

CLASS SYLLABUS



COURSE TITLE: ELC 110 – Perspectives on Child Growth and Development 1
CLASS SECTION: X08
TERM: F2022
COURSE CREDITS: 3
DELIVERY METHOD(S): Synchronous

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](#).

<https://camosun.ca/about/covid-19-updates>

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.

INSTRUCTOR DETAILS

NAME: Lindsay Lichty
EMAIL: LichtyL@camosun.ca
OFFICE:
HOURS:

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.

CALENDAR DESCRIPTION

The student will examine and explore current and emerging theories and perspectives that explain human growth and development from conception to early childhood. Students will begin to reflect on their image of children and families through multiple lenses, including an introduction to Indigenous worldviews, to broaden their thinking about children and their growth. The impact of colonization and the residential school experience is explored to support decolonization and reconciliation. Theoretical knowledge will be considered in connection to relationship building with children and families and early childhood practice.

PREREQUISITE(S): Click or tap here to enter text.

CO-REQUISITE(S): Click or tap here to enter text.

PRE/CO-REQUISITE(S): Click or tap here to enter text.

COURSE DELIVERY

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

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TOTAL HOURS

COURSE LEARNING OUTCOMES / OBJECTIVES

Upon completion of this course, students will be able to:

- a) describe and use various theories and perspectives on children's growth and development to explain how early influences may impact children's learning and well-being.
- b) Demonstrate how generations of residential schools and on-going colonization has impacted parenting, children's growth and development and dominant beliefs and perspectives on Indigenous families and communities.
- c) examine their own beliefs and perspectives on children's development and how that might influence their practice.
- d) develop pedagogical narrations to examine children's skills and abilities as well as their own practice.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

All readings and resources for this course will be provided on D2L. If you would like printed copies of resources, you can download the resources and either print them at home, or save them to a USB drive and have them printed for minimal cost from the Camosun Print Shop.

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	OTHER NOTES
1	Statutory Holiday, no class Review content on D2L	See D2L for Weekly Readings + Resources
2	Module One: Situating what we know about child development Exploring "Deep Time Walk"	See D2L for Weekly Readings + Resources
3	Module Two: Honouring relational understandings of development. Exploring W̱SÁNEĆ understandings of development	See D2L for Weekly Readings + Resources
4	Module Three: Developing research and inviting curiosity Exploring decolonizing methodologies, qualitative research, quantitative research, and mixed methods.	See D2L for Weekly Readings + Resources

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
5	Module Four: Childhood as Political Image of the child through a political-cultural-historical-social lens Exploring epigenetics, blood memory and exploring the relationship to equity and health	See D2L for Weekly Readings + Resources
6	Statutory Holiday (no class, see D2L)	See D2L for Weekly Readings + Resources
7	Module Five: Developing within society Exploring developmental theorists: Pavlov, Skinner, Watson, Ecological Systems Theory	See D2L for Weekly Readings + Resources
8	Module Six: Cognitive Development Exploring in-utero development, brain systems, schemas, Piaget	See D2L for Weekly Readings + Resources
9	Module Seven: Physical Development Exploring in-utero sensory development, newborn reflexes, motor development, sequence of development	See D2L for Weekly Readings + Resources
10	Module Eight: Emotional Development Exploring attachment theory, theory of mind,	See D2L for Weekly Readings + Resources
11	Module Nine: Linguistic Development Exploring the connection between motor development and language, motherese, Vygotsky Introduce assignment: Pedagogical narration on development	See D2L for Weekly Readings + Resources
12	Module Ten: BC Early Learning Weekly Engagement: Iris Berger (2015) Framework Exploring responsive practice, pedagogical narrations, rhizomatic learning	See D2L for Weekly Readings + Resources
13	Module Eleven: Pedagogical Narration as Research Engaging with one another's work, and inviting collaborative dialogue	See D2L for Weekly Readings + Resources

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
14	Module Twelve: Decolonizing our practice Review of the course, and resituating child development	See D2L for Weekly Readings + Resources

STUDENT EVALUATION

DESCRIPTION	WEIGHTING
Weekly Engagement	30%
Image of the Child	20%
Pedagogical Narration on Development	20%
Researching an Area of Child Development	20%
Self-Evaluation	10%
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.	TOTAL 100%

CLASS GUIDELINES & EXPECTATIONS

You must submit all assignments to be successful in this course. A cumulative grade of C+ is required to pass the course.

If you are going to be late submitting an assignment, contact your instructor 48 hours before the deadline to discuss a possible extension. If you have not contacted your instructor, and do not submit your assignment on time, you will be deducted 3% per day that it is late.

If you receive a failing grade for an assignment, you can contact your instructor to discuss options to resubmit the assignment. Resubmissions will receive a maximum grade of C+.

If you have concerns about your grades, or your progress in the course, please email your instructor immediately to set-up a time to meet and discuss a plan for your success.

The main expectation is that you show up, that you contribute to the class, and that you demonstrate professionalism through having engaged with readings and resources in advance of class. Respectful presence is essential, in sharing and listening to others. If you do not demonstrate respectful presence, or you have continued absences, your instructor will contact you to arrange an appointment. If you are at risk of not passing the course, the Program Lead may be brought into these meetings.

SCHOOL OR DEPARTMENTAL INFORMATION

The Early Learning and Care Program is within the School of Health and Human Services:
<https://camosun.ca/programs-courses/school-health-and-human-services>

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.

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

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 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/>

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.