



# ECHE118

## Infancy and Early Development

S2 External 2018

*Department of Educational Studies*

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#### **Disclaimer**

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## General Information

### Unit convenor and teaching staff

Unit Convenor

Helen Little

Contact via iLearn dialogue

29 Wally's Walk, Room 235

By appointment

Co-convenor

Sandie Wong

Contact via via iLearn dialogue

29 Wally's Walk, Room 234

By appointment

Tutor

Emma Sutherland

Contact via via iLearn dialogue

Tutor

Katie Wright

Contact via via iLearn dialogue

Sandie Wong

[sandie.wong@mq.edu.au](mailto:sandie.wong@mq.edu.au)

Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

This unit focuses on the development of infants and young children aged birth-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 assessment task is provided in the *Assessment Details document 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 NOT 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.

### **Appealing an assignment grade (requesting a re-mark)**

If you have evidence that your task has been incorrectly assessed against the grade descriptors you can request a remark. To request a re-mark, you need to contact the unit convenor **within 7 days** of the date of return of the assignment and provide a detailed assessment your script against the task criteria. Evidence from your assignment must be provided to support your judgements.

Please note: The outcome of a remark may be a higher/lower or unchanged grade. Grades are standards referenced and effort is NOT a criterion

## **EXTENSIONS and LATE PENALTIES**

### **Special Consideration**

Applications for extensions must be made via AskMQ at <https://ask.mq.edu.au> as a "Special Consideration" 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://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

**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.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Major Essay</a>	45%	No	14 October
<a href="#">Participation in research</a>	5%	No	11 November
<a href="#">Exam</a>	50%	No	S2 Exam period

### Major Essay

Due: **14 October**

Weighting: **45%**

Your 1800 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: **11 November**

Weighting: **5%**

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 5 marks based on your participation in research. Final date for completion is 11 November.

If you do not want to participate in research, you can submit an annotated bibliography of five research articles 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: **50%**

The final exam covers content from lectures, textbook and tutorials. Format of the exam is a combination of multiple choice, short answer and essay questions.

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

***The information in this Unit Guide must be read in conjunction with the Assessment details and Weekly Readings documents available for download from iLearn.***

### 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 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 12pm and 1pm.** 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 **17th and 18th 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 enrolled in an early childhood teacher education program and 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

Monday 12pm & 1pm	Lecture	Lecturer	Tutorial
Pre-recorded	Psychoanalytic theory	Helen Little	
Pre-recorded	Research methods	Shirley Wyver	
<b>Week 1</b> <b>30 July</b>	Introduction to key issues in CD	Helen Little	Intro to unit & research methods
	Maturation/ethology	Helen Little	
<b>Week 2</b> <b>6 Aug</b>	Behaviourism/learning theory	Helen Little	Theories
	Dynamic systems	Helen Little	
<b>Week 3</b> <b>13 Aug</b>	Genetics & Individual differences	Helen Little	Genetics & Prenatal
	Prenatal	Helen Little	
<b>Week 4</b> <b>20 Aug</b>	Physical	Helen Little	Motor
	Motor	Helen Little	
<b>Week 5</b> <b>27 Aug</b>	Perception	Shirley Wyver	Perception
	Perception	Shirley Wyver	
<b>Week 6</b> <b>3 Sept</b>	Cognition	Carol Newall	Cognition
	Cognition	Carol Newall	
<b>Week 7</b> <b>10 Sept</b>	Developmental neuroscience	Carol Newall	Developmental neuro
	Attachment	Carol Newall	
<b>Week 8</b> <b>1 Oct</b>	Temperament (pre-recorded) PUBLIC HOLIDAY	Helen Little	Attachment & Temperament (NB: Tutorials will be on)



	Language (pre-recorded) PUBLIC HOLIDAY	Helen Little	
Week 9 8 Oct	Joint Attention	Belinda Davis	Joint Attention & Language
	Emotion	Rebecca Andrews	
Week 10	No lectures – due to 1 <sup>st</sup> year prac (ECHP122) from 15 – 26 Oct		NO tutorials
Week 11	No lectures – due to 1 <sup>st</sup> year prac (ECHP122) from 15 – 26 Oct		NO tutorials
Week 12 29 Oct	Parenting	Carol Newall	Emotion & Self
	Self	Rebecca Andrews	
Week 13 5 Nov	Peers	Helen Little	Parenting, Peers & Studies of child development
	Studies of Child Development and ECE	Helen Little	

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway \(https://students.mq.edu.au/support/study/student-policy-gateway\)](https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the

key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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](http://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://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](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 outcomes

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

### 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 outcomes

- 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

#### Assessment tasks

- Major Essay
- Participation in research

### 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**

- 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**

- 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**

- 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:

### **Learning outcome**

- 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
- 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:

### **Learning outcome**

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

## **Assessment tasks**

- Major Essay
- Exam

## **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

## **Socially and Environmentally Active and Responsible**

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

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.