

**Child Development I**

2019-2020 Academic Year

Program	Year	Semester
HCS-Early Childhood Education Diploma	1	1

<b>Course Code:</b> CHLD 2300	<b>Course Equiv. Code(s):</b> CHLD 2350, CHLD 2380
<b>Course Hours:</b> 42	<b>Course GPA Weighting:</b> 3
<b>Prerequisite:</b> N/A	
<b>Corequisite:</b> N/A	
<b>Laptop Course:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
<b>Delivery Mode(s):</b> In class <input checked="" type="checkbox"/> Online <input type="checkbox"/> Hybrid <input type="checkbox"/> Correspondence <input type="checkbox"/>	
<b>Authorized by (Dean or Director):</b> Judeline Innocent	<b>Date:</b> July 2019

<b>Prepared by</b>		
<b>First Name</b>	<b>Last Name</b>	<b>Email</b>
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## Course Description:

Child Development I provides a comprehensive introduction to the principles of child development. Throughout the course the student is introduced to the history, theories, themes, and methods of studying development. We will also examine heredity, conception, prenatal development, and birth. Finally, we explore the development of the child during the first two years of life which includes the rapid and radical changes during this relatively brief period, individual differences in patterns of development, and inter-relations between the child and his/her world.

## Subject Eligibility for Prior Learning Assessment & Recognition (PLAR):

Prior Learning Assessment and Recognition (PLAR) is a process a student can use to gain college credit(s) for learning and skills acquired through previous life and work experiences. Candidates who successfully meet the course learning outcomes of a specific course may be granted credit based on the successful assessment of their prior learning. The type of assessment method (s) used will be determined by subject matter experts. Grades received for the PLAR challenge will be included in the calculation of a student's grade point average.

The PLAR application process is outlined in <http://www.durhamcollege.ca/plar>. Full-time and part-time students must adhere to all deadline dates. Please email: [PLAR@durhamcollege.ca](mailto:PLAR@durhamcollege.ca) for details.

### PLAR Eligibility

Yes  No

### PLAR Assessment (if eligible):

- Assignment
- Exam
- Portfolio
- Other

## Course Learning Outcomes

Course Learning Outcomes contribute to the achievement of Program Learning Outcomes for courses that lead to a credential (e.g. diploma). A complete list of Vocational/Program Learning Outcomes and Essential Employability Skill Outcomes are located in each Program Guide.

### Course Specific Learning Outcomes (CLO)

Student receiving a credit for this course will have reliably demonstrated their ability to:

- CLO1 Identify prominent theorists and describe the major theoretical approaches to the study of child development.
- CLO2 Define terminology related to the study of child development.
- CLO3 Describe research designs, methods, and ethical concerns within the study of child development.
- CLO4 Describe the influences of heredity and environment on development.
- CLO5 Describe the birthing process and possible complications that may exist.
- CLO6 Outline typical development from conception to the preschool period, including major developmental milestones at each stage.
- CLO7 Explain typical development within the context of the physical, cognitive, and social and emotional domains of development.

### Essential Employability Skill Outcomes (ESSO)

This course will contribute to the achievement of the following Essential Employability Skills:

- EES 1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
- EES 2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
- EES 3. Execute mathematical operations accurately.
- EES 4. Apply a systematic approach to solve problems.
- EES 5. Use a variety of thinking skills to anticipate and solve problems.
- EES 6. Locate, select, organize, and document information using appropriate technology and information systems.
- EES 7. Analyze, evaluate, and apply relevant information from a variety of sources.
- EES 8. Show respect for the diverse opinions, values, belief systems, and contribution of others.
- EES 9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
- EES 10. Manage the use of time and other resources to complete projects.
- EES 11. Take responsibility for one's own actions, decisions, and consequences.

## Evaluation Criteria:

The Course Learning Outcomes and Essential Employability Skills Outcomes are evaluated by the following evaluation criterion.

Evaluation Description	Course Learning Outcomes	EESOs	Weighting
Week 5: Test 1 (Chapter 1)	CLO1, CLO2, CLO3, CLO4	EES1, EES2, EES4, EES5, EES6, EES7, EES10, EES11	15
Week 7: Test 2 (Chapters 2 & 3)	CLO2, CLO4, CLO6	EES1, EES2, EES4, EES5, EES6, EES7, EES10, EES11	25
Week 9: In-Class Assignment	CLO2, CLO4, CLO6, CLO7	EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11	10
Week 10: Test 3 (Chapters 4 & 5)	CLO2, CLO4, CLO5, CLO6, CLO7	EES1, EES2, EES4, EES5, EES6, EES7, EES10, EES11	25
Week 14: Test 4 (Chapters 6 & 7)	CLO1, CLO2, CLO4, CLO6, CLO7	EES1, EES2, EES4, EES5, EES6, EES7, EES10, EES11	25
<b>Total</b>			<b>100%</b>

### Notes:

1. Tests: All tests are scheduled within class time and are closed-book. The tests may be comprised of multiple choice and short answer questions. To prepare for the tests students should study the chapters in the textbook, Voyages in Development and their class notes including PowerPoint presentations, videos, class discussions, etc. The textbook website offers study aids to assist with test preparation. Dictionaries and other aids are not permitted during tests. The tests will be retained by the professor.
2. In-Class Assignment: Details of the assignment will be shared in class. Attendance to class is required to complete the assignment.

## Required Text(s) and Supplies:

1. Rathus, S. A., & Rinaldi, C. M. (2015). Voyages in development (2nd Canadian ed.). Toronto, ON: Nelson.
2. Important Notes:  
The textbook, Voyages in Development, comes with a Student Access Code Card. Be sure to keep this card for free access to the electronic resources on the Nelson website.
3. How Does Learning Happen? Ontario's Pedagogy for the Early Years  
Available online at <http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf>

## Recommended Resources (purchase is optional):

1. Marotz, L. R., & Allen, E. K. (2016). Developmental profiles: Pre-birth through adolescence. (8th ed.). Boston, MA: Cengage Learning.
2. APA Citation Style: Guide to Bibliographic Citation. (2015). Oshawa: Durham College - UOIT.  
[http://guides.library.durhamcollege.ca/ld.php?content\\_id=12795278](http://guides.library.durhamcollege.ca/ld.php?content_id=12795278)
3. ECE Guide Library Site for Resources: <http://guides.library.durhamcollege.ca/education>

# Policies and Expectations for the Learning Environment:

## General Policies and Expectations:

<p><b>General College policies related to</b></p> <ul style="list-style-type: none"><li>+ Acceptable Use of Information Technology</li><li>+ Academic Policies</li><li>+ Academic Honesty</li><li>+ Student Code of Conduct</li><li>+ Students' Rights and Responsibilities can be found on-line at <a href="http://www.durhamcollege.ca/academicpolicies">http://www.durhamcollege.ca/academicpolicies</a></li></ul>	<p><b>General policies related to</b></p> <ul style="list-style-type: none"><li>+ attendance</li><li>+ absence related to tests or assignment due dates</li><li>+ excused absences</li><li>+ writing tests and assignments</li><li>+ classroom management can be found in the Program Guide (full time programs only) in MyCampus <a href="http://www.durhamcollege.ca/mycampus/">http://www.durhamcollege.ca/mycampus/</a></li></ul>
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## **Course Specific Policies and Expectations:**

### **Course Policies**

In addition to the information below, also refer to the current Early Childhood Education policy information in the Early Childhood Education: Program Guide.

### **Classroom Climate**

In the classroom, as in life, interactions should be based on mutual respect. Arriving late and leaving early disrupts the teaching/learning process and is disrespectful of others. Although there is no formal grade deduction for non-attendance, regular attendance and participation might be taken into consideration when determining a final grade.

The use of technology during class is appropriate only when it relates to note-taking. Using laptops/digital devices for any other purpose will result in the loss of privileges. Similarly, the use of cell phones and/or personal digital devices during class is not permitted. Students who persist in using these devices will be asked to leave the classroom and not return until they have met with the professor outside of class time. Emergency use of cell phone technology may be discussed with the professor before each relevant class. Prior to the beginning of class or writing a test the student should turn off and put away their cell phone. If a cell phone is visible during a test/assignment it will be assumed that the student is cheating and the student will receive a zero on the test/assignment. The best strategy is to put the cell phone away: out of sight, out of mind.

Talking to peers during class creates a noisy environment that interferes with the teaching/learning process. Please be considerate of others. Persistent talking in class will result in a warning and subsequent request to leave. Your learning and that of your classmates requires full attention to the material and participation in the activities. All classroom activities are relevant to the achievement of your diploma.

During class discussions, we should avoid comments that may offend others based on their race, faith, gender, age, ability, appearance, lifestyle, sexual orientation and so on.

### **Absence for Tests or Assignments**

If a student is to be absent on the day of a test or assignment due date, the student or a representative of the student must contact the professor by 8:00 am. If the professor is not available, send an email to the professor regarding the absence. Students who fail to contact the professor by this time will automatically receive a mark of zero (0) on the test or assignment. Students who present documentation for absence from class are still responsible for the course work, assignments and tests missed during their absence.

If a student wishes to write a missed test/assignment or to avoid late penalties for an overdue assignment, the student must have emailed the professor by 8:00 am and provide documentation to validate the date and nature of the absence. Documentation may take the form of a note from a doctor, dentist, auto mechanic, police officer, etc. depending on the circumstances surrounding the absence. This documentation must be given to the professor no later than one week following the student's return to school. Students who fail to provide appropriate documentation to support their absences, within the required time frame, will also forfeit the grade value of the missed test or assignment.

In cases of bereavement or other serious situations, please discuss the situation with the professor; the professor will inform you of the procedures to be followed.

If the professor is absent on the due date of an assignment, the assignment is still due on that day. Submit your assignment according to the professor's directions posted on DC Connect. If class is cancelled, the professor will provide instructions on DC Connect on how students can stay caught up with the class material. It is the student's responsibility to complete the required lesson to ensure continued success in the course.

Make up tests will occur on a Saturday in the Test Centre at mid-semester and end of semester or at a predetermined date, time, and classroom.

### **Grade Requests**

Students are expected to keep track of their own marks using DC Connect. All marks are posted on DC Connect by faculty after 6 pm. Requests for information regarding marks will not be answered via e-mail.

### **Late Arrival in Class**

While the professor acknowledges that situations will arise which result in a student arriving late to a scheduled class, it is expected that the student will make a concerted effort to arrive on time. Late arrival will be permitted to regular classes as long as the student is polite and considerate of the professor's efforts to teach and the students' efforts to learn. Students who arrive late on the day of a test/assignment will not be given any additional time to complete the test/assignment. No student will be allowed to enter the classroom after the first student to complete the test/assignment leaves the room.

### **Academic Integrity**

Any work that has been plagiarized will receive a mark of zero. If it is determined that a student has shared work with or copied from another student, all students involved will receive a mark of zero (0) for the assignment or test. Details of the incident will be forwarded to the School of Health & Community Services. The associate dean will then determine if further action is necessary. Work that follows too closely the words of cited material or follows too closely the work of another student will be considered plagiarized and will be assigned a mark of zero. If students have questions about which material should be referenced or the format they are required to use, they are encouraged to consult with the professor before submitting the assignment.

#### Attendance and Student Success

Students are expected to read assigned material and complete assigned activities on time and come prepared to raise questions, offer comments, and in general, deal with the material. Assigned material serves as a background for topics discussed in class. The learning plan lays out the assigned reading for each class. Students will be more prepared to learn if they come to class having read the textbook chapters to be discussed in class. The PowerPoint presentations (PPT) will be made available on DC Connect and students are encouraged to print the PPT in handout form so they can take notes in class.

What takes place in class is private. Information shared is privileged. This means students are not to discuss with people outside the class any specific comments and behaviours of members of the class. Of course, students may share material discussed in class, as well as their reactions, insights and so on.

Students are expected to attend class, tests, and presentations. Students are expected to be punctual and to actively participate in class discussions, activities and exercises. Attendance has been shown to be the best predictor of student success. This subject is designed to build on skills previously learned and applied in class; a student missing topics will be less able to complete subsequent assignments. If a student is absent from class, it is the student's responsibility to learn what was missed prior to the next class.

Students are responsible for knowing all course requirements and instructions given in class. Students are encouraged to find a "study buddy" who is willing to pick up handouts and notes and to explain any instructions and information shared in class with the absent classmate. The student who has missed the class is urged to contact the professor immediately if any of this information is unclear.

It is the student's responsibility to keep the professor informed about any circumstances which may be interfering with the student's success in the subject. The professor cannot provide support and assistance if the professor is not aware that a problem exists. Students can email the professor and arrangements can be made for the professor and the student to meet and work "together" to resolve any issues or challenges.

#### Submission of Assignments

Assignments completed during class are due at the time announced in class the day of the assignment.

Assignments completed outside of class time are due at the beginning of class on the established due date. Any assignment received after the instructor has asked if all the assignments have been submitted will be considered late and a late penalty will apply. Ten percent (10%) of the total value of the assignment will be deducted each day the assignment is late. It is the responsibility of the student to get all assignments in on time and to submit them directly to the professor. If the deadline is not met, it is also the student's responsibility to contact the professor and to arrange for a time when the professor will be available to accept the assignment. A mark of zero will be assigned to assignments submitted 10 days or more after a due date.

No electronic submission of assignments is permitted unless the professor has granted permission via email. This means assignments should be submitted in hard copy to the professor, not in email nor electronic copy via DC Connect.

Extensions may be available for assignments if the extension is negotiated with the professor before the due date. The student can make this request via email or meet with the professor in person at a mutually agreed upon time to discuss the request.

It is the student's responsibility to keep a copy of each assignment that is submitted.

The professor will distribute evaluation sheets (rubrics) for assignments in class. Assignments should be stapled with the evaluation sheet securely attached to the assignment. Assignments submitted without an evaluation record or not stapled will be subject to a penalty deduction of 10% each.

## General Course Outline Notes:

1. Students should use the course outline as a learning tool to guide their achievement of the learning outcomes for this course. Specific questions should be directed to their individual professor.
2. The college considers the electronic communication methods (i.e. DC Mail or DC Connect) as the primary channel of communication. Students should check the sources regularly for current course information.
3. Professors are responsible for following this outline and facilitating the learning as detailed in this outline.
4. Course outlines should be retained for future needs (i.e. university credits, transfer of credits etc.)
5. A full description of the Academic Appeals Process can be found at <http://durhamcollege.ca/gradeappeal>.
6. Faculty are committed to ensuring accessible learning for all students. Students who would like assistance with academic access and accommodations in accordance with the Ontario Human Rights Code should register with the Access and Support Centre (ASC). ASC is located in room SW116, Oshawa Campus and in room 180 at the Whitby Campus. Contact ASC at 905-721-3123 for more information.
7. Durham College is committed to the fundamental values of preserving academic integrity. Durham College and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments could be subject to submission either by themselves or by the faculty member for a review of textual similarity to Turnitin.com. Further information about Turnitin can be found on the Turnitin.com Web site.



# Learning Plan

The Learning Plan is a planning guideline. Actual delivery of content may vary with circumstances.

Students will be notified in writing of changes that involve the addition or deletion of learning outcomes or evaluations, prior to changes being implemented, as specified in the Course Outline Policy and Procedure at Durham College.

Wk.	Hours:	3	Delivery:	In Class
1	<b>Course Learning Outcomes</b>			
	CLO1			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>	EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11	<b>Practiced:</b>	EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11
	<b>Intended Learning Objectives</b>			
	College Survival Skills: How to be successful in Child Development I			
	<b>Intended Learning Activities</b>			
	In-class activities PowerPoint Presentation Video clips			
	<b>Resources and References</b>			
	ECE Program Guide			
	<b>Evaluation</b>			

<b>Wk.</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
2	<b>Course Learning Outcomes</b> CLO1, CLO2			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>	EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11	<b>Practiced:</b>	EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11
	<b>Intended Learning Objectives</b> Review the Course Outline Examine the learning outcomes and their relevance to the program learning outcomes Introduction to the study of child development			
	<b>Intended Learning Activities</b> Review Course Outline PowerPoint Presentation In-class activities			
	<b>Resources and References</b> Course Outline Voyages - Chapter 1 - History, Theories, and Methods			
<b>Evaluation</b>				
<b>Wk.</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
3	<b>Course Learning Outcomes</b> CLO1, CLO2			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>		<b>Practiced:</b>	EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11
	<b>Intended Learning Objectives</b> Identify the theorists and their theories of child development Describe the following theoretical perspectives in the study of child development: psychoanalytic, learning, cognitive, and biological theories			
	<b>Intended Learning Activities</b> In-class activities PowerPoint Presentation			
	<b>Resources and References</b> Voyages - Chapter 1 - History, Theories, and Methods			
<b>Evaluation</b>				

<b>Wk.</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
4	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>		<b>Practiced:</b>	EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11
	<b>Intended Learning Objectives</b> Identify the theorists and their theories of child development Describe the following theoretical perspectives in the study of child development: ecological, and sociocultural theories Describe the themes within developmental research Describe how researchers measure children's development Describe research designs and common methods for studying child development Describe the ethical considerations researchers must consider			
	<b>Intended Learning Activities</b> In-class activities PowerPoint Presentation Video clips			
	<b>Resources and References</b> Voyages - Chapter 1 - History, Theories, and Methods			
<b>Evaluation</b>				
<b>Wk.</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
5	<b>Course Learning Outcomes</b> CLO2, CLO4, CLO6			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>		<b>Practiced:</b>	EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11
	<b>Intended Learning Objectives</b> Describe the how heredity and genetic disorders influence development Describe prenatal testing methods Describe how heredity and environment influence development Describe the process of conception			
	<b>Intended Learning Activities</b> In-class activities PowerPoint Presentation			
	<b>Resources and References</b> Voyages - Chapter 2 - Heredity and Conception			
<b>Evaluation</b> Test 1: Chapter 1			<b>Weighting</b> 15	

<b>Wk.</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
6	<b>Course Learning Outcomes</b> CLO2, CLO4, CLO6			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>		<b>Practiced:</b> EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11	
	<b>Intended Learning Objectives</b> Describe the developmental processes that occur from conception to birth Describe the environmental influences that affect prenatal development Describe how teratogens affect prenatal development			
	<b>Intended Learning Activities</b> In-class activities PowerPoint Presentation			
	<b>Resources and References</b> Voyages - Chapter 3 - Prenatal Development			
<b>Evaluation</b>				
<b>Wk.</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
7	<b>Course Learning Outcomes</b> CLO2, CLO4, CLO5, CLO6			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>		<b>Practiced:</b> EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11	
	<b>Intended Learning Objectives</b> Describe the stages of childbirth, birth problems, and the postpartum period Describe how newborn health is assessed, the newborn's sensory capabilities, the newborn's activity, and sudden infant death syndrome			
	<b>Intended Learning Activities</b> In-class activities PowerPoint Presentation Video clips			
	<b>Resources and References</b> Voyages - Chapter 4 - Birth and the Newborn Baby			
<b>Evaluation</b> Test 2: Chapters 2 & 3			<b>Weighting</b> 25	

<b>Wk.</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
8	<b>Course Learning Outcomes</b> CLO2, CLO4, CLO6, CLO7			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>		<b>Practiced:</b> EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11	
	<b>Intended Learning Objectives</b> Outline the sequence of physical development and nutritional needs of infants Identify a nerve cell, its major parts, and describe how it functions Discuss development of the brain and nervous system Describe motor development and the sensory and perceptual processes of infants			
	<b>Intended Learning Activities</b> In-class activities PowerPoint Presentation Video clips			
	<b>Resources and References</b> Voyages - Chapter 5 - Infancy: Physical Development			
<b>Evaluation</b>				
<b>Wk.</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
9	<b>Course Learning Outcomes</b> CLO2, CLO4, CLO6, CLO7			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b> EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11		<b>Practiced:</b> EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11	
	<b>Intended Learning Objectives</b> Discuss how environment impacts brain development			
	<b>Intended Learning Activities</b> In-class activities Video clips			
	<b>Resources and References</b> Voyages - Chapter 5 - Infancy: Physical Development			
<b>Evaluation</b> In-Class Assignment			<b>Weighting</b> 10	

<b>Wk.</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
10	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO4, CLO6, CLO7			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>		<b>Practiced:</b> EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11	
	<b>Intended Learning Objectives</b> Outline and describe Piaget's Cognitive Developmental theory Explain how thinking becomes more advanced as infants progress through the six substages of the sensorimotor stage State some criticisms of Piaget's account of cognitive processes in infants and toddlers			
	<b>Intended Learning Activities</b> In-class activities PowerPoint Presentation Video clips			
	<b>Resources and References</b> Voyages - Chapter 6 - Infancy: Cognitive Development			
<b>Evaluation</b> Test 3: Chapters 4 & 5			<b>Weighting</b> 25	
<b>Wk.</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
11	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO4, CLO6, CLO7			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>		<b>Practiced:</b> EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11	
	<b>Intended Learning Objectives</b> Describe features of the information processing approach Describe language development in infants and toddlers Discuss theories of language development			
	<b>Intended Learning Activities</b> In-class activities PowerPoint Presentation Video clips			
	<b>Resources and References</b> Voyages - Chapter 6 - Infancy: Cognitive Development			
<b>Evaluation</b>				

<b>Wk.</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
12	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO4, CLO6, CLO7			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>		<b>Practiced:</b> EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11	
	<b>Intended Learning Objectives</b> Describe patterns of attachment and the developmental process of attachment Discuss the effects of social deprivation, child abuse, and autism in the development of attachment Discuss what is meant by the phrase "Duty to Report" Describe emotional and personality development of infants and toddlers Describe gender differences observed in infants and toddlers			
	<b>Intended Learning Activities</b> In-class activities PowerPoint Presentation Video clips			
	<b>Resources and References</b> Voyages - Chapter 7 - Infancy: Social and Emotional Development			
<b>Evaluation</b>				
<b>Wk.</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
13	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO4, CLO6, CLO7			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>		<b>Practiced:</b> EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11	
	<b>Intended Learning Objectives</b> Define infant mental health (IMH) Explain how the developmental domains can be linked to the foundations of learning			
	<b>Intended Learning Activities</b> In-class activities PowerPoint Presentation Video clips			
	<b>Resources and References</b> Infant Mental Health Promotion resources/handouts How Does Learning Happen?			
<b>Evaluation</b>				

<b>Wk.</b>	<b>Hours:</b> 3	<b>Delivery:</b> In Class
14	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO4, CLO6, CLO7	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b>	<b>Practiced:</b> EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES10, EES11
	<b>Intended Learning Objectives</b> Test	
	<b>Intended Learning Activities</b> Test	
	<b>Resources and References</b> N/A	
<b>Evaluation</b> Test 4: Chapters 6, 7, & IMH	<b>Weighting</b> 25	