



Course Outline – Early Childhood Development

Note: This is a provisional syllabus. Please check the course website for the final syllabus.

General Information

Course #: 2245A
Section #: 650
Term: Fall
Year: 2024-25
Delivery: *Online, asynchronous*
Course Day & Time: Modules open on Tuesdays
Course Location: Brightspace

Instructor Information

Name: Dr. Roula Hawa
E-mail: TBD
Telephone number for office appointments: TBD
Office hours: *In-person, Thursdays from 1:00 – 3:00 or virtually by appointment*
Office location: TBD

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.

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, with special emphasis on child development in an Indigenous context.
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.

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. At the beginning of every week, I will post a Brightspace forum thread, where I will communicate introductory information about the week, provide links to recommended videos, and/or supplement the lesson with PowerPoints or video recordings, as needed.

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

The group work 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 is theory group presentation, two tests, and final group presentation. **There is no final exam.**

Because this class is online, tests are administered online. The expectation is that you will be working on the test individually.

Brightspace 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 4 pm.

When sending an email to me, please use your UWO account and put something in the subject line like "FSHD 2245A." Please sign your name to your email with your student ID.

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

- Keep in mind the different cultural and linguistic backgrounds of the students in the course.
- Be courteous toward the instructor, your colleagues, and authors 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. "Flaming" is never appropriate.
- Be professional and scholarly in all online postings. Cite the ideas of others appropriately.

Use of Generative AI

Using AI is permitted in assignments in this course. You may choose to use generative AI tools as you work through the assignments. If you choose to use AI, you are expected to provide documentation in an appendix for each assignment which include: (i) the tool(s) that were used; (ii) how they were used; and (iii) and how they were incorporated into the submitted work. It is your responsibility to submit proper and thorough documentation. If documentation provided is not satisfactory, marks will be deducted.

Copyright and Intellectual Property

Notes, lists of readings, in-class activities, assignment guidelines, PPTs, video or audio lecture recordings, 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

Tests will be uploaded to Brightspace. Tests may cover all material in the text, PPTs, any notes I present in the forum, videos, weblinks, and online class activities. They may include multiple choice, fill in the blank, or short answer. Tests are timed and you will have 2 hours to complete the test once you start it.

Evaluation Breakdown

Component	Weight	Date/Deadline	Learning Outcomes
Child Development Theories/Group Presentation	15%	September 24	1, 5
Test 1	25%	October 7	1,2,3
Test 2	30%	November 11	2,3
Experiential Learning Project (ELP)/ Group Project. Video presentation + final report.	30%	December 6	1, 2, 3, 4, 5

Course Content

Check Brightspace forum on a weekly basis for my posts with detailed instructions, video recordings and/or PPTs, activities, and assessments. Assignments or tasks are posted in the Assignments tab in Brightspace and will undergo Brightspace Turnitin, so make sure you give credit to all ideas and information from outside sources and you do proper citations using APA 7th edition. Assignments are due by 4:00 pm and will be closed after the due date. For individual and detailed questions, please book a meeting via Zoom. Make sure to use your UWO credentials when attending a Zoom meeting.

Weekly Organizer

Class/Date	Topic	Description	Weight/ Due Date
Week 1 Sept. 5-16	Course introduction, group project overview, and meeting your team members.	<p>Read the course syllabus posted in Brightspace in the introduction section. Watch my introductory video recording to familiarize yourself with classroom norms, pathways towards cultural safety, working in teams, posting in discussion forums, and course assessments. Students will be working in a team on an ELP throughout the semester. Team composition will be determined once enrollment in the course is finalized.</p> <p>Meet with your team members via Zoom. Post a team video (3-minute video). Check the posted guidelines for creating a team video in Brightspace. Browse through the other groups' videos and post encouraging comments in our discussion forum for at least 2 groups.</p> <p>Decide on your role on the team (leader, recorder, motivator, etc.).</p>	September 16
Week 2 Sept. 17-23	<p>Child development: theories and themes. Application of theories.</p> <p>Research in child development & ethical considerations.</p>	<p>Read Chapters 1 & 2 in your textbook.</p> <p>Theory application. In your groups, work on the assigned child development theory, develop a case study and present it in a video format. Group work.</p>	Theory Application: Group work (15%) – DUE at 4:00 pm, Sept. 24th
Week 3 Sept. 24 – 30	<p>Genetic bases of child development.</p> <p>Prenatal development & birth.</p>	Read chapters 3 & 4 and cover PPTs, videos, and class notes.	
Week 4 October 1-7	Test #1	Chapters 1-4, in addition to all class notes, video clips, and readings (2-hour timed test).	Test #1 (25%). October 7

Week 5 Oct. 8	Physical development in infants and toddlers. Physical growth in preschool children.	Read Chapters 5 & 8 and cover PPTs, videos and class notes.	
Week 6 Oct. 12-20 Reading Week			
Week 7 Oct. 22-28	Cognition in infants & toddlers. Cognitive development in preschool children.	Read Chapters 6 & 9 and cover PPTs, videos and class notes.	
Week 8 Oct. 29-Nov 4	Social and emotional development in infants, toddlers & preschool children.	Read Chapters 7 & 10 and cover PPTs, videos and class notes.	
Week 9 Nov 5-11	Test #2	Chapters 5,6,7,8,9 & 10, in addition to all class notes, video clips, and readings (3-hour timed test).	Test #2 (30%). Nov 11
Week 10 Nov. 12-18	Experiential learning project (ELP)	Group work – ELP work period Conference with your professor for FEEDBACK	
Week 11 Nov. 19-25	Experiential learning project (ELP)	Group work – ELP work period Conference with your professor for FEEDBACK	
Week 12 Nov. 26-Dec 6	Experiential learning project (ELP)	Putting all the pieces together: Video Group Presentation and final written report This is your course take-away video!! Class celebration!! Congratulations on finishing FSHD 2245A! Have a well-deserved winter break!	ELP group video presentation and final report (30%) – DUE at 4:00 pm, Dec. 6th

FHS Common Course Outline Attachment

Statement on Prerequisite Checking

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this 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 prerequisites

Statement on Gender-Based and Sexual Violence

Western [is committed to reducing incidents of gender-based and sexual violence](#) (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts, [here](#). To connect with a case manager or set up an appointment, please contact support@uwo.ca.

Support Services

There are various support services around campus and these include, but are not limited to:

1. Academic Support and Engagement - <http://academicsupport.uwo.ca>
2. Wellness and Well-being - <https://www.uwo.ca/health/>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>

In accordance with [policy](#), the centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at his/her official university address is attended to in a timely manner.

Health and Wellness

As part of a successful undergraduate experience at Western, we encourage you to make your health and wellness a priority. Western provides several on-campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your degree. For example, to support physical activity, all students receive membership in Western's Campus Recreation Centre as part of their registration fees. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page (<http://www.music.uwo.ca/>), or the McIntosh Gallery (<http://mcintoshgallery.ca/>). Further information regarding health and wellness-related services available to students may be found at <https://www.uwo.ca/health/>.

If you are in emotional or mental distress, please visit Western Psychological Services (<https://www.uwo.ca/health/psych>) for a list of options for obtaining help.

Use of Electronic Devices

During Exams: Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices during ANY tests, quizzes, midterms, examinations, or other in-class evaluations.

During Lectures and Tutorials: Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class. **Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.**

Personal Response Systems (“clickers”) may be used in some classes. For those classes in which we use this technology, it is your responsibility to ensure that the device is activated and functional. You must speak with the course instructor immediately, if you have any concerns about whether or not your clicker is malfunctioning.

You must use only your own clicker. For all components of this course in which clicker records are used to compute a portion of the grade:

- The use of somebody else’s clicker in class constitutes a scholastic offence;
- The possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offense

Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, in the [Academic Calendar \(westerncalendar.uwo.ca\)](http://westerncalendar.uwo.ca).

Plagiarism

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author’s ideas without acknowledging that the ideas belong to someone else. All 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 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 Western University and Turnitin.com (www.turnitin.com).

Re-submission of Previously Graded Material

Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University or elsewhere.

Use of Statistical Pattern Recognition on Multiple Choice 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.

Academic Considerations and Absences from Lectures and Assessments

Religious Accommodation

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request (in writing) any necessary academic considerations at least two weeks prior to the holiday to the academic advisors in their Home Department. Additional information is provided in the [Western Multicultural Calendar](#).

Academic Accommodation

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. Students with ongoing accommodation needs within this course are also encouraged to contact [Accessible Education](#), which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found [here](#).

Academic Consideration

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances that are medical or compassionate in nature. These extenuating circumstances may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. In all cases, students are advised to consult with the academic advisors in their home units, at their earliest opportunity. Academic advisors may refer students to [Accessible Education](#) for ongoing academic accommodations.

Most forms of academic consideration require documentation, and this documentation is to be submitted to academic advisors within five (5) business days of their return to academic responsibilities. Any such documents will be retained in the student's file, and will be held in confidence in accordance with the University's [Official Student Record Information Privacy Policy](#). Once the petition and supporting documents have been received and assessed, appropriate academic considerations shall be determined by academic advising, in consultation with the student's instructor(s). Academic considerations may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty. Academic considerations shall be granted only where 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. (Note – it will not be sufficient to provide documentation indicating simply that the student “was seen for a medical reason” or “was ill.”).

Whenever possible, students who require academic considerations should provide notification and documentation in advance of due dates, examinations, etc. Under no circumstances are students expected to submit rationales for (or documentation of) any absences, to course instructors. Students are, however, required to follow-up with course instructors, in a timely fashion, to identify the ways in which the academic consideration will be implemented.

Examination Conflicts

A student completing tests or examinations with flexible submission times (e.g., where one or more evaluation is a take-home assessment) cannot request alternative arrangements unless a conflict cannot be avoided by rescheduling writing the exam to a different time within the window specified by the instructor. This applies to direct conflicts as well as “heavy load” conflicts (e.g., three exams within a 23-hour period). The student should discuss any concerns about a potential conflict and/or request academic considerations with their academic advising unit prior to the deadline to drop a course without academic penalty

In the case of online tests and examinations, use of a “Conflict Room,” wherein student can write two proctored exams concurrently, will be interpreted as arrangements for continuous proctoring.

Contingency Plan for an In-Person Class Pivoting to 100% Online Learning

In the event of an event that requires this course to pivot to online content delivery, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on Brightspace for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor.

Online Proctoring

Tests and examinations in this course may be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including some biometric data) and the session will be **recorded**. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western’s Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

Appealing a Grade Within this Course

You have the right to appeal any grade within this course. The grounds for a grade appeal may be one or more of: medical or compassionate circumstances, extenuating circumstances beyond the student’s control, bias, inaccuracy, or unfairness.

A request for relief against a mark or grade must be initiated with the instructor as soon as possible after the mark is issued. This appeal need not be in writing. If the matter is not resolved satisfactorily with the instructor, a written request for relief must be submitted to the Chair of the Department within three weeks of the date that the mark was issued. In the case of a final grade in a course, the written request for relief must be submitted to the Chair of the department by January 31st (for first-term half courses) or June 30th (for second-term half courses or full-year courses).

Your appeal letter does not need to be lengthy, but it should clearly indicate the detailed reason(s) for your request, any circumstances that impacted your ability to perform successfully, and the relief you are requesting. You are encouraged to provide supporting documentation if you identify extenuating circumstances that contributed to your situation. The Office of the Ombudsperson has extensive information available on their website (<https://uwo.ca/ombuds/get-help.html>) related to academic appeals.