

CLASS SYLLABUS



COURSE TITLE:	ELC 113: Guiding Relationships 1
CLASS SECTION:	X08
TERM:	S2024
COURSE CREDITS:	3
DELIVERY METHOD(S):	Face to face

Camosun College campuses are located on the traditional territories of the Ləkʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. Learn more about Camosun's [Territorial Acknowledgement](#).

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.

1. INSTRUCTOR INFORMATION

NAME: Temam Himour
EMAIL: himourt@camosun.ca
OFFICE:
HOURS: by appointment (in person/online)

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

2. COURSE DESCRIPTION & INTENDED LEARNING OUTCOMES

Students will begin to learn the skills and dispositions needed to work in a collaborative and respectful manner with children and families. Students examine the impact of residential schools and colonization and begin to develop the skills of reconciliation. Emphasis is placed on acquiring positive, relationship-based, guidance practice with children.

Upon successful completion of this course a student will be able to:

- describe culturally appropriate, positive communication strategies with children and families for establishing respectful and caring relationships.
- examine and identify a variety of respectful and responsive positive guidance strategies that foster children's social and emotional growth.
- interpret children's social interactions using a variety of documentation techniques at a beginning level.
- critically analyze how their own values, beliefs, attitudes and awareness of the impact of colonization influence interactions with children and families.
- examine indigenous approaches to guiding young children.

3. COURSE DELIVERY

ACTIVITY	HOURS / WEEK	# OF WEEKS	ACTIVITY HOURS
Lecture	3	14	
Seminar			
Lab / Collaborative Learning			
Supervised Field Practice			
Workplace Integrated Learning			
Online			
TOTAL HOURS			42

4. REQUIRED MATERIALS

Curtis, D. (2017). *Really seeing children: A collection of teaching and learning stories to inspire an everyday practice of reflection, observation, and joyful presence with children*. Exchange Press.

Other course readings and resources will be posted on our D2L site each week.

5. COURSE SCHEDULE AND CONTENT

Class time: Friday 9:00 AM – 11:50 AM

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

WEEK or DATE RANGE	ACTIVITY or TOPIC	RESOURCES	ASSIGNMENTS
WEEK 1 May 10	Relationship-based practice; Creating a sense of belonging INTRODUCTIONS		Discuss Assignments Details on Journal / Engagement
WEEK 2 May 17	Developing self-awareness of values, beliefs and attitudes; Cultural identity	<ul style="list-style-type: none"> • Video: Denise Findlay: Connection, culture and the learning spirit • Reading: The seven sacred teachings 	
WEEK 3 May 24	Positive, culturally respectful communication strategies.	<ul style="list-style-type: none"> • Video: The Generous Spirit Project • Reading: Text Really Seeing Children, pages 29-30 (Seeing Children's Ideas) • Reading: Guiding with encouragement 	Journal #1 / Engagement #1

WEEK or DATE RANGE	ACTIVITY or TOPIC	RESOURCES	ASSIGNMENTS
WEEK 4 May 31	Acknowledgment; Encouragement	Work on Assignment #2: come prepared to work in class	In class time- Developing critical reflection skills
WEEK 5 June 7	Respectful and responsive positive guidance strategies	<ul style="list-style-type: none"> • Video: Making genuine amends • Reading: Text Really Seeing Children, pages 71-76 (Seeing and supporting children's rights to choose) 	Journal #2 Engagement #2
WEEK 6 June 14	Problem solving approach	<ul style="list-style-type: none"> • Video: Teaching problem solving • Reading: Text Really Seeing Children, pages 141-144 (Wherever the road may lead: Investigating pathways) 	Assignment Due: Developing Critical Reflection Skills
WEEK 7 June 21	Responding to Children's Needs	<ul style="list-style-type: none"> • Video: Dr. Martin Brokenleg: First Nations Principles of Learning • Reading: Dependence and Independence 	
WEEK 8 June 28	Supporting Multilingual Learners	Work on assignment. Come prepared to share assignment in class.	Journal #3 Engagement #3
WEEK 9 July 5	Antibias and antiracist approach Reviewing children's literature	<ul style="list-style-type: none"> • Video: Exploring social justice with young children • Reading: Our children, our workplace: why we must talk about race and racism in early childhood 	In class time- Positive Communication Interview
WEEK 10 July 12	The social environment Supporting children's friendships	<ul style="list-style-type: none"> • Video: Seeing children's social skills • Reading: Text Really Seeing Children, pages 89-92 (Seeing children's eagerness for relationships) 	Assignment Due: Journal #4 and Engagement #4 Self-evaluation In Class time- Noticing Social Interactions
WEEK 11 July 19	Routine and flow of the day	<ul style="list-style-type: none"> • Reading: ELF, p. 24, p.78 • Reading: Text Really Seeing Children, pages 51-52 (Strategies for enhancing 	

WEEK or DATE RANGE	ACTIVITY or TOPIC	RESOURCES	ASSIGNMENTS
		children's use of the environment)	
WEEK 12 July 26	Sharing power with children	<ul style="list-style-type: none"> • Video: Creating a beloved community • Reading: From policing to participation 	Due: Positive Communication/ Interview
WEEK 13 Aug. 2	Class topics will be based on students' interests		Assignment #4 Due: Noticing Social Interactions
WEEK 14 Aug. 9	Looking Back- Course Review		

6. BASIS OF STUDENT ASSESSMENT (WEIGHTING)

ASSIGNMENTS AT A GLANCE	WEIGHTING
Assignment #1, Part A: 4 Journal Entries	15%
Assignment #1, Part B: 4 Engagement (D2L)	20%
Assignment #2: Developing critical reflection skills: Due: June 14	20%
Assignment #3: Positive Communication or Interview Due: July 26	25%
Assignment #4: Noticing social interactions Due: Aug. 2	20%
TOTAL	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the Grade Review and Appeals policy for more information.

7. COURSE GUIDELINES & EXPECTATIONS

1. Please submit all assignments on the due date.
2. If you need more time, please communicate with me! To request an extension for an assignment, email me at least 48 hours ahead of the due date, provide an explanation for requesting an extension and negotiate a revised due date. Request for an extension will be granted at my discretion.
3. Submission after the due date without communicating with instructor will result in a loss of 3% of the

assignment marks per day.

4. Follow APA writing guidelines for written work. This includes formatting, spelling, grammar, in-text citations and references. Please remember to proof read for spelling and grammar to present a professional looking assignment.
5. It is the responsibility of each student to **save a copy** of all assignments until a grade is received.
6. You will need to complete work in all areas to be eligible for a final grade for the semester.
7. Assignments will not be accepted after the last day of class at the end of term unless an extension has been granted prior to the due date. Assignments not received by this time will receive a zero.

I hope that these expectations acknowledge students who are completing assignments on due dates, and provides a fair method of negotiating extensions.

NOTE: It is the responsibility of the student to understand assignments and assignment expectations before submitting by the due date.

- Should students receive a mark of less than 50% on an assignment, they may request to rewrite and resubmit the assignment. Permission to resubmit an assignment is at the discretion of the instructor.
- Rewritten assignments can receive a maximum grade of C+ (65%).
- This course must be passed with a 'C+' (65%) average to continue in the ELC Program.

Attendance

- Due to the short and intense nature of the ELC program, classes are planned as a continuum for building the skill and knowledge required. Classroom experiences and participation are a major part of competency development; therefore, consistent attendance is expected.
- Students are required to contact the instructor in advance if they are unable to attend class.
- Students who miss class are responsible for the material and assignments covered in class.
- Repeated absence from class will affect a final grade

8. GRADING SYSTEM

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F		0

9. STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

10. SCHOOL OR DEPARTMENTAL INFORMATION

<https://camosun.ca/programs-courses/school-health-and-human-services>

11. SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Support Service	Website
Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop
Financial Aid and Awards	http://camosun.ca/financialaid
Help Centres (Math/English/Science)	http://camosun.ca/help-centres
Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

12. COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e., physical, depression, learning, etc.). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started: <http://camosun.ca/services/accessible-learning/>

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures" (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-370-3841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

Changes to this Syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.