



DEPARTMENT OF EDUCATION

COURSE OUTLINE – Winter 2026

CD1100 (C3): Child Development II – 3 (4.5-0-0) 45 Hours for 10 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:	Malorie Petersen	PHONE:	780-539-2448
OFFICE:	H217	E-MAIL:	mpetersen@nwpolytech.ca
OFFICE HOURS:	<i>By appointment only</i>		

CALENDAR DESCRIPTION: This course focuses on the physical, cognitive, creative, and psychosocial development of children from 2-6 years of age and factors that contribute to individual variations in development. Theoretical perspectives and research findings that contribute to our understanding of child development will be examined, as well as their implications for practice in Early Learning and Child Care settings.

PREREQUISITE(S)/COREQUISITE: None

REQUIRED TEXT/RESOURCE MATERIALS: Kail, Robert V. & Zolner, Theresa. (2018) Children: A Chronological Approach, 5th* Canadian Edition, Toronto, Canada, Pearson Canada Inc.

*Newer editions are acceptable. Physical copies preferable to digital copies.

DELIVERY MODE(S): In-person- classes will consist of lectures, labs, group work and discussions, as well as the integration of technology to enhance learning.

LEARNING OUTCOMES: Upon completion of the course learners will demonstrate knowledge and application of:

1. Identify major milestones in the physical growth and development of children from 2–6 years of age and factors which may influence this development.
2. Discuss the concept of creativity and ways in which early childhood practitioners can support and promote creative development in young children.
3. Use the theories of Piaget and Vygotsky, as well as information-processing theory to explain cognitive development in children aged 2–6 years and will be able to identify ways in which these theories can inform practice in Early Learning and Child Care settings.
4. Compare psychometric theories of intelligence with Sternberg's Theory of Successful Intelligence and Gardner's Theory of Multiple Intelligences.
5. Use relevant theories (e.g. Erikson) and relevant research findings to explain the development of self-concept, personality, and emotional intelligence in children aged 2–6.
6. Use relevant theories (e.g. Piaget, Kohlberg, Gilligan) and relevant research findings to explain the moral and social development of children two to six years of age.

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.alberta.ca>.

**** 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:

Daily Work/Participation (10%)	• Quizzes • Learning Activities (<i>at instructor's discretion</i>)
Assignments (40%)	• Assignment 1 (20%) • Assignment 2 (20%)
Tests (50%)	• Test 1 (25%) • Test 2 (25%)

***Assignment details and specific instructions will be discussed in class and provided on MyClass. Assignments must be submitted in the dropbox on MyClass by the date and time indicated. **ALL** assignments and tests **MUST** be completed and turned in to pass the course. **Unless acceptable arrangements have been made with the instructor prior to the due date, late assignments will be docked 3% per day. If the assignment is not received within 3 days of the due date, a grade of ZERO will be given.**

GRADING CRITERIA

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**. You are required to get at least a 60% (C-) to pass this course and continue in the program.

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:

DATE	TOPIC	Due Dates
April 6 th - 25 th	Intro and Unit One: Physical Growth	Read Ch. 8 Quiz 1
April 28 th - May 11 th	Unit Two: Cognitive Development	Read Ch. 9 Quiz 2 ASSIGNMENT #1 DUE (May 1)
	MIDTERM TEST 1	May 8th
May 16 th - June 4 th	Unit Three: Social/Emotional Development	Read Ch.10 Quiz 3

June 6 th -19 th	Unit Four: Creativity	ASSIGNMENT #2 DUE (June 5) Quiz 4
JUNE 12 th	TEST 2 – Attendance Mandatory	JUNE 12 th - FINAL EXAM

STUDENT RESPONSIBILITIES:

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.*

CLASSROOM EXPECTATIONS:

- 1) Regular, **punctual** attendance. Arriving late is not only rude, it is disruptive to the flow of learning within the classroom. Irregular attendance results in you missing important information and does not set you up for success.
- 2) Tests and quizzes **must** be written in-person on the assigned dates. Missing one will result in a grade of zero.
- 3) Minimize cellphone usage and other distractions in class. Leave the room to take calls.
- 4) In order to maintain an environment of optimal learning, please understand that children are not permitted in class. Ensure you have made alternative arrangements for your child(ren) during class time.
- 5) Grades are not negotiable and will not be changed (with the exception of instructor error, *i.e. adding up totals incorrectly*). The goal is for you to demonstrate your *learning*, not chase a number. Your instructor is available to clarify any misunderstandings you may have about the content to ensure better understanding; however, posted grades will not be altered.
- 6) Assignments must be properly submitted, on time, in .doc or .pdf format (unless otherwise indicated). Failure to properly upload an assignment could result in a zero if your instructor is unable to access the assignment.
- 7) Students are expected to complete readings and review materials outside of class time and check MyClass and student email regularly.

- *Instructors reserve the right to make exceptions to certain rules in extenuating circumstances, on a case-by-case basis.*
- *If you are a student that has an official letter of accommodation, ensure you follow the procedures regarding accommodations by making proper arrangements with your instructors well before assignment due dates.*