



The University of Southern Queensland

Course specification

Description: The Young Child: Development and Ecology

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
ECE	1101	35410	2, 2004	ONC	1.00	TWMBA

Academic group:	FOEDU
Academic org:	FOE004
Student contribution band:	1
ASCED code:	070101

STAFFING

Examiner: Gillian Potter
Moderator: Alice Brown

REQUISITES

Pre-requisite: Students must be enrolled in one of the following Programs: BECS or BEEC or BEEG

RATIONALE

An awareness and understanding of the growth and development of young children is essential for those working in early childhood settings. The young child is uniquely distinguished from the older child requiring ways of working that are responsive to the individual within the family, educational and care contexts. Planning a curriculum which is responsive to young children is enhanced when early childhood educators are cognisant of the diverse array of learning and development theories and their relevance to early childhood education.

SYNOPSIS

This course is an in-depth study of growth, development and learning of children pre-birth through eight. The study program builds upon Foundations courses and explores theories in depth and with particular emphasis on their relevance to early childhood pedagogy. The course examines a diverse array of theories of child development and engages students in an elementary critique of these theories. Students study both the sequence and domains of child development and build an appreciation of the impact of context and culture on development. One of the features of the course is the acquisition of skills in child study through guided observation activities that will be applied in the practicum component of the course. Emphasis will be placed on play as a window to understanding the child. This course emphasises literacy correctness in all its forms.

OBJECTIVES

On completion of this course students will be able to:

1. discuss major developmental and learning theories pertaining to children pre-birth through eight;
2. map the sequence of child development (birth-8) in different domains and describe the processes that underpin this development;
3. discuss current issues in research surrounding early childhood development (birth-8);
4. outline the impact of context and culture on the development of young children (birth-8)
5. apply the tools of child study in an integrated way to facilitate understanding of the whole child and her/his particular context for development;
6. analyse and interpret children's play;
7. identify practical and pedagogical applications of theory in every day early childhood teaching practice;
8. use written communication effectively and appropriately;
9. write clearly, grammatically correctly and with accurate spelling and punctuation.

TOPICS

Description	Weighting (%)
1. Developmental and learning theories (pre-birth-eight)	20.00
2. The ecology of child development: Theory, environment and culture	10.00
3. Studying the young child	20.00
4. Play and the young child	10.00
5. Physical and motor development	10.00
6. Cognitive, concept and language development	10.00
7. Affective, personality and social development	10.00
8. Pedagogy and the adult role in learning	10.00

TEXT and MATERIALS required to be PURCHASED or ACCESSED:

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

Charlesworth, R 2004, *Understanding child development: for adults who work with young children*, 6th edn, Delmar Thomson Learning, New York.

Martin, S 1999, *Take a look: observation and portfolio assessment in early childhood*, 2nd edn, Addison-Wesley, Don Mills, ONT.

REFERENCE MATERIALS:

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Allen, KE & Marotz, L 1999, *Developmental profiles: prebirth through eight*, 3rd edn, Delmar, Albany, New York.

Beaty, JJ 2002, *Observing development of the young child*, 5th edn, Merrill, Upper Saddle River, New Jersey.

Bentzen, WR 1999, *Seeing young children: a guide to observing and recording behavior*, 4th edn, Delmar, Albany, New York.

Billman, J & Sherman, JA 1996, *Observation and participation in early childhood settings: a practicum guide*, Allyn and Bacon, Boston.

Black, J, Puckett, M & Bell, M 2001, *The young child: development from pre-birth through age eight*, 3rd edn, Merrill Prentice Hall, Upper Saddle River, New Jersey.

Cole, M & Cole, S 2001, *The development of children*, 4th edn, Worth Publishers, New York.

Devereux, J 1996, What we see depends on what we look for: observation as a part of teaching and learning in the early years, *Education in Early Childhood: First Things First*, David Fulton Publishers, London, pp75-86.

Dockett, S & Flerer, M 1999, *Play and pedagogy in early childhood: bending the rules*, Harcourt Brace, Sydney.

Driscoll, A, Peterson, K, Browning, M & Stevens, D 1990, Teacher evaluation in early childhood education: What information can young children provide?, *Child Study Journal*, Vol 20, no.2, pp67-79.

Helm, J, Harris, Beneke, S & Steinheimer, K 1997, Documenting children's learning, *Childhood Education*, Vol 73, no.4, pp200-205.

Hendrick, J 1998, *Total learning: developmental curriculum for the young child*, 5th edn, Merrill, Upper Saddle River, New Jersey.

MacNaughton, G & Williams, G 2004, *Techniques for teaching young children: choices in theory and practice*, 2nd edn, Addison Wesley Longman, South Melbourne.

McDevitt, TM & Ormrod, JE 2002, *Child development and education*, Merrill Prentice Hall, Upper Saddle River, New Jersey.

Nilsen, B 2001, *Week by week: plans for observing and recording young children*, 2nd edn, Delmar Thomson Learning, Albany, New York.

Papalia, DE, Wendkos Olds, S & Duskin Feldman, R 2004, *A child's world: infancy through adolescence*, 9th edn, McGraw Hill, Boston.

Pica, R 2003, *Experiences in movement: birth to age eight*, 3rd edn, Delmar Learning, Clifton Park, New York.

Schweinhart, LJ 1993, Observing young children in action: The key to early childhood assessment, *Young Children*, Vol 48, no.5, pp29-33.

Siegler, R, Deloache, J & Eisenberg, N 2003, *How children develop*, 1st edn, Worth Publishers, New York.

Smith, P, Cowie, H & Blades, M 1998, *Understanding children's development*, 3rd edn, Blackwell, Oxford.

STUDENT WORKLOAD REQUIREMENTS:

ACTIVITY	HOURS
Assessment	40.00
Directed Study	45.00
Private Study	80.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
OBSERVATION RECORDS INTERPETAT	999.00	35.00	20 Oct 2004 (see note 1)
CASE STUDY	999.00	35.00	27 Oct 2004 (see note 2)
2 HOUR EXAMINATION	999.00	30.00	END S2 (see note 3)

NOTES:

1. Professional Experience occurs weekly during semester. A value of 1 indicates you have passed the Professional Experience component. Zero indicates you have not passed the Professional Experience component.
2. 999 indicates that this course will be graded using one of the following letter grades: HD, A, B, C, F, or Incomplete. Plus and minus may be used with each of these letter grades.
3. Date of examination will be advised during semester.

IMPORTANT ASSESSMENT INFORMATION

1 Attendance requirements:

It is the students' responsibility to attend and participate appropriately in all activities (such as lectures, tutorials, laboratories and practical work) scheduled for them, and to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration. Students should demonstrate a professional attitude and commitment by attendance at and participation in at least 80% of scheduled classes.

- 2 Requirements for students to complete each assessment item satisfactorily:
To complete each of the assessment items satisfactorily, students must obtain at least a grade of C- for each assignment. To complete each of the assessment items satisfactorily, students must demonstrate their ability to write clearly, grammatically correctly and with accurate spelling and punctuation.
- 3 Penalties for late submission of required work:
If students submit an assignment after the due date without prior approval then a penalty of 10% of the total marks available for the assignment will apply for each working day late.
- 4 Requirements for student to be awarded a passing grade in the course:
To be assured of receiving a passing grade a student must achieve at least 50% in each of the summative assessments and at least 50% of the available weighted marks for the summative assessment items.
- 5 Method used to combine assessment results to attain final grade:
The final grades for students will be assigned on the basis of the weighted aggregate of the grades obtained for each of the summative assessment items in the course.
- 6 Examination information:
In a Closed Examination, candidates are allowed to bring only writing and drawing instruments into the examination.
- 7 Examination period when Deferred/Supplementary examinations will be held:
Any Deferred or Supplementary examinations for this course will be held during the examination period at the end of the semester of the next offering of this course.
- 8 University Regulations:
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

ASSESSMENT NOTES

- 1 If requested, students will be required to provide a copy of assignments submitted for assessment purposes. Such copies should be despatched to USQ within 24 hours of receipt of a request being made. The examiner may grant an extension of the due date of an assignment in extenuating circumstances. The Faculty will NOT accept submission of assignments by facsimile. Students who have undertaken all of the required assessments in a course but who have failed to meet some of the specified objectives of a course within the normally prescribed time may be awarded the temporary grade: IM (Incomplete - Make up). An IM grade will only be awarded when, in the opinion of the examiner, a student will be able to achieve the remaining objectives of the course after a period of non directed personal study. Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded IDS (Incomplete - Deferred Examination; IDM (Incomplete Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).

OTHER REQUIREMENTS

- 1 Results for this course will not be released until associated professional experience, including professional experience folder, have been successfully completed and documentation processed.
 - 2 5 days observation professional experience.
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