

DEPARTMENT OF EDUCATION

COURSE OUTLINE – Fall 2022

CD 1000 (A2): Child Development I– 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: Kirsten Clark

OFFICE: H 230

PHONE: (780) 539-2041

OFFICE HOURS: Mondays 11 a.m. - 12 p.m.

or Wednesdays by Zoom appointment

EMAIL: kiclark@nwpolytech.ca

CALENDAR DESCRIPTION: This is an introductory course providing insight into children's development from conception to age two. This course provides an overview of principles, domains, and major theories of children's development and influences on development during the prenatal and neonatal stages, as well as during infancy and toddlerhood. The relationship between theory and practice in infant-toddler programs is also examined.

LOCATION/TIME: Room E 302, Mondays 1:00-2:20 and Fridays 11:30-12:50 (September 1-December 16, 2022)

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.

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.

COURSE OBJECTIVES: This course intends to provide students with:

- An overview of young children's development from conception to age two.
- An introduction to the core principles, domains, and major theories of children's development

- An understanding of the many influences on development during the following stages of a young child's life: prenatal and neonatal stages, infancy and toddlerhood.
- An opportunity to explore the relationship between theory and practice in infant-toddler programs.

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

- Define the term 'child development' and how knowledge of child development assists our work with young children.
- Recognize and explain some of the underlying "principles" of child development.
- Discuss child development from the following theoretical perspectives: psychodynamic, learning, cognitive-developmental, biological and contextual.
- Describe the stages of prenatal development, typical growth at each stage and factors that may influence the development of the unborn child.
- Examine and explain the interactive influences of heredity and environment on children's development with emphasis on how early brain development and caregiver-child relationships interact to create a foundation for future growing and learning.
- Identify major milestones in physical growth and motor development of children from 0 – 2 years of age and factors that may influence this development.
- Explain how physical growth and development, especially brain development, from 0 - 2 affects other aspects of development.
- Explain how cognitive development of children from 0 – 2 affects other aspects of development.
- Explain how social and emotional development of children from 0 – 2 affects other aspects of development.
- Identify strategies that will support and promote the physical, cognitive, social and emotional development of children from 0 – 2 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.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 10%	<ul style="list-style-type: none"> ● Eight Short Quizzes
Assignments 40%	<ul style="list-style-type: none"> ● Assignment 1: Visual Representation (15%) ● Assignment 2: Poster Creation (20%) ● Final Reflection: Discussion Post and Responses (5%)
Tests 50%	<ul style="list-style-type: none"> ● 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 arrangements have been made with the instructor prior to the due date, late assignments will be docked 2% per day. If the assignment is not received within 10 days of the due date, a grade of 0 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-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100		C+	2.3	67-69
A	4.0	85-89		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	READING	DUE DATES
1	September 2	Course Intro & Welcome		
2	September 9	Intro to Development Domains		
3	September 12	Unit 1 Begins Theories & Themes in Child Development Research	Chp. 1	Quiz 1
4	September 16	Theories & Themes in Child Development Research Cont. <ul style="list-style-type: none"> • Librarian Guest Speaker 	Chp. 1	
5	September 19	Theories & Themes in Child Development Research Cont.	Chp. 1	Quiz 2
6	September 23	Unit 2 Begins Heredity	Chp. 3	
7	September 26	Unit 3 Begins Prenatal Development <ul style="list-style-type: none"> • Flex Day - Documentary: <i>Life's Greatest Miracle</i> 	Chp. 4	Quiz 3
	September 30	Nat'l Day for Truth & Reconciliation - NO		

		CLASS		
8	October 3	Prenatal Development <ul style="list-style-type: none"> • Midwife Guest Speaker 	Chp. 4	
9	October 7	Prenatal Development & Teratogens <ul style="list-style-type: none"> • NW Peace FASD Network Guest Speaker 	Chp. 4	The Journey of Prenatal Development: Visual Rep. Due Quiz 4
	October 10 & 14	Fall Break - NO CLASSES		
10	October 17	Unit 4 Begins Physical Development	Chp. 5	
11	October 21	Physical Development Cont.	Chp. 5	
12	October 24	Physical Development Cont.	Chp. 5	Quiz 5
13	October 28	Review & Test Prep.		
14	October 31	Test #1		Test #1
15	November 4	Unit 5 Begins Cognitive Development	Chp. 6	
16	November 7	Poster Assign. Workshop & Q & A		
	November 11	Remembrance Day - NO CLASS		
17	November 14	Cognitive Development Cont.	Chp. 6	
18	November 18	Cognitive Development Cont.	Chp. 6	Quiz 6
19	November 21	Cognitive Development <ul style="list-style-type: none"> • Flex Day - Documentary: <i>Born to Learn</i> 	Chp. 6	
20	November 25	Posters: Gallery Walk		Posters Due Quiz 7
21	November 28	Unit 6 Begins Social & Emotional Development	Chp. 7	
22	December 2	Social & Emotional Development Cont.	Chp. 7	
23	December 5	Social & Emotional Development Cont.	Chp. 7	Quiz 8

24	December 9	Review & Test Prep.		
25	December 12	Test #2		Test #2
26	December 16	Optional Review Day		Final Reflection Due

STUDENT RESPONSIBILITIES:

Northwestern Polytechnic expects students' conduct to be in accordance with basic rights and responsibilities. Please refer to the NWP calendar regarding rights and responsibilities.

STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Calendar at <https://www.nwpolytech.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at <https://www.nwpolytech.ca/about/administration/policies/index.html>

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

DEPARTMENT OF EDUCATION EXPECTATIONS FOR STUDENT LEARNING

It is the right of the student and of the instructor to a favorable learning/teaching environment. It is the responsibility of the student and the instructor to engage in appropriate adult behaviors that positively support learning. This includes treating others with dignity and respect and following the expectations outlined below.

CLASSROOM

Regular, PUNCTUAL attendance for classes

- Learning from other students' notes or from MyClass is not optimal.
- You must be present in TA 1234 to write quizzes and the final test, and to complete in-class labs
- If you are late to a class, you miss important information about assignments, homework and quizzes. It is also disruptive to other students' learning
- If you miss a class, refer to MyClass or check in with another student.

Children are not considered to be part of the learning environment, please make alternate arrangements for your child(ren).

Turn off cell phones and close other tabs/applications on your device

- Studies indicate that cell phones not only interfere with your learning, but also the students around you.

QUIZZES/EXAMS

Write quizzes on the date and time they are scheduled.

- If an emergency arises that causes you to be unable to write the quiz, please call or email your instructor to leave a message BEFORE the exam begins.

ASSIGNMENTS

Hand in assignments via MyClass on the date indicated.

- Instructors reserve the right to make exceptions to this rule in extenuating circumstances on a case by case basis.
- ALL assignments will be typed, double-spaced (or follow the provided template) and will include a cover page with your name, course number and assignment name.

OUTSIDE OF CLASS

- Complete assigned readings and assignments, regularly review material, check MyClass frequently.