

## ECE102 | Early Childhood Development

### Course Text

No need to track down a textbook; this text is provided digitally as part of the course enrollment.

Santrock, J.W. (2021). *Educational psychology* (7th edition). McGraw Hill.

### Course Description

Early Childhood Development is a course designed to introduce learners to the field of Educational Psychology and to the scientific study of behavior and mental processes. Teachers must master a variety of perspectives and strategies so that they can remain flexible in their application of teaching, and this course is intended to help them do just that.

### Learning Outcomes

After completing this course, students will be able to:

1. Discuss the development of the brain and compare the cognitive developmental theories and identify the key features of language and the typical growth of the child's language
2. Describe socioemotional development and discuss how the social contexts of families, peers, and schools are linked with young children's socioemotional development
3. Define learning, and compare classical conditioning and operant conditioning and apply behavior analysis to early childhood education
4. Characterize attention and summarize how it changes during development, and discuss memory in terms of encoding, storage, and retrieval
5. Explain the social constructivist approach and how teachers and peers can jointly contribute to young children's learning through the structuring of small-group work
6. Explain how reading and writing develops and discuss some useful approaches to teaching reading and writing, and characterize how mathematical thinking develops and identify some issues related to teaching mathematics to young children
7. Identify important forms of teacher-centered instruction with the important forms of learner-centered instruction and summarize how to effectively use technology to help children learn
8. Discuss the important processes in motivation to achieve, and explain how relationships and sociocultural contexts can support or undercut motivation

### Course Prerequisites

There are no prerequisites for this course.

## Academic Integrity Statement

Academic integrity is the pursuit of scholarly activity in an honest, truthful and responsible manner. Violations of academic integrity include, but are not limited to, plagiarism, cheating, fabrication and academic misconduct. Failure to comply with the Academic Integrity Policy can result in a failure and/or zero on the attempted assignment/examination, a removal from the course, disqualification to enroll in future courses, and/or revocation of an academic transcript.

## Course Completion Policy

In order for a course to be considered complete, **all required coursework must be attempted, submitted, and graded.** Required coursework consists of graded assignments. Any Academic Integrity Policy violations may prevent a course from being considered complete.

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## Assessment Types

StraighterLine courses may include any combination of the assessment types described below. Review the descriptions to learn about each type, then review the Course Evaluation Criteria to understand how your learning will be measured in this course.

### Benchmarks

Benchmarks test your mastery of course concepts. You have 3 attempts, and your highest score counts.

**Note:** Cumulative Benchmarks (final exams) only allow 1 attempt.

### Capstones

Capstones are project-based assessments that help you apply concepts to real-world scenarios. You have 2 attempts, and your highest score counts.

### Checkpoints

Checkpoints are quick knowledge checks on important course concepts. All are open-book, and most have 1-3 attempts.

## AI Use-Case Policies

StraighterLine Capstone assessments operate under one of three AI Use-Case Policies. These designations are selected intentionally to support learners in developing digital literacy, ethical reasoning, and authentic communication skills. Each model requires students to engage meaningfully with the course outcomes while adhering to academic standards.

**Independent Work Requirement:** Capstones with this designation must be completed independently without using AI tools. The goal is for learners to showcase their own understanding and skills without AI assistance. Students are expected to generate and submit original work developed solely through their own reasoning and effort.

**AI-Assisted Planning Option:** Capstones with this designation may allow AI tools to support brainstorming and assessment planning. If allowed, students will be asked to document any AI assistance by noting how it informed their work. Documentation must be included within the assignment or in a designated reflection field. Examples include describing how an AI tool helped organize an outline, generate ideas, or surface sources for further exploration.

**AI-Integration Requirement:** Capstones with this designation require AI tools as part of the learning process. Students will be asked to reflect upon their AI interactions and AI contributions to the assessment. Reflections must include which tools were used, how they were used, and what insights students gained from the process. This promotes transparency, ethical use, and metacognitive skill-building.

## Course Evaluation Criteria

Your score provides a percentage score and letter grade for each course. A passing percentage is 70% or higher.

There are a total of 1000 points in the course:

Assessment	Points	Learning Outcomes
Checkpoint 1: Cognitive and Language Development	10	1
Capstone 1: Forecasting Your Future Teaching Career	85	1
Benchmark 1: Checkpoint 1	50	1
Checkpoint 2: Social Contexts and Socioemotional Development	10	2
Benchmark 2: Checkpoint 2	50	2
Checkpoint 3: Behavioral and Social Cognitive Approaches	10	3
Benchmark 3: Checkpoint 3	50	3
Checkpoint 4: Social Constructivist Approaches	10	4
Benchmark 4: Checkpoint 4	50	4
Benchmark 5: Checkpoints 1-4	125	1, 2, 3, 4
Checkpoint 5: The Information-Processing Approach	10	5
Capstone 2: Analyze and Apply 1	75	5
Checkpoint 6: English Language Arts (ELA)	10	6
Checkpoint 7: Math, Science, & Social Science	10	6
Benchmark 6: Checkpoints 6-7	50	6
Checkpoint 8: Planning, Instruction, & Technology	10	7
Capstone 3: Analyze and Apply 2	75	7
Checkpoint 9: Motivation, Teaching, & Learning	10	7
Benchmark 7: Checkpoint 9	50	7
Benchmark 8: Checkpoints 1-9	250	1-8
Total	1000	

## Course Roadmap

This roadmap provides an overview of the checkpoints and lessons covered in this course.

### **Checkpoint 1: Cognitive and Language Development**

- Watch and Learn: Child Development
- Textbook Reading: Chapter 2: pp. 29-35
- Textbook Reading: Chapter 2: pp.35-57
- Textbook Reading: Chapter 2: pp. 58-65
- Supplemental Activity: Language Development (Optional)
- Supplemental Activity: Language Development Graphic Organizer (Optional)

### **Checkpoint 2: Social Contexts and Socioemotional Development**

- Textbook Reading: Chapter 3: pp. 71-77
- Textbook Reading: Chapter 3: pp. 77-92
- Textbook Reading: Chapter 3: pp. 92-108

### **Checkpoint 3: Behavioral and Social Cognitive Approaches**

- Textbook Reading: Chapter 7: pp. 220-222
- Textbook Reading: Chapter 7: pp. 222-227
- Supplemental Activity: Cognitive Approaches (Optional)
- Supplemental Activity: Cognitive Approaches Graphic Organizer (Optional)
- Textbook Reading: Chapter 7: pp. 228-236
- Textbook Reading: Chapter 7: pp.237-250

### **Checkpoint 4: Social Constructivist Approaches**

- Watch and Learn: Cognition Part 1
- Textbook Reading: Chapter 10: pp.335-337
- Textbook Reading: Chapter 10: 338-347
- Textbook Reading: Chapter 10: pp. 348-350

### **Checkpoint 5: The Information-Processing Approach**

- Watch and Learn: Cognition Part 2
- Textbook Reading: Chapter 8: pp.256-257
- Textbook Reading: Chapter 8: pp.259-264
- Textbook Reading: Chapter 8: pp.264-277
- Supplemental Activity: Memory Matrix (Optional)
- Supplemental Activity: Memory Matrix Graphic Organizer (Optional)
- Textbook Reading: Chapter 8: pp.277-284

### **Checkpoint 6: English Language Arts (ELA)**

- Textbook Reading Assignment: Chapter 11: pp.358-372

### **Checkpoint 7: Math, Science, & Social Science**

- Textbook Reading Chapter 11: pp.373-380
- Textbook Reading Chapter 11: pp. 374-377
- Textbook Reading: Chapter 11: pp. 383-386

### Checkpoint 8: Planning, Instruction, & Technology

- Watch and Learn: Teaching and Learning
- Textbook Reading: Chapter 12: pp.393-407
- Supplemental Activity: Teacher-Centered Instructional Strategies (Optional)
- Supplemental Activity: Teacher-Centered Instructional Strategies Graphic Organizer (Optional)
- Textbook Reading: Chapter 12: pp.407-414
- Textbook Reading: Chapter 12: pp.414-423

### Checkpoint 9: Motivation, Teaching, & Learning

- Textbook Reading: Chapter 13: pp.428-431
- Textbook Reading: Chapter 13: pp.432-448
- Textbook Reading: Chapter 13: pp.449-454

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