

DEPARTMENT Humanities and Social Sciences

COURSE OUTLINE - Fall 2026

EP3020(B2): 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

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OFFICE: C401

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OFFICE HOURS: Wednesdays 8:30 am – 9:30 am, 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):

None

COREQUISITE(S):

None

REQUIRED 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* (3rd ed.). Basic Books.

DELIVERY MODE(S): On-Campus

LEARNING OUTCOMES:

As a result of taking this course, students will be able to:

- 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.alberta.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:

	Content Covered	Percent
Book Study Assignments	Chapters 1, 2, 4, 5, & 6 in: <i>The Boy Who was Raised as a Dog</i>	20%
Exam 1	Textbook Chapters 1, 2, 3, 6, and in-class discussions Chapters 1 and 6 in <i>The Boy Who Was Raised as a Dog</i>	25%
Exam 2	Textbook Chapters 4, 5, 7, 8, and in-class discussions Chapter 4 in <i>The Boy Who Was Raised as a Dog</i>	25%
Final Exam	Textbook Chapters 9, 10, 11, 12, 15, and in-class discussions Chapters 2 and 5 in <i>The Boy Who Was Raised as a Dog</i>	30%

1. **In-Term 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 is **not** cumulative.

Important to note regarding the In-Term and Final Exams:

- During exams, you are not allowed to access course materials (i.e., no access to notes/books, 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 In-Term exams 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 12 - 19, 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 an assignment for each chapter, **out of class**. These are open-book assignments (AI (e.g., ChatGPT) is **NOT** to be used to provide answers for these 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” link on myClass.

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

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

Important Note: This book discusses the 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 alternative assignments.

GRADING CRITERIA:

Please note that most institutions 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 dates and discussion topics may be modified, and other topics may be added.

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

	Topic	Details
September 3	Learning, Teaching, and Educational Psychology	Introduction and Text Chapter 1
September 8 & 10	Culture and Diversity	Text Chapter 2
September 15	Cognitive Development	Text Chapter 3
<i>September 15</i>	<i>Book Study</i>	<i>Book study Chapter 1 In-Class Discussion</i>
September 17	Cognitive Development	Text Chapter 3
<i>September 20</i>	<i>Book Study Due</i>	<i>Book study Chapter 1 Due in myClass 11:59 pm</i>
September 22	Language Development	Text Chapter 6
<i>September 22</i>	<i>Book Study</i>	<i>Book study Chapter 6 In-Class Discussion</i>
September 24	Language Development	Text Chapter 6
<i>September 27</i>	<i>Book Study Due</i>	<i>Book study Chapter 6 Due in myClass 11:59 pm</i>

	Topic	Details
September 29	Exam 1	Chapters 1, 2, 3, 6, in-class discussions, & book study
October 1 & 6	Self, Social, and Moral Development	Text Chapter 4
October 6	Book Study	Book study Chapter 4 In-Class Discussion
October 8	Behavioral Views of Learning	Text Chapter 7
October 11	Book Study Due	Book study Chapter 4 Due in myClass 11:59 pm
October 13	Behavioral Views of Learning	Text Chapter 7
October 15 & 20	Cognitive Views of Learning	Text Chapter 8
October 20	Book Study	Book study Chapter 5 In-Class Discussion
October 22	Learner Differences and Learning Needs	Text Chapter 5
October 25	Book Study Due	Book study Chapter 5 Due in myClass 11:59 pm
October 27	Learner Differences and Learning Needs	Text Chapter 5
October 29	Complex Cognitive Processes	Text Chapter 9
November 3	Exam 2	Chapters 4, 5, 7, 8, in-class discussions, & book study
November 5	Complex Cognitive Processes	Text Chapter 9
Nov. 9 - 13	Fall Break	No Classes
November 17	Constructivism	Text Chapter 10
November 17	Book Study	Book study Chapter 2 In-Class Discussion
November 19	Constructivism	Text Chapter 10
November 22	Book Study Due	Book study Chapter 2 Due in myClass 11:59 pm
November 24 & 26	Social Cognitive Views	Text Chapter 11
Nov. 26 & Dec. 1	Motivation in Learning and Teaching	Text Chapter 12
December 3 & 8	Classroom Assessment, Grading and Standardized Testing	Text Chapter 15
TBA	Final Exam Scheduled by Registrar	Chapters 9, 10, 11, 12, 15, in-class discussion, and book study

STUDENT RESPONSIBILITIES:

1. **Academic Performance:** The assigned readings 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 your 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 disorder 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. **Assignments:** All assignments are due on the dates set by me and **must be submitted electronically (in the drop-box provided on myClass)** following the APA (7th Edition) format. A support document for APA is available in the Academic Success Centre within the Library or online. 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 (e.g., arrive on time), respect for and cooperation with your fellow students and me, attention to questions and responses, determination to achieve first-class work while meeting deadlines, and constructive responses to constructive criticism.
5. **Missed Exams:** The dates for the In-Term exams are included on the Course Schedule/Tentative Timeline on this Course Outline.

According to NWP policy, deferring a missed exam is at the discretion of the instructor. In my courses, students who miss an exam because of illness, emergency, or NWP obligation (verified) may write it 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 regarding the reason for your absence.

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

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 regarding the reason for your absence.

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/polytechnic-leadership/policies-directory>.

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

- Instructors reserve the right to use electronic plagiarism detection services on assignments and exams. 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 submit**.
- 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 ("References" listed on a separate page at the end of your document)**.
- In-text referencing (citations) 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**.
- 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 grade of 0%**.
- AI is **NOT** to be used to provide answers on assignments.

ADDITIONAL INFORMATION:

1. The format of each exam will be discussed in class.
2. It is your responsibility to **read each assigned chapter and assigned reading(s)** (if any) **before** each class.
3. Lectures will cover topics that are **not** addressed in your textbook. It is therefore imperative that you attend every class as your **exams will include content from the lectures that are not covered in your textbook.**
4. It is expected that students will display a professional attitude and behaviour. These attitudes and behaviours 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.