

**DEPARTMENT Humanities and Social Sciences**

**COURSE OUTLINE – Winter 2024**

**EP3020(A3): 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.

<b>INSTRUCTOR:</b>	Dr. Denise Nowicki	<b>PHONE:</b>	780-539-2792
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<b>OFFICE HOURS:</b>	TBA		

**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., Winne, P. H., & Perry, N. E. (2019). *Educational Psychology* (7th 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:

- Identify the various research methods for studying and understanding infants and children.
- 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.

## 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:

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

## 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:

	Topic	Details
Jan. 8 & 10	Module A	Text Chapter 1: Introduction and Educational Psychology
Jan. 10		Book study Chapter 1 In-Class Discussion
Jan. 14		Book study Chapter 1 Due on myClass 11:55 pm
Jan. 15, 17, 22	Module B	Text Chapter 15: Classroom Assessment, Grading and Testing
Jan. 24 & 29	Module C	Text Chapter 2: Cognitive Development
Jan. 31		Book study Chapter 6 In-Class Discussion
Jan. 31 & Feb. 5	Module D	Chapter 5: Language Development
Feb. 4		Book study Chapter 6 Due on myClass 11:55 pm
Feb. 12		Tentative Exam 1: Chapters 1, 15, 2, 5, in-class discussions, & book study
Feb. 7 & 14	Module E	Chapter 3: Self, Social, and Moral Development
Feb. 19		Family Day
Feb. 20-23		Winter Break
Feb. 28		Book study Chapter 4 In-Class Discussion
Feb. 26, 28, & Mar. 4	Module F	Chapter 4: Learner Differences and Learning Needs
Mar. 3		Book study Chapter 4 Due on myClass 11:55 pm
Mar. 6	Module G	Chapter 6: Culture and Diversity
Mar. 13		Tentative Exam 2: Chapters 3, 4, 6, in-class discussions, & book study
Mar. 11, 16, & 20	Module H	Chapter 7: Behavioral Views of Learning
Mar. 25 & 27	Module I	Chapter 8: Cognitive Views of Learning
Mar. 27		Book study Chapter 5 In-Class Discussion
Mar. 31		Book study Chapter 5 Due on myClass 11:55 pm
Apr. 1 & 3	Module J	Chapter 9: Complex Cognitive Processes
Apr. 3		Book study Chapter 2 In-Class Discussion
Apr. 7		Book study Chapter 2 Due on myClass 11:55 pm
Apr. 8, 10 & 15	Module K	Chapter 10 and 11: Constructivism and Social Cognitive Theory
	TBA	Final Exam Schedule TBA

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

## **STUDENT RESPONSIBILITIES:**

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 and activities, attendance at all sessions is required and is critical to student 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 come to my office during office hours or email me to arrange a meeting.

Students will be held accountable for lectures delivered, readings assigned, and any announcement that will be made in class from time to time. If a student is unable to attend a particular class, it will be their responsibility to find out what was missed.

If you foresee that you will be unable to complete an assignment for the scheduled time due to illness or emergency, you should notify me immediately, preferably one day in advance. A message may be sent to my e-mail (the best way to contact me) [dnowicki@nwpolytech.ca](mailto:dnowicki@nwpolytech.ca) together with a phone number where you can be reached to arrange for an alternative date to hand-in/present the assignment, if feasible. Failure to notify me will result in a grade of zero for the assignment that was missed, unless proof is presented that you were physically or mentally unable to do so due to a sudden illness or emergency or to unavoidable circumstances beyond your control.

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 the instructor, attention to fellow student questions and instructor's response, determination to achieve first-class work while meeting deadlines, constructive response to criticism, and arriving on time.

All assignments are due on the dates set by the instructor 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.

## **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.

## **Additional Information:**

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.**

In cases where submitted work exhibits concerning patterns or raises questions for the instructor about its creation and the **student's intellectual effort involved (e.g., use of ChatGPT or other AI)**, students may be required to submit to an oral examination regarding the work at the discretion of the instructor. Failure to participate in the oral examination will result in an assigned grade of 0 for the assessment. If, following the oral examination, the instructor still has concerns about the work, the academic misconduct provisions of the Student Rights and Responsibilities policy (linked above in this outline) may be applied.