ECHE118

Infancy and Early Development

S2 External 2017

Department of Educational Studies

Contents

General Information

Unit convenor and teaching staff
Unit Convenor
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By appointment

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

Full details about each assignment is provided in the *Unit Outline on iLearn.*

When preparing your assignments, it is essential that:

- Students regularly save a copy of all assignments before submission,
- 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.

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 responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are <u>NOT</u> required.

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.

Final Submissions

- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.
- **Do not contact staff asking them to check your submission.**
- Late submissions due to last minute technical difficulties may incur a lateness penalty.
- Your assignment will be marked based on what is received – any omissions will not be accepted after your submission. Please check very carefully.

EXTENSIONS and LATE PENALTIES

Applications for extensions must be made via AskMQ at https://ask.mq.edu.au as a "Disruption to Studies" request before the submission date. Students who experience a disruption to their studies through ill-health or misadventure are able to apply for this request. *Extensions can only be granted if they meet the Disruption to Studies policy and are submitted via ask.mq.edu.au.* This will ensure consistency in the consideration of such requests is maintained.

In general, there should be no need for extensions except through illness or misadventure that would be categorised as unavoidable disruption according to the University definition of same, and currently available at:

https://students.mq.edu.au/study/my-study-program/special-consideration/disruption-to-studies

Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Disruption to Studies

The following link takes you to the **Disruption to Studies** policy, which makes clear the ways in which you can apply for special consideration in times of difficulty.

https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/disruption-to-studies

Assessment Tasks

Name	Weighting	Hurdle	Due
Online quiz	10%	No	17 August
Major Essay	42%	No	6 October
Participation in research	3%	No	12 November
Exam	45%	No	S2 Exam period

Online quiz

Due: **17 August**
Weighting: **10%**

Multiple choice questions from content delivered up to and including 7 August, 2017 (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: **6 October**
Weighting: **42%**

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:
- 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

Participation in research

Due: **12 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:

- 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:

*Unit Outline; Lecture, tutorial and weekly reading schedule; 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.

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 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:

Monday 1pm and 4pm. All lectures will be recorded and available on iLearn via ECHO360.

Internal students will have a 2 hour tutorial each week (on either Tuesday, Wednesday or Thursday). 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.

External students will complete the tutorial tasks during the on campus days scheduled for 27th and 28th September.

A tutorial workbook is available on iLearn - all students are expected to bring this with them to their tutorial/ on campus days (either as hardcopy or electronic).

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

Withdrawing from this UG Unit: If you are considering withdrawing from this unit, please seek academic advice by writing to DES.ug@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 Monday 1pm (X5BT1) & Monday 4pm (Price Theatre)

DATE	Topic	Lecturer
Prerecorded	Introduction to key issues in CD & Maturation/ethology	Helen Little
Week 1	Research Methods 1	Shirley Wyver
31 July	Research Methods 2	Shirley Wyver
Week 2	Dynamic systems theory	Helen Little
7 August	Behaviourism/learning theory	Helen Little
Week 3	Genetics & Individual differences	Helen Little
14 August	Prenatal	Helen Little
Week 4	Physical	Helen Little
21 August	Motor	Helen Little
Week 5	Perception	Shirley Wyver
28 August	Perception	Shirley Wyver
Week 6	Cognition	Carol Newall
4 September	Cognition	Carol Newall
Week 7	Developmental neuroscience	Carol Newall

11 September	Attachment	Carol Newall
Week 8	Temperament (Public Holiday - lecture prerecorded)	Helen Little
2 October	Emotion (Public Holiday - lecture prerecorded)	Rebecca Andrews
Week 9	Joint Attention	Shirley Wyver
9 October	Language	Helen Little
Week 10	No classes –	
17 October	1st year prac (16 – 27 Oct)	
Week 11	No classes –	
23 October	1st year prac (16 – 27 Oct)	
Week 12	Self	Rebecca Andrews
30 October	Parenting	Carol Newall
Week 13	Non-parental care	Helen Little
6 November	Peers	Helen Little

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

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.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 (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration

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 tasks

- Online quiz
- Major Essay
- 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.

Early Childhood (EC) students have been recommended Perrin (2015) *Pocket Guide to APA Style*, 5E as their guide for APA style, so should have this book for other units. If you are not an EC 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/

Changes since First Published

Date	Description
27/07/2017	On campus dates