



ECHE118

Infancy and Early Development

S2 Day 2016

Institute of Early Childhood

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Disclaimer

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General Information

Unit convenor and teaching staff

Co-Convenor (First contact)

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Contact via iLearn dialogue

Co-convenor

Helen Little

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Contact via iLearn dialogue

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Tutor

Emma Sutherland

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Tutor

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Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

This unit focuses on the development of infants and young children aged 0-4 years within the Australian social context. Theories and research, which attempts to describe and explain early childhood development and individual differences are critically examined. Implications for the prenatal, cognitive, social/emotional, language and motor development during the first three years of life are also examined. Pre-service teachers are encouraged to make links between content, research, to observations and experiences with infants and very young children within early childhood settings.

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:

- Apply knowledge of theory, current research, and issues in infancy and early development to early childhood settings
- Appreciate the unique contribution of cultural, historical, contextual and individual factors in early child development, applying this knowledge to meet the needs of children from diverse backgrounds
- Be able to plan appropriate and effective learning experiences for children based on accrued knowledge of unit content in infancy and early development
- Critically evaluate new research findings within the basic scientific framework, and in the context of theoretical approaches to early child development

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.
- * It is the onus of the student to ensure that all assessments are successfully submitted through turnitin.
- * 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.

Final Submissions

* Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

* Late submissions due to last minute technical difficulties will incur a lateness penalty.*

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 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 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.

EC 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. Within the discipline 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 Perrin (2015) and in the IEC Academic Honesty Handbook.

The following guide can be purchased from the Co-op Bookshop. This is a required text for Early Childhood students:

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

Assessment Tasks

Name	Weighting	Due
Online quiz	7%	19 August
Major Essay	45%	14 October
Participation in research	3%	11 November
Exam	45%	S2 Exam period

Online quiz

Due: **19 August**

Weighting: **7%**

Multiple choice questions from content delivered up to and including 4 August, 2016 (i.e including pre-recorded lectures).

- **Note:** The quizzes are an individual assessment task and **MUST be completed** by each student **individually**.

On successful completion you will be able to:

- Apply knowledge of theory, current research, and issues in infancy and early development to early childhood settings
- Appreciate the unique contribution of cultural, historical, contextual and individual factors in early child development, applying this knowledge to meet the needs of children from diverse backgrounds

Major Essay

Due: **14 October**

Weighting: **45%**

Your 1500 word essay will be on a specific area of development.

Refer to details of task provided on iLearn.

On successful completion you will be able to:

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- Critically evaluate new research findings within the basic scientific framework, and in the context of theoretical approaches to early child development

Participation in research

Due: **11 November**

Weighting: **3%**

Throughout the semester, you will see information about research you can participate in (e.g. completing online surveys, being interviewed). You can accumulate up to 3 marks based on your participation in research.

If you do not want to participate in research, you can submit a 800 word essay instead.

On successful completion you will be able to:

- Apply knowledge of theory, current research, and issues in infancy and early development to early childhood settings
- Critically evaluate new research findings within the basic scientific framework, and in the context of theoretical approaches to early child development

Exam

Due: **S2 Exam period**

Weighting: **45%**

The final exam covers content from lectures, textbook and tutorials.

On successful completion you will be able to:

- Apply knowledge of theory, current research, and issues in infancy and early development to early childhood settings

- Appreciate the unique contribution of cultural, historical, contextual and individual factors in early child development, applying this knowledge to meet the needs of children from diverse backgrounds
- Be able to plan appropriate and effective learning experiences for children based on accrued knowledge of unit content in infancy and early development
- Critically evaluate new research findings within the basic scientific framework, and in the context of theoretical approaches to early child development

Delivery and Resources

Early Childhood Relevant Documents

The information in this Unit Guide must be read in conjunction with the following documents available for download from iLearn:

- * EC Academic Honesty Handbook
- * Unit Readings, Assessment Information

Electronic Communication

During semester time, staff may contact students using the following ways:

- * Dialogue function on iLearn
- * Official MQ Student Email Address

It is the student's responsibility to check all electronic communication on a regular weekly basis.

Early Childhood Unit Expectations

- * In order to be eligible for a passing grade, students must meet the following attendance requirements:
 - * Internal Students: Participate in at least 80% of all tutorials – punctuality is expected.
 - * External Students: Participate in on-campus sessions – punctuality is expected.
- * Contribute to all online and tutorials tasks
- * Students are expected to read weekly readings before attending tutorials
- * Students are expected to listen/attend weekly lectures before attending tutorials
- * All assessment tasks must be submitted

Teaching Methods

The content of the unit is delivered through a combination of lectures and tutorial tasks. There are two lectures per week and these are timetabled as follows:

Wednesday 1pm and Thursday 9am. All lectures will be recorded and available on iLearn via ECHO360.

Internal students will have a 2 hour tutorial each week (on either Thursday or Friday). Internal students are expected to have listened to the relevant lecture prior to attending their tutorials each week. Tutorial tasks will require familiarity with the content covered in the lectures in order to fully participate in the tutorials. A tutorial workbook is available on iLearn - all students are expected to bring this with them their tutorial (either as hardcopy or electronic).

External students will complete the tutorial tasks during the on campus days scheduled for 28th and 29th September.

An assessment guide will be available from iLearn in Week 1. The assessment guide includes specific details of your assessment tasks.

Some lectures have been pre-recorded and will be available from iLearn before Week 1 and you should ***listen to all the theories lectures before the first tutorial in week two.***

Withdrawing from this UG Unit: If you are considering withdrawing from this unit, please seek academic advice by writing to iec@mq.edu.au before doing so as this unit may be a co-requisite or prerequisite for units in the following semesters and may impact on your progression through the degree.

Unit Schedule

Lectures are Wednesday (1pm) & Thursday (9am) in Mason Theatre, E7B

Week /Date	Lecture topic	Lecturer
These lectures will be pre-recorded for release prior to semester	Introduction to key issues in CD	Helen Little
	Maturation/ethology	Shirley Wyver
	Psychoanalytic	Frances Gibson
	Research methods 1	Shirley Wyver
	Research methods 2	Shirley Wyver
Week 1 Wednesday 3 August	Behaviourism/learning theory	Helen Little
Thursday 4 August	Dynamic systems	Helen Little
Week 2 Wednesday 10 August	Genetics	Frances Gibson
Thursday 11 Aug	Prenatal	Helen Little

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Week 3 Wednesday 17 August	Individual differences	Frances Gibson
Thursday 18 August	Developmental Neuroscience	Carol Newall
Week 4 Wednesday 24 August	Physical	Helen Little
Thursday 25 August	Motor	Helen Little
Week 5 31 August	Perception (pre-recorded: NO LIVE LECTURES THIS WEEK)	Shirley Wyver
1 September	Perception (pre-recorded)	Shirley Wyver
Week 6 Wednesday 7 September	Cognition	Carol Newall
Thursday 8 September	Cognition	Carol Newall
Week 7 Wednesday 14 September	Joint Attention (prerecorded)	Shirley Wyver
Thursday 15 September	Language	Helen Little
Week 8 Wednesday 5 October	Temperament	Frances Gibson
Thursday 6 October	Attachment	Carol Newall
Week 9 Wednesday 12 October	Emotion	Rebecca Andrews
Thursday 13 October	Self	Rebecca Andrews
Week 10	No classes – 1 st year prac (17 – 28 Oct)	
Week 11	No classes – 1 st year prac (17 – 28 Oct)	
Week 12 Wednesday 2 November	Parenting	Carol Newall
Thursday 3 November	Peers	Helen Little

Week 13 Thursday 10 November	Non-parental care	Helen Little
	(NB: only 1 lecture this week)	

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

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy 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/

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) 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

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources 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 outcome

- Be able to plan appropriate and effective learning experiences for children based on accrued knowledge of unit content in infancy and early development

Assessment task

- Major Essay

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

- Apply knowledge of theory, current research, and issues in infancy and early development to early childhood settings
- Appreciate the unique contribution of cultural, historical, contextual and individual factors in early child development, applying this knowledge to meet the needs of children from diverse backgrounds
- Be able to plan appropriate and effective learning experiences for children based on accrued knowledge of unit content in infancy and early development
- Critically evaluate new research findings within the basic scientific framework, and in the context of theoretical approaches to early child development

Assessment tasks

- Online quiz
- Major Essay
- Exam

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

- Appreciate the unique contribution of cultural, historical, contextual and individual factors in early child development, applying this knowledge to meet the needs of children from diverse backgrounds
- Be able to plan appropriate and effective learning experiences for children based on accrued knowledge of unit content in infancy and early development
- Critically evaluate new research findings within the basic scientific framework, and in the

context of theoretical approaches to early child development

Assessment tasks

- Major Essay
- Exam

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:

Assessment task

- Participation in research

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:

Assessment task

- Major Essay

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcome

- Appreciate the unique contribution of cultural, historical, contextual and individual factors in early child development, applying this knowledge to meet the needs of children from diverse backgrounds

Textbook

Peterson, C. (2015). *Looking forward through the lifespan. Developmental psychology: Birth to middle childhood*. (Custom edition). Sydney: Pearson.

Go to: <http://www.coop.com.au/textbook/search/macquarie-university/1602/eche118>

Note: It is also fine to use the 6th edition of Peterson (2014). *Looking forward through the lifespan. Developmental psychology*. Sydney: Pearson. Please do not buy another textbook if you already have this version.

IEC students use Perrin as their guide for APA style, so should have this book for other units. If you are not an IEC student, you may prefer to use a free online source for APA referencing.

Recommended online sources are:

<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/>