not adequately describe a perspective in answering the project question.
Extension Questions	The remaining questions are related to the project question, are clearly stated, specific and not readily accessible in the literature.	The remaining questions are mostly related to the project question and clearly stated but is either too general or easily answered in the literature.	The remaining questions are not included, not related to the project question, or need of significant refinement.
Style			
Design Elements	The project employs engaging and clearly connected information. The project is error-free. The length of the project is consistent with what was described in the proposal.	The project includes mainly relevant and strong information. The project has a few errors that detract from the quality of the project. The length of the project is noticeably different	The project includes some connected information but may not be complete or may hold examples that are not connected to the inquiry project. The project has distracting errors that significantly detract from the quality of the project. The length of the project is significantly different than described in the proposal.

		than described in the proposal.	
References			
Scholarly Approach	Attention is given to the choice of scholarly references in building a thorough understanding of the issues, challenges and opportunities presented by the project question. All content is appropriately cited.	Scholarly articles are referenced and used to support the findings/ suggestions but there is an over-reliance on non-academic sources or quotes. All content is appropriately cited.	Scholarly articles are referenced without clear connections to the project question. The project relies heavily on on-academic sources (e.g., blog posts, videos, etc.). Content is not cited.

3. LEARNING TASK 3: Reflections – DUE: May 9, 23, 30, June 13 11:59 p.m.

For each reflection, a question or questions will be posed to compliment the assigned readings and class discussions. Students will complete a and submit the reflections through Dropbox. Students can answer the question or questions through any modality. Example: written, audio, graphic, etc. Reflections are designed to serve multiple purposes including (1) to provide the instructor with feedback to inform subsequent emphasis and activities, (2) to conduct occasional formative assessments to provide global feedback on interpretations of key concepts.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

Your grade on this task will be based on completion, not on the content of your responses. To be considered complete, engagement with the material is required.

THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

Please review the Academic Calendar carefully. It describes the program and provides detailed schedules and important dates. It contains information on expectations for student work and professional conduct. In addition, procedures are described regarding concern about student performance in the program. Please pay especially careful attention to details and descriptions in the following topic areas:

- *The Importance of Attendance and Participation in Every Class*

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes and in all coursework experiences. As you are a member of a learning community your contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher. We expect that you will not be absent from class apart from documented instances of personal or family illness or for religious requirements.

- *Engagement in Class Discussion and Inquiry*

Another reason for the importance of attendance and participation in every class is that the course involves working with fellow students to share ideas and thinking. For example, each class you will work with a small group to engage fellow students in discussions on work being considered in class. You will also help other groups by providing ideas for scholarly inquiry in assignments. If you find that you are experiencing difficulties as a group collaborating, please inform the instructor.

EXPECTATIONS FOR WRITING

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date**. Students may be required to provide written documentation of extenuating circumstances (e.g. statutory declaration, doctor's note, note from the University of Calgary Wellness Centre, obituary notice). A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs prior to the end of the course with accompanying written evidence.

ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively or discuss course materials online in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.

GRADING

Grade	GPA Value	%	Description per U of C Calendar
A+	4.0	95-100	Outstanding
A	4.0	90-94	Excellent – Superior performance showing comprehensive understanding of the subject matter
A-	3.7	85-89	
B+	3.3	80-84	
B	3.0	75-79	Good - clearly above average performance with knowledge of subject matter generally complete
B-	2.7	70-74	
C+	2.3	65-69	
C	2.0	60-64	Satisfactory - basic understanding of the subject matter
C-	1.7	55-59	
D+	1.3	52-54	Minimal pass - Marginal performance
D	1.0	50-51	
F	0.0	49 and lower	Fail - Unsatisfactory performance

Students in the B.Ed. program must have an overall GPA of 2.5 in the semester to continue in the program without repeating courses.

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>. Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: [ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf](https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf). Students needing an accommodation in relation to their coursework based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor.

Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Attendance/ Prolonged Absence

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

<https://www.ucalgary.ca/pubs/calendar/current/n-1.html>

The Freedom of Information Protection of Privacy Act prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than

their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope, or submit/return assignments as electronic files attached to private e-mail messages.

For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit

<https://www.ucalgary.ca/registrar/registration/course-outlines>

Education Students Association (ESA) President for the academic year is Claire Gillis, esa@ucalgary.ca.

Werklund SU Representative is TBA, educrep@su.ucalgary.ca.