



# ECH 218

## Child Development Preschool to Adolescence

S2 External 2015

*Institute of Early Childhood*

### Contents

---

<u>General Information</u>	2
<u>Learning Outcomes</u>	3
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	6
<u>Delivery and Resources</u>	7
<u>Unit Schedule</u>	9
<u>Policies and Procedures</u>	10
<u>Graduate Capabilities</u>	11
<u>Changes since First Published</u>	14

---

#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

Unit Convenor and lecturer

Helen Little

[helen.little@mq.edu.au](mailto:helen.little@mq.edu.au)

Contact via via iLearn dialogue

X5B364

Tutor

Zoe Wheeler

[zoe.wheeler@mq.edu.au](mailto:zoe.wheeler@mq.edu.au)

Contact via via iLearn dialogue

Tutor

Emma Sutherland

[emma.sutherland@mq.edu.au](mailto:emma.sutherland@mq.edu.au)

Contact via via iLearn dialogue

Tutor

Aliza Salvador

[aliza.salvador@mq.edu.au](mailto:aliza.salvador@mq.edu.au)

Contact via via iLearn dialogue

Credit points

3

Prerequisites

12cp

Corequisites

Co-badged status

### Unit description

This unit offers a critical overview of current theory, research and issues in child development and wellbeing from the preschool years through to late middle childhood and puberty. The unit covers the major aspects of children's cognitive, physical and social/emotional development; personality; prosocial and antisocial behaviours; and the development and salience of relationships. An understanding of factors that promote and attenuate optimal development and the unique contribution of child rearing contexts is integrated throughout. During the unit, students are encouraged to engage in active interpretation of the material covered and to consider both the implications and practical application in their professional contexts. Particular attention is paid to the implications for prior-to-school and primary school educators within the contemporary Australian social/cultural context.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

- Demonstrate a thorough working knowledge of current research, theory and issues in child development.
- Explain the many and varying influences important to the development of a child.
- Understand the whole child by appreciating the links between different areas of development.
- Appreciate cultural, historical and contextual influences on development.
- Appreciate the biological underpinnings of development.
- Examine the role of child development research for informing teaching practice.

## General Assessment Information

### IEC Assessment Presentation & Submission Guidelines

**Please follow these guidelines when you submit each assignment:**

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through turnitin in .doc or .pdf format for submission.
- Faculty assignment cover sheets are NOT required for this unit.

### Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

**When preparing your assignments, it is essential that:**

- Students must retain a copy of all assignments before submission, and retain the copy until your final grade for the subject has been received;
- Marks will be deducted if you submit your assessment late (refer to the 'late assessments' section below for more details);
- Unless there are exceptional circumstances, no assessment will be accepted after the date that the assessment has been returned to other students.
- If an assessment is considered to be below passing standard, another staff member on the unit will provide a second opinion. No failed assessment may be re-submitted.

**Late Assessments:**

A deduction of 5% of the total possible mark allocated for that assessment would be made for each day or part day that assessment is late, weekends counting as two days. For example, if an assessment is worth 20 marks and you submit it 2 days late, you will have 2 marks (2 x 5% of 20 marks) subtracted from your awarded mark.

**Extensions:**

In extenuating circumstances, students may apply to the unit coordinator for an extension to the assessment due date. Reasons for the extension need to be documented through the Disruption to Studies form accessible through [ask.mq.edu.au](https://ask.mq.edu.au) under "Disruption" and supported (e.g., a Professional Authority Form must be used in the case of illness). Note that:

- Students **MUST** speak with the unit coordinator **prior to submitting their request through <https://ask.mq.edu.au>**
- Extensions will only be granted in receipt of the completed form submitted through [ask.mq.edu.au](https://ask.mq.edu.au) plus documentation.
- Emails are not appropriate means of extension requests.

- It is essential that you plan ahead and organise your study time effectively. Poor time management is not grounds for an extension.
- In the case of computer malfunction, a draft of your assignment may be requested. Please ensure that you print out a draft regularly, so that it is available for submission on request.
- Extensions are usually not granted on the due date.

### **IEC Academic Honesty Guidelines:**

All assignments should cite and provide full bibliographical details of all material that you have used to inform or support your ideas. At the Institute of Early Childhood, students are required to use the American Psychological Association (APA) referencing procedures. Full details about how to cite and reference correctly can be found in the **IEC Academic Honesty Handbook** and the following sources.

Perrin, R. (2015). *Pocket guide to APA style* (5th ed.). Stamford, CT: Cengage Learning.

<http://libguides.mq.edu.au/Referencing>

<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

<http://www.apastyle.org/learn/quick-guide-on-references.aspx>

<https://owl.english.purdue.edu/owl/section/2/10/>

### **Eligibility for a Passing Grade in the Unit**

In order to receive a passing grade in this unit, you must meet the following criteria:

- **All assessment tasks must be submitted.**
- Receive an adequate total mark for the unit (i.e. your combined marks for the four pieces of assessment). In order to receive a grade of *Pass*, your total mark must be at least 50/100.

**Note:** If you miss one piece of work, you will fail the unit. If you have any missing items of assessment, it is your responsibility to make contact with the unit coordinator to determine whether it is possible to complete the unit in 2015.

### **Final Grades**

The final grade a student receives signifies their overall performance in meeting the learning outcomes for the unit. The number assigned to a grade (Standard Numerical Grade or SNG) reflects the extent to which student attainment matches the grade descriptors.

**Your raw mark for the unit (i.e., the total of your marks for each assessment item) may not**

be the same as the SNG which you receive. Results may be scaled to ensure there is a degree of comparability across the university, so that units with the same past performances of their students should achieve similar results. The process of scaling does not change the order of marks among students. A student who receives a higher raw score mark than another will also receive a higher final scaled mark.

## Assessment Tasks

Name	Weighting	Due
<a href="#">Topic Quiz</a>	10%	19/08/2015
<a href="#">Linking research to practice</a>	30%	10/09/2015
<a href="#">Parent information leaflet</a>	20%	15/10/2015
<a href="#">Final exam</a>	40%	Semester 2 exam period

### Topic Quiz

Due: **19/08/2015**

Weighting: **10%**

Content from lectures and readings from topics covered in weeks 1 - 3.

**NOTE:** Online quizzes are an individual assessment task and **MUST BE COMPLETED** by each student individually.

On successful completion you will be able to:

- Demonstrate a thorough working knowledge of current research, theory and issues in child development.
- Explain the many and varying influences important to the development of a child.
- Understand the whole child by appreciating the links between different areas of development.
- Appreciate cultural, historical and contextual influences on development.
- Appreciate the biological underpinnings of development.

### Linking research to practice

Due: **10/09/2015**

Weighting: **30%**

Discuss and critically evaluate the findings of at least ten research studies related to specified area of development.

On successful completion you will be able to:

- Explain the many and varying influences important to the development of a child.
- Understand the whole child by appreciating the links between different areas of development.
- Examine the role of child development research for informing teaching practice.

## Parent information leaflet

Due: **15/10/2015**

Weighting: **20%**

Information sheet designed for parents of children attending EC centre/school to promote awareness of one of specified area of child development

On successful completion you will be able to:

- Understand the whole child by appreciating the links between different areas of development.
- Appreciate cultural, historical and contextual influences on development.
- Examine the role of child development research for informing teaching practice.

## Final exam

Due: **Semester 2 exam period**

Weighting: **40%**

Combination of multiple-choice, short answer and essay questions

On successful completion you will be able to:

- Demonstrate a thorough working knowledge of current research, theory and issues in child development.
- Explain the many and varying influences important to the development of a child.
- Understand the whole child by appreciating the links between different areas of development.
- Appreciate cultural, historical and contextual influences on development.
- Appreciate the biological underpinnings of development.

## Delivery and Resources

### Teaching and Learning Strategy

#### Lectures

Two separate one hour lectures will be presented each week. Please refer to lecture schedule for details. Recordings of lectures will be available on Echo360 for both internal and external students. Lecture slides will be made available the day before the lecture for students

who are attending the live lecture to download and have available during the lecture.

### **Required Textbook**

White, F., Hayes, B., & Livesey, D. (2010). *Developmental psychology: From infancy to adulthood* (3<sup>rd</sup> ed.). Frenchs Forest, NSW: Pearson Education.

### **Supplementary readings**

For some lectures *supplementary readings* will be available via E-Reserve. Readings listed in the lecture schedule are from the following journal articles.

Dunn, J. (2005). Commentary: Siblings in their families. *Journal of Family Psychology*, 19(4), 654-657.

McCall, R., & Green, B. (2004). Beyond the methodological gold standards of behavioral research: Considerations for practice and policy. *Social Policy Report*, 18(2), 2-12.

Twigg, D., & Pendergast, D. (2013). Social and emotional well-being. In D. Pendergast and S. Garvis (Eds), *Teaching early years. Curriculum, pedagogy and assessment* (pp.231-243). Sydney: Allen & Unwin.

### **Tutorials**

**Internal students** will have weekly tutorials of one hour. **Tutorials will commence in Week 2.**

**External students** will cover the tutorial content during their two days of on-campus attendance (21st and 22nd September, 2015).

The tutorials and iLearn discussion forums are the most appropriate forums to raise questions and engage in group discussion to further your understanding of the material. Diverse views are welcome. It is important that you feel free to express your ideas openly (with the exception of views that may offend other students). The iLearn site is ideal for an exchange of ideas with all students, internal and external.

### **Workbook**

This unit has a workbook available as a PDF file on the unit website. The workbook is to be used to record notes from tutorials, lectures and your readings. You should **bring your workbook with you to all classes**. Internal students will work through the tasks at their weekly tutorials. External students will complete the tasks at the On Campus days.

### **Engagement with Unit Content**

- **To gain the most benefit from tutorials, students are required to access relevant lectures before attending the associated tutorial.** For students attending Thursday tutorials, this is only possible by attending the live lectures. It is assumed that students



have acquired the required background information before engaging in tutorial tasks. When some students are unprepared, it is frustrating for students who have attended lectures and it limits the depth of tutorial discussion.

- Students attending the Friday tutorials are also expected to complete the associated lectures before attending the tutorial. If it is not possible to attend the live lecture, you must listen to the Echo360.

## Unit Schedule

Week	Topic
<b>Week 1</b> 30 July	Introduction to unit
	Research: Evidence and practice
<b>Week 2</b> 6 August	Physical development
	Motor development
<b>Week 3</b> 13 Aug	Cognition 1
	Cognition 2
<b>Week 4</b> 20 Aug	Development of memory
	Problem solving, reasoning and Executive Functions (EF)
<b>Week 5</b> 27 Aug	Theory of Mind
	Moral development
<b>Week 6</b> 3 September	Language
	Assessment of development and intelligence
<b>Week 7</b> 10 Sept	Parenting
	Non-parental care
<b>Week 8</b> 1 October	Attachment
	Sibling relationships

Week 9 8 Oct	Social skills
	Self-esteem and self-worth
Week 10 15 Oct	Peer relationships
	Pro-social/anti-social behaviour
Week 11 22 Oct	Emotional development
	Personality development
Week 12 29 Oct	Gender
	Developmental psychopathology
Week 13 5 November	Stress and coping
	Wellbeing and development

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](#).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

## Learning outcomes

- Understand the whole child by appreciating the links between different areas of development.
- Appreciate cultural, historical and contextual influences on development.
- Examine the role of child development research for informing teaching practice.

## Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

### Learning outcome

- Examine the role of child development research for informing teaching practice.

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

### Learning outcomes

- Demonstrate a thorough working knowledge of current research, theory and issues in child development.
- Explain the many and varying influences important to the development of a child.
- Understand the whole child by appreciating the links between different areas of development.
- Appreciate cultural, historical and contextual influences on development.
- Appreciate the biological underpinnings of development.
- Examine the role of child development research for informing teaching practice.

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate

and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

### **Learning outcomes**

- Demonstrate a thorough working knowledge of current research, theory and issues in child development.
- Explain the many and varying influences important to the development of a child.
- Understand the whole child by appreciating the links between different areas of development.
- Appreciate cultural, historical and contextual influences on development.
- Examine the role of child development research for informing teaching practice.

## **Problem Solving and Research Capability**

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

### **Learning outcomes**

- Understand the whole child by appreciating the links between different areas of development.
- Examine the role of child development research for informing teaching practice.

## **Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

### **Learning outcome**

- Examine the role of child development research for informing teaching practice.

## Changes since First Published

Date	Description
11/11/2015	Information on Passing grade