



**DEPARTMENT OF ARTS AND EDUCATION**

**COURSE OUTLINE – WINTER 2018**

**EP3020 (A3): Learning and Development in Childhood – 3 (3-0-0)  
45 Hours for 15 Weeks**

**INSTRUCTOR:** Dr. Denise Nowicki      **PHONE:** 780-539-2792  
**OFFICE:** C402      **E-MAIL:** dnowicki@gprc.ab.ca  
**OFFICE HOURS:** Monday and Wednesday, 11:45 a.m. – 12:45 p.m. or by appointment

**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 TEXTS/RESOURCE MATERIALS:** Woolfolk, A., Winne, P. H., & Perry, N. E. (2016). Educational Psychology (6th Canadian Edition). 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> Edition). Basic Books.

**DELIVERY MODE(S):** The course work includes lectures, class discussions, in-class group exercises, video conferencing, and individual and/or group student presentations, both written and oral.

**COURSE OBJECTIVES:** Students will gain the abilities to define, explain, demonstrate, evaluate and articulate:

- the major theories, perspectives and concepts in Educational Psychology as related to infants and children,
- the process of cognitive and social development in infants and children and their impact on acquisition of knowledge,
- how the environment determines behavior through the principles of learning,
- the aspects of memory and their reciprocal relationship with behavior and other mental processes,
- the cognitive processes involved in language comprehension and production, as well as problem solving and reasoning, and
- the process of formal and informal evaluation and assessment of students' knowledge.

**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:** UA, UC, UL\*, AU\*, MU\*, MRU\* (\*pending)

**Warning:** Although we strive to make the transferability information in this document up-to-date and accurate, **the student has the final responsibility for ensuring the transferability of this course to Alberta Colleges and Universities.** Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at Alberta Transfer Guide main page <http://www.transferralberta.ca> or, if you do not want to navigate through few links, at <http://alis.alberta.ca/ps/tsp/ta/tbi/onlineSearch.html?SearchMode=S&step=2>

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	20%
Exam 2	Chapters 3, 4, 6, 12 and in-class discussion	20%
Novel Study	The Boy Who was Raised as a Dog	15%
Reflective Journal		15%
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-**

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:**

Week 1	Chapter 1: Introduction and Educational Psychology	
Week 2	Chapter 15: Instructional Assessment	
Week 3/4	Chapter 2 and 5: Cognitive and Language Development	
January 31	Exam 1	Chapters 1, 2, 5, 15 and In-Class Discussion
Week 6	Chapter 3: Self, Social, and Moral Development	
Week 7	Chapter 4: Learner Differences and Learning Needs	
Feb. 19-23	Reading Week	No Classes. Limited access.
Week 8	Chapter 6: Culture and Diversity	
Week 9	Chapter 12: Motivation in Learning and Teaching	
March 14	Exam 2	Chapters 3, 4, 6, 12 and In-Class Discussion
Week 11	Chapter 7: Behavioral Views of Learning	
Week 12	Chapter 8: Cognitive Views of Learning	
Week 13	Chapter 9: Complex Cognitive Processes	
March 30	Good Friday	No Classes. Limited access.
Week 13/14	Chapter 10 and 11: Social Cognitive Theory and Constructivism	
April 11	Last Day of Classes	Reflective Journal Due
	Final Exam Schedule TBA	Chapter 7, 8, 9, 10, 11 and In-Class Discussion

**\*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 visit my office during office hours or at a more convenient pre-arranged time.

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 his/her responsibility to find out what was missed.

If a student foresees that he/she will be unable to write an exam at a scheduled time due to illness or emergency, he/she should notify me immediately. A message may be left on voice mail (780-539-2792)

or e-mail ([dnowicki@gprc.ab.ca](mailto:dnowicki@gprc.ab.ca)) together with a phone number where the student can be reached to arrange for an alternative date to write the test, if feasible. Failure to notify me will result in a grade of zero for the test that was missed, unless proof is presented that the student was physically or mentally unable to do so due to a sudden illness or emergency or to unavoidable circumstances beyond the student's 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 (Moodle preferred)** 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.

**Note:** Assignments and projects not picked up by students will be held until the end of the first week of the following semester and then discarded.

Refer to College Policy on Student Rights and Responsibilities:

[www.gprc.ab.ca/d/STUDENTRIGHTSRESPONSIBILITIES](http://www.gprc.ab.ca/d/STUDENTRIGHTSRESPONSIBILITIES)

### **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 <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at\*\* <https://www.gprc.ab.ca/about/administration/policies>

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, Blackberries, iPods, tablets, scanning pens, electronic dictionaries, etc.) during class and during exams.**

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