

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:

25%	Test #1	February 3, 2023
25%	Test #2	March 27, 2023
15%	Assignment #1: Visual Representation	January 30, 2023
20%	Assignment #2: Poster Creation	March 13, 2023
5%	Assignment #3: Final Reflection	March 31, 2023
10%	Daily Work: Eight Short Quizzes	

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 / DUE DATES	READING
1	January 6	Course Intro & Welcome Intro to Development Domains	
2	January 9	Unit 1 Begins Theories & Themes in Child Development Research Quiz 1	Chp. 1
3	January 13	Theories & Themes in Child Development Research Cont. <ul style="list-style-type: none"> • Librarian Guest Speaker 	Chp. 1
4	January 16	Theories & Themes in Child Development Research Cont. Quiz 2	Chp. 1
5	January 20	Unit 2 Begins Heredity	Chp. 3
6	January 23	Unit 3 Begins Prenatal Development Flex Day - Documentary: <i>Life's Greatest Miracle</i> Quiz 3	Chp. 4
7	January 27	Prenatal Development <ul style="list-style-type: none"> • Midwife Guest Speaker 	Chp. 4
8	January 30	Prenatal Development & Teratogens <ul style="list-style-type: none"> • NW Peace FASD Network Guest Speaker The Journey of Prenatal Development: Visual Rep. Due Jan. 30, 2023 Quiz 4	Chp. 4
9	February 3	Unit 4 Begins Physical Development	Chp. 5
10	February 6	Physical Development Cont. Quiz 5	Chp. 5
11	February 10	Review & Test Prep.	
12	February 13	Test #1	
13	February 17	Unit 5 Begins Cognitive Development	Chp. 6
	February 20	Family Day - NO CLASS	
	February 24	Winter Break - NO CLASS	
14	February 27	Poster Assign. Workshop & Q & A	

15	March 3	Cognitive Development Cont.	Chp. 6
16	March 6	Cognitive Development Cont. Quiz 6	Chp. 6
17	March 10	Cognitive Development Flex Day - Documentary: <i>Born to Learn</i>	Chp. 6
18	March 13	Posters: Gallery Walk Posters Due Quiz 7	
19	March 17	Unit 6 Begins Social & Emotional Development	Chp. 7
20	March 20	Social & Emotional Development Cont. Quiz 8	Chp. 7
21	March 24	Review & Test Prep.	
22	March 27	Test #2	
23	March 31	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 CD 1000 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.

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.