



Course Outline – Special Topics in Early Childhood Development

School of Behavioural and Social Sciences

In the event of a COVID-19 resurgence during the course that necessitates the course moving away from in-person delivery, course content may be delivered online either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). There may also be changes to any remaining assessments at the discretion of the course instructor. In the event of a COVID-19 resurgence, detailed information about the impact on this course will be communicated by the Office of the Dean and by the course instructor.

General Information

Course #:	FSDH 2240A
Section #:	530
Term:	Fall
Year:	2021
Delivery:	In-person
Course Day and Time:	Tuesdays: 3:30 – 5:00; Thursdays: 4:00 – 5:30
Course Location:	BR-MRW153

Instructor Information

Name:	Dr. Roula Hawa
E-mail:	roula.hawa@uwo.ca
Telephone number:	Email is preferred contact method
Office Hours:	Wednesdays, from 1:00 – 2:00 pm; or by appointment.
Office location:	Ursuline Hall 324

Course Description

This course offers a multidisciplinary approach to the study of early childhood development in a Canadian context. With chronological unfolding of developmental events, students will learn about child development in ways that are culturally and conceptually meaningful to them. This course will have an experiential learning component for exploring child development, with emphasis on integrating developmental theories relevant to infancy and early childhood with contemporary research findings for practical application purposes.

Prerequisites

1.0 Family Studies and Human Development Courses at the 1000 level, or 1.0 former Family Studies courses at the 1000 level, or permission of instructor.

Anti-requisite

Psychology 2040A/B, Psychology 2410A/B, Psychology 2480E and the former Psychology 2044.

Required Course Materials

Kail, R. V. & Zolner, T. (2020). *Children: A Chronological Approach, Sixth Canadian Edition (6th Edition)*: Pearson Education Canada. We are using the E-text version of the book which may be purchased through Western's [Book Store website](#). Text also comes in print.

Learning Outcomes

1. Students will be able to demonstrate an understanding of a variety of theoretical perspectives on human development from the prenatal period through preschool age and apply these theories in a real-life setting.
2. Students will develop an understanding about physical, cognitive, and social-emotional development from the prenatal period through preschool age and gain an awareness of cultural diversity and its implications in early childhood development.
3. Using a strengths-based approach, students will develop an awareness of enabling factors contributing to healthy development of young children.
4. Students will develop their research and inquiry skills in an ethical manner by investigating issues related to child development and actively engaging in an experiential learning opportunity.
5. Students will demonstrate their ability to effectively communicate the results of their research to promote awareness around healthy early childhood development in diverse communities.

Brescia Competencies (mapped onto Learning Outcomes and Assessments)

1. Students will be able to demonstrate an understanding of a variety of theoretical perspectives on human development from the prenatal period through preschool age and apply these theories in a real-life setting. Inquiry and analysis level 3, social awareness and development level 2: tasks, tests, and experiential learning project.
2. Students will develop an understanding about physical, cognitive, and social-emotional development from the prenatal period through preschool age and gain an awareness of cultural diversity and its implications in early childhood development. Inquiry and analysis level 2, self-

awareness and development level 3, social awareness and development level 3: tasks, tests, and experiential learning project.

3. Using a strengths-based approach, students will develop an awareness of enabling factors contributing to healthy development of young children, with special emphasis on child development in an Indigenous context. Critical thinking level 3, problem solving level 4, valuing level 3: tasks, tests, and experiential learning project.
4. Students will develop their research and inquiry skills in an ethical manner by investigating issues related to child development and actively engaging in an experiential learning opportunity. Communication level 3, critical thinking level 3, inquiry and analysis level 3, problem solving level 3, valuing level 3: tasks, tests, and experiential learning project.
5. Students will demonstrate their ability to effectively communicate the results of their research to promote awareness around healthy early childhood development in diverse communities. Communication level 3, problem solving level 2: tasks, tests, and experiential learning project.

Teaching Methodology and Expectations of Student

To be successful in this course, it is expected that you read the text, watch the recommended videos, and complete the assigned tasks for the experiential learning group project. We will follow a “flipped classroom” model for some of our classes, where I will post a lecture recording for a particular week along with a set of resources in our course in Owl and you are expected to complete it before you come to class and bring your questions for an engaged discussion. You will be assessed on class participation throughout the semester.

To emulate a real-life experience that would involve working with young children and their families, you will be part of a team engaging in an experiential learning project for the whole semester. The experiential learning project is scaffolded into smaller tasks, with built-in instructor and peer support throughout. We will have in-class conferencing to discuss project progress. You will also have an opportunity to ask questions as you work through the materials.

Owl will be used for posting marks and turning in assignments. Tests, assignments, and tasks must be handed in by their due date unless there is academic accommodation. Late penalties are 5 points per day, with the day ending and re-setting at 6 pm.

When sending an email to me, please use your UWO account and put something in the subject line like “FSHD 2240A.” Please sign your name to your email with your student ID.

Because of the interactions with your classmates particularly around group work, it is important to consider the following:

- Keep in mind the different cultural and linguistic backgrounds of the students in the course.

- Be courteous toward the instructor and your classmates whose work you are discussing.
- Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment. Be professional and considerate in all your in-person and online interactions.

Copyright and Intellectual Property

Notes, lists of readings, in-class activities, assignment guidelines, and other components of the course materials are the intellectual property of the instructor. Unauthorized reproduction through audio-recording, video-recording, photographing, sharing on social media, or posting on course-sharing websites is an infringement of copyright and is prohibited. Such action may be considered a Code of Conduct violation and lead to sanctions.

Evaluation

The group tasks in this course will necessitate collaboration, effective communication, problem solving, self-awareness, social awareness, and critical thinking as you are engaging with your team members in a real-life inquiry. There are also two (2) tests, administered in Owl, class participation marks, and an experiential learning project. There is no final exam in this course.

Tests will be uploaded to Owl in the ‘Tests and Quizzes’ tab. Tests may cover all material in the text, PPTs, any notes I present, in-class activities, videos, and weblinks. They will include multiple choice and short answer.

Evaluation Breakdown

Component	Weight	Due Date	Learning Outcome (see above)	Brescia Competencies
Test 1	20%	Sept. 28	1, 2	Communication level 2 and level 3; critical thinking level 3; inquiry and analysis level 3; problem solving level 3.
Test 2	25%	Nov. 11	2, 3,4	Communication level 2 and level 3; critical thinking level 3; inquiry and analysis level 3; problem solving level 3.
Class Participation	20%	Throughout Sept. 9 – Dec. 7	1,2, 3, 4,5	Communication level 2 and level 3; critical thinking level 3; inquiry and analysis level 3; problem solving level 3; social awareness and development level 2 and level 3.
Experiential Learning Project (ELP)	35%	Nov. 23 rd , 25 th , 30 th & Dec. 2 nd Dec. 10 (Final Report)	1, 2, 3, 4, 5	Communication level 2 and level 3; critical thinking level 3; inquiry and analysis level 3; problem solving level 3; self-awareness and development level 3; social awareness and development level 2 and level 3; valuing level 3.

Academic Accommodation

For course components worth 10% or more of the total course grade, please see the Academic Policies and Regulations section at the end of this course outline or consult the Academic Calendar. For course components worth less than 10% of the total course grade, documentation is not required. Whenever possible students should provide notification in advance of due dates or absence. If advance notification is not possible, the course instructor should be contacted within two business days.

Course Content

With a focus on “special topics” in early childhood development, we are covering chapters 1-10 in the textbook. Areas of development: physical, cognitive, and social and emotional, using a lifespan approach (prenatal – preschool age). See the weekly organizer below for list of topics.

Weekly Organizer

Class/Date	Topic	Description	Weight/ Due Date
Week 1 Sept. 9	Course introduction, Brescia policy, group project overview, and meeting your classmates	<p>Read course syllabus. A discussion of: classroom norms, pathways towards cultural safety, team work, course assessments & Experiential Learning Project (ELP).</p> <p>Introductory activities: “elevator pitch”. What’s your colour? What is your TRUE personality? Complete true colours assessment (free account) https://www.quibblo.com/quiz/edQd8L1/True-Colors-Test-What-is-your-TRUE-personality</p> <p>Know your team! After you get your results, connect with your team members and share the results. Use the true colour results and your personality traits to decide on your role on the team.</p>	<p>Class participation marks</p> <p>ELP Assessment for Learning</p>
Week 2 Sept. 14 & 16	Child development: theories and themes. Application of theories. Research in child development & ethical considerations.	<p>Read Chapters 1 & 2 in your textbook.</p> <p>Theory application. In your teams, work on the assigned case study. In-class presentation.</p>	Class participation marks

<p>Week 3 Sept. 21 & 23</p>	<p>Genetic bases of child development.</p> <p>Prenatal development & birth.</p> <p>FEEDBACK</p>	<p>Read chapters 3 & 4 in your textbook. <i>The Miracle of Life</i> video & worksheet.</p> <p>In your teams decide on (3) project ideas. Engage with the other teams and discuss feasibility of proposed ideas.</p> <p>Confirm experiential learning project idea for each group and discuss ethics for field work as per Brescia research guidelines.</p> <p>Feedback. Conference with your professor and receive feedback on project idea. Use the 5 Ws (who, what, when, where & why) and 1 H (how) to polish one (1) project idea.</p>	<p>Class participation marks.</p> <p>Upload progress worksheet in Owl.</p> <p>Due date: 6:00 pm, Sept. 24</p> <p>ELP Assessment for Learning</p>
<p>Week 4 Sept. 28</p>	<p>Test #1</p>	<p>Test #1: Chapters 1-4, in addition to all class notes, video clips, readings, and in-class activities.</p>	<p>Test #1: 20% Sept. 28</p> <p>Assessment of Learning</p>
<p>Week 5 Oct. 5 & 7</p>	<p>Physical development in infants and toddlers.</p> <p>Physical growth in preschool children.</p>	<p>Read Chapters 5 & 8 in your textbook. In-class activities.</p> <p>Reflective Activity. Reflect on your own learning! Achieve deeper understanding.</p>	<p>Class participation marks.</p> <p>Assessment as Learning</p>
<p>Week 6 Oct. 12 & 14</p>	<p>Cognition in infants & toddlers.</p> <p>Cognitive development in preschool children.</p>	<p>Read Chapters 6 & 9 in your textbook. In-class activities.</p>	<p>Class participation marks.</p>
<p>Week 7 Oct. 19 & 21</p>	<p>ELP Work Session</p> <p>FEEDBACK</p>	<p>ELP: Meet with your group and work on your project.</p> <p>“Cheers, Fears & Unclears”. Provide a project update.</p> <p>Feedback. Conference with your professor and receive feedback on ELP</p>	<p>Upload worksheet in Owl.</p> <p>Due date: 6:00 pm, Oct. 19</p> <p>ELP Assessment for Learning</p>

2021-22 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING ACADEMIC ACCOMMODATION

The complete policy regarding [Accommodation for Illness - Undergraduate Students](https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12) can be found at https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12 .

Students who have long-term or chronic medical conditions which may impede their ability to complete academic responsibilities should seek Academic Accommodation through Student Accessibility Services (https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_10).

Personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

Students who experience an illness or extenuating circumstance sufficiently severe to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

1. Submitting a **Self-Reported Absence** form provided that the conditions for submission are met;
2. For medical absences, submitting a **Student Medical Certificate (SMC)** signed by a licensed medical or mental health practitioner;
3. For non-medical absences, submitting **appropriate documentation** (e.g., obituary, police report, accident report, court order, etc.) to their Academic Advisor. Students are encouraged to contact their Academic Advisor to clarify what documentation is acceptable.

Requests for Academic Consideration Using the Self-Reported Absence Portal

Students who experience an unexpected illness or injury or an extenuating circumstance of 48 hours or less that is sufficiently severe to render them unable to meet academic requirements should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours. Note that the excused absence includes all courses and academic requirements within the up to 48 hours, it is not intended to provide an excused absence from a single course while students fulfill their academic responsibilities in other courses during that time.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

1. Students will be allowed **a maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
2. The duration of the absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
3. The excused absence will terminate prior to the end of the 48 hour period if the student undertakes significant academic responsibilities (writes a test, submits a paper) during that time;
4. Self-reported absences will **not** be allowed for scheduled final examinations; midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;
5. Self-report absences may **not** be used for assessments worth more than 30% of any course;
6. Any absences in excess of 48 hours will require students to present a Student Medical Certificate (SMC), or appropriate documentation;
7. Students **must** communicate with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form** to clarify how they will fulfil the academic expectations they may have missed during the absence.

Request for Academic Consideration for a Medical Absence

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation.

Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

The following conditions apply for students seeking academic accommodation on medical grounds:

1. Students must submit their Student Medical Certificate (SMC) along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. An SMC can be downloaded from http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf ;
2. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period;
3. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, scheduled tests or examinations, and other academic requirements;
4. Students **must** communicate with their instructors **no later than 24 hours** after the end of the period covered by the SMC to clarify how they will fulfil the academic expectations they may have missed during the absence;
5. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the course instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements, arranging Special Exams (make-ups), re-weighting course requirements, or granting late withdrawal without academic penalty.

The [full policy on requesting accommodation due to illness](#) can be viewed at:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor (https://www.brescia.uwo.ca/enrolment_services/academic_advising/index.php). If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines; please refer to <http://brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the Academic Calendar (<http://www.westerncalendar.uwo.ca/SessionalDates.cfm?SelectedCalendar=Live&ArchiveID=>).

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Please note that for asynchronous online courses, attendance or participation requirements maybe different than for synchronous or in-person courses.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work, and arrange academic accommodations if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory

(http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68).

4. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence at:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, they may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, they may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal and if the matter falls within the jurisdiction of the SRBA. For information on academic appeals consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14.

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

6. PREREQUISITES

Unless you have either the prerequisites for a course or written Special Permission from the Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

7. SUPPORT

Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/> . Students can access supports through Brescia's Student Life Centre (<http://brescia.uwo.ca/life/student-life/>) and Learning Skills Services at Western (<https://www.uwo.ca/sdc/learning/>)

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can obtain information about how to obtain help for yourself or others through **Health & Wellness at Brescia** (https://brescia.uwo.ca/student_life/health_and_wellness/index.php) and **Health and Wellness at Western**, http://uwo.ca/health/mental_wellbeing/index.html.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at https://brescia.uwo.ca/safe_campus/sexual_violence/index.php.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy, and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.
