

## DEPARTMENT Humanities and Social Sciences

### COURSE OUTLINE – Fall 2025

#### EP3020(A2): Learning and Development in Childhood – 3 (3-0-0) 45 Hours for 15 Weeks

Northwestern Polytechnic acknowledges that our campuses are located on Treaty 8 territory, the ancestral and present-day home to many diverse First Nations, Metis, and Inuit people. We are grateful to work, live and learn on the traditional territory of Duncan's First Nation, Horse Lake First Nation and Sturgeon Lake Cree Nation, who are the original caretakers of this land.

We acknowledge the history of this land, and we are thankful for the opportunity to walk together in friendship, where we will encourage and promote positive change for present and future generations.

**INSTRUCTOR:** Dr. Denise Nowicki                      **PHONE:** 780-539-2792  
**OFFICE:** C401    **E-MAIL:** dnowicki@nwpolytech.ca  
**OFFICE HOURS:** Monday and Wednesday, 11:30 am – 12:30 pm, or by appointment

**CALENDAR DESCRIPTION:** This course is designed to provide students in Education who expect to work with children (ages 0-12) with a working knowledge of important concepts and issues in Educational Psychology. Students will gain an understanding of how children from diverse backgrounds develop and learn and how teachers provide appropriate learning opportunities to support academic, cognitive and moral development, culture and diversity, and psychological development.

**PREREQUISITE(S)/COREQUISITE:** None

#### **REQUIRED TEXT/RESOURCE MATERIALS:**

Woolfolk, A., Usher, E. L., Perry, N. E., & Winne, P. H. (2024). *Educational Psychology* (8th Canadian ed.). Pearson Education Canada, Toronto, Canada.

Perry, B. D., & Szalavitz, M. (2017). *The Boy Who was Raised as a Dog: And Other Stories from a Child Psychiatrist's Notebook* (3<sup>rd</sup> ed.). Basic Books.

- Access to the **NWP myClass** site
- Access to **NWP email**
- Handouts and Website resources as assigned
- A laptop and/or smart phone and internet access

**DELIVERY MODE(S):** On-Campus

## LEARNING OUTCOMES:

- Describe major concepts and theoretical perspectives in the areas of child development and learning.
- Demonstrate knowledge of multiple instructional strategies to support child development.
- Summarize current understanding and knowledge of the development of nonverbal and verbal communication skills, and problem solving and reasoning skills in infants and children.
- Identify and describe how sociocultural factors impact student learning in Canadian schools.
- Explain formal and informal assessment strategies to evaluate and ensure the continuous development of the learner.
- Identify the various research methods for studying and understanding infants and children.

## TRANSFERABILITY:

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page <http://www.transferalberta.ca>.

**\*\* For courses with alpha (letter) grading, a grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.**

## EVALUATIONS:

Exam 1	Chapters 1, 2, 3, 6, in-class discussion, and book study	25%
Exam 2	Chapters 4, 7, 8, 5, in-class discussion, and book study	25%
Book Study	Select chapters from: The Boy Who was Raised as a Dog	20%
Final Exam	Chapters 13, 9, 10, 11, 12, 15, in-class discussion, and book study	30%

1. **Exams and Final Exam:** The In-Term Exams and Final Exam will be based on material covered in both the textbook and the lectures. The In-Term Exams are worth 25% each and the Final Exam is worth 30%. **The final exam will not be cumulative.**

### Note on In-Term Exams and Final Exam:

- During exams, you are not allowed to access course materials (i.e., no access to notes/book, whether in paper format or on devices). Accessing such materials will be considered cheating and will result in an automatic "0%" on the exam.
- Activities such as holidays or employment are not considered excusable reasons for missing any exam. Students who choose to miss an exam for employment, holiday, or other unexcused reasons may receive a "0%" on the exam.
- The dates of the Midterms are noted on the Course Schedule/Tentative Timeline on this Course Outline. The Final Exam date is to be determined by the Registrar in Student Services (note that the Final Exam period is from December 13 - 20, inclusive).

2. **Book Study:** You will read five assigned chapters from, “The Boy Who Was Raised as a Dog” and come prepared to discuss each chapter in class. You will be responsible for completing a Chapter Assignment for each chapter, **out of class**. These are open-book assignments. These assignments are worth 20% of your overall grade (4% per assignment). The nature of each assignment will be discussed in class. The links are found under the “Book Study” widget on the myClass page.

Deadlines for each Book Study assignment are noted in 2 ways:

- this course outline (Course Schedule/Tentative Timeline)
- on the Book Study links found on myClass.

Please write these deadlines on your calendar and set up myClass to send you reminders of upcoming deadlines. The links will **close at 11:59 (1 minute before midnight)** on the dates listed on the Course Schedule/Tentative Timeline and **will not be reopened past the deadline**. **It is your responsibility to know the deadline of each assignment**. Do not ask for an extension if you miss a deadline.

**Please note:** This book discusses neglect and abuse of children and may be triggering for some students. If this is an issue for you, please come and see me to discuss an alternative assignment.

## GRADING CRITERIA:

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

### Grading Chart

Alpha Grade	4-point Equivalent	Percentage Guidelines	Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	95-100	C+	2.3	67-69
A	4.0	85-94	C	2.0	63-66
A-	3.7	80-84	C-	1.7	60-62
B+	3.3	77-79	D+	1.3	55-59
B	3.0	73-76	D	1.0	50-54
B-	2.7	70-72	F	0.0	00-49

## COURSE SCHEDULE/TENTATIVE TIMELINE

**\*Note: These discussion topics/dates may be modified, and/or other topics may be added.**

**Please always check myClass for the most up-to-date information.**

	Topic	Details
Sept. 3	Learning, Teaching, and Educational Psychology	Introduction and Text Chapter 1
Sept. 8 & 10	Culture and Diversity	Text Chapter 2
Sept. 10	Book Study	Book study Chapter 1 In-Class Discussion
<i>Sept. 14</i>	<i>Book Study</i>	<i>Book study Chapter 1 <b>Due on myClass 11:59 pm</b></i>
Sept. 15 & 17	Cognitive Development	Text Chapter 3
Sept. 22 & 24	Language Development	Text Chapter 6
<b>Sept. 29</b>	<b>Midterm Exam 1</b>	<b>Chapters 1, 2, 3, 6, in-class discussions, &amp; book study</b>
Oct. 1 & 6	Self, Social, and Moral Development	Text Chapter 4
October 1	Book Study	Book study Chapter 6 In-Class Discussion
<i>Oct. 5</i>	<i>Book Study</i>	<i>Book study Chapter 6 <b>Due on myClass 11:59 pm</b></i>
Oct. 8 & 15	Behavioral Views of Learning	Text Chapter 7
<i>October 13</i>	<i>Thanksgiving</i>	<i>No Class</i>
Oct. 20 & 22	Cognitive Views of Learning	Text Chapter 8
Oct. 22	Book Study	Book study Chapter 4 In-Class Discussion
<i>Oct. 26</i>	<i>Book Study</i>	<i>Book study Chapter 4 <b>Due on myClass 11:59 pm</b></i>
Oct. 27 & 29	Learner Differences and Learning Needs	Text Chapter 5
<b>Nov. 3</b>	<b>Midterm Exam 2</b>	<b>Chapters 4, 7, 8, 5, in-class discussions, &amp; book study</b>
Nov. 5	Book Study	Book study Chapter 5 In-Class Discussion
<i>Nov. 10-14</i>	<i>Fall Break</i>	<i>No Classes</i>
<i>Nov. 16</i>	<i>Book Study</i>	<i>Book study Chapter 5 <b>Due on myClass 11:59 pm</b></i>
Nov. 17	Creating Supportive Learning Environments	Text Chapter 13
Nov. 19 & 24	Complex Cognitive Processes	Text Chapter 9

Nov. 26 & Dec. 1	Constructivism and Social Cognitive Views	Text Chapter 10 and 11
Nov. 26	Book Study	Book study Chapter 2 In-Class Discussion
Nov. 30	<i>Book Study</i>	<i>Book study Chapter 2 <b>Due on myClass 11:59 pm</b></i>
Dec. 1	Motivation in Learning and Teaching	Text Chapter 12
Dec. 3, 8, & 10	Classroom Assessment, Grading and Standardized Testing	Text Chapter 15
TBA	<b>Final Exam Scheduled by Registrar</b>	<b>Chapters 13, 9, 10, 11, 12, 15, in-class discussion, and book study</b>

## STUDENT RESPONSIBILITIES:

1. **Academic Performance:** The assigned readings and exercises for each class should be completed before attending that class, except for the first class. As this course depends heavily on in-class discussion, attendance at all sessions is required and is critical to the student's success in the course. In case of illness or emergency, notify me as soon as possible.

If you find yourself having difficulty in this course, please contact me immediately for assistance. If you simply want more discussion with me about any aspect of the course, please visit my office during office hours or at a more convenient pre-arranged time.

2. **Exam Accommodations:** Exam accommodations are used by any number of students who struggle with processing and comprehending printed material, learning, and/or concentration (either due to the condition itself, or the effects of the medication which is used to treat the condition). Accommodations can also be sought by students with conditions that include but are not limited to mental health conditions, chronic illness, neurological disorders, visual disabilities, and motor disabilities.

**If you require exam accommodations due to a disability or condition, you must contact Accessibility Supports (in the Learning Commons (aka Library)).** More information is available at <https://libguides.nwpolytech.ca/learningcommons/AccessibilityServices>

Please note that when you contact an advisor, you will be asked to provide them with documentation supporting your request for accommodation. The advisors will inform me of your need for accommodation, and you will be responsible for arranging your exam session with Accessibility Supports at the scheduled exam time.

3. All assignments are due on the dates set by me and **must be submitted electronically (in the provided drop-box on myClass)** following the APA format. A support document for APA is available in the Academic Success Centre within the Library or on-line. It is particularly important to **save a copy** of any and **all work** submitted for credit or grading.

- 4. Respectful Behavior:** It is expected that all students will display a professional attitude and behavior in the classroom. This includes reliability, respect for and cooperation with your fellow students and me, attention to fellow student questions and my responses, determination to achieve first-class work while meeting deadlines, and constructive response to criticism.
- 5. Missed Exams:** Dates for midterms are included on Page 4 of this course outline.

According to NWP policy, deferring a missed Midterm Exam is at the discretion of the instructor. In my courses, students who miss a midterm because of illness, emergency, or NWP obligation (verified) may write the midterm at a later date (set by me - I will choose a date that is mutually convenient for me and the student). You will be required to provide documentation for your illness/emergency/NWP obligation.

When students miss the midterm for reasons that do not include verified illness, emergency, or NWP obligations, a "0%" is assigned to that midterm. Students who miss the midterm without explanation will receive a "0%" on the midterm.

Absences from a registrar-scheduled Final Exam fall under the NWP Examination Policy. It is the responsibility of the student to be informed about these policies prior to the final examination period:

If you miss the Final Exam due to illness, emergency or NWP obligation, you will be required to submit an application to the Registrar's office for permission to write a deferred exam and must do so within 48 hours of the scheduled exam time. You may defer the final exam for up to 20 days from the end of the examination period. You will be required to provide documentation for your illness.

#### **STATEMENT ON ACADEMIC MISCONDUCT:**

Academic Misconduct will not be tolerated. For a more precise definition of academic misconduct and its consequences, refer to the Student Rights and Responsibilities policy available at <https://www.nwpolytech.ca/about/administration/policies/index.html>.

\*\*Note: all Academic and Administrative policies are available on the same page.

- Instructors reserve the right to use electronic plagiarism detection services on written assignments. **Instructors also reserve the right to ban the use of any form of electronics (cell phones, iPods, tablets, scanning pens, electronic dictionaries, etc.) during class and during exams.**
- Machine learning systems, commonly referred to as "AI," are useful tools, but must be used appropriately and with caution. Students are developing knowledge and skills and should not outsource these to machines. In this course, you are encouraged to consider how these systems

can help you find information and refine the presentation of your thoughts, but you will also be required to demonstrate that you have verified this information and are responsible for what you present.

All written work submitted for this course, unless otherwise noted, requires academic referencing in the most recent APA Style. This includes both in-text referencing and a source list (bibliography or references).

In-text referencing additionally requires specific page references for all paginated sources (sources with page numbers or in documents with identifiable page numbers, such as pdfs). APA does not normally require this unless it is a direct quotation, but this course requires it for all references.

Students are further required to submit representative images, photographs or scans of printed work and screenshots of the sources referenced. This should include a minimum of the title page and one page referenced in the student's work.

Works not meeting these requirements will be returned to the student ungraded. Students will be permitted to revise the work subject to a 10% penalty for the first revision and a 25% penalty for the second revision. Revised work which still fails to meet the requirements after a second revision will receive a 0% grade.

## **ADDITIONAL INFORMATION:**

1. The format of each exam will be discussed in class.
2. It is your responsibility to read each and every chapter and assigned reading (if any) prior to class, and attend all lectures.
3. Lectures will not always cover material in your chapters. Lectures may cover topics and include materials that are not covered by your textbook. It is therefore imperative that you attend every class as your exams will include materials from the lectures that are not covered by your textbook.
4. It is expected that students will display a professional attitude and behavior. These attitudes and behaviors are many and will be discussed in class. Any violation or misconduct may result in dismissal from the class.
5. Please come and talk with me if you have concerns or you are experiencing difficulties that may have a negative impact on your academic performance. I am here to support you towards the successful completion of this course.