

COURSE SYLLABUS



COURSE TITLE:	ELC 216 – Perspectives on Child Growth and Development 2	Camosun College campuses are located on the traditional territories of the Ləkʷəŋən and WSÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.
CLASS SECTION:	X01	
TERM:	F2024	
COURSE CREDITS:	3	
DELIVERY METHOD(S):	in-person	

INSTRUCTOR DETAILS

NAME:	Saza Rose
EMAIL:	LichtyL@camosun.ca
OFFICE:	CHW 312, or virtual
HOURS:	Please send me an email to schedule an appointment.

No question is too small! Honestly, please reach out to discuss your experience in the course and to let me know your needs. I am always happy to make us some tea, or to make time for a walk. I encourage you to see your instructors as resources and know that you are worth our time.

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

Restricted to students in Early Learning and Care

Students explore the role of the early learning and care professional in leading and influencing positive change. The emphasis is on building team and community capacity through positive relationships and practices that are respectful of individuals and of cultural diversity and knowledge. Indigenous world views, the impact of ongoing colonization and the skills of reconciliation are applied to creating positive partnerships with Indigenous communities.

PREREQUISITE(S):	All of: C+ in ELC 110
CO-REQUISITE(S):	Click or tap here to enter text.
EQUIVALENCIES:	Click or tap here to enter text.

COURSE LEARNING OUTCOMES / OBJECTIVES

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

- describe some of the theories and perspectives that explain children's growth from early childhood to adolescence from a critical perspective.

- b) critically reflect on current and emerging theories and perspectives of children’s growth and development in order to effectively plan for children and families.
- c) continue to build a theoretical foundation that includes multiple narratives of children’s development.
- d) have an awareness of how theoretical perspectives and personal beliefs can influence practice.
- e) use pedagogical narrations to research children’s growth in abilities and skills.
- f) deepen awareness of indigenous perspectives, the impact of residential schools and on-going colonization on children’s holistic development.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

British Columbia Ministry of Education (2019). British Columbia early learning framework.

Province of BC.

Jagger, S. (Ed.). (2019). *Early years education and care in Canada: A historical and philosophical overview*.

Canadian Scholars.

Other articles and resources will be available on the D2L platform.

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
Week One – September 3	Welcome and orientation: Carrier bag theory	
Week Two – September 10	The Role of Imagination: Beyond settler colonialism	Elliot, E. & Finucane-Bell, V. (2018). Thoughts on a Dead Rat. In Elliot, E. (Ed.) <i>Listening to the children, listening to the land: Narratives of connection, caring and learning</i> . Camosun College.
Week Three – September 17	Critical Thinking	Buram, R., & Abawi, Z. (2019). Chapter 10 – Thinking and doing otherwise: reconceptualist contributions to early childhood education and care. In S. Jagger (Ed.) <i>Early years education and care in Canada: A historical and philosophical overview</i> . Canadian Scholars.
Week Four – September 24	Risk and Development	Hobson, T. (2021, August 27). <i>Is It "Risky Play" or "Safety Play"?</i> Teacher Tom: Teaching and learning from preschoolers. https://teachertombsblog.blogspot.com/
Week Five – October 1	Brain Development	Gerhardt, Sue. (2014). <i>Why love matters : How affection shapes a baby's brain</i> . Routledge.

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week Six – October 8	Language Development and Imaginative Play	Roy, D. (2011, March). <i>Birth of a Word</i> [Video]. TED Talks. https://www.ted.com/talks/deb_roy_the_birth_of_a_word?subtitle=en
Week Seven – October 15	Designing for play: Holistic development and movement	Dadich, S. (Writer) & Billy Sorrentino, B., Roma, S. & Chowles, P. (Directors). (2019, September 25). Cas Holman: Design for Play (Season 2, Episode 4) [TV series episode]. In <i>Abstract the Art of Design</i> . RadicalMedia; Tremolo Productions; Godfrey Dadich Partners.
Week Eight – October 22	Developing within common worlds	Pacini-Ketchabaw, V., Khattar, R., & Montpetit, M. (2019). Chapter 11 – Reconfiguring early childhood education and care. In S. Jagger (Ed.) <i>Early years education and care in Canada: A historical and philosophical overview</i> . Canadian Scholars.
Week Nine – October 29	Indigenous Worldviews and Early Learning and Care	Ball, J. (2019). Chapter 13 – Nurturing the seeds of Indigenous learning in Canada. In S. Jagger (Ed.) <i>Early years education and care in Canada: A historical and philosophical overview</i> . Canadian Scholars.
Week Ten – November 5	Multiple intelligences and cultural development	Elliot, E. (2019). Chapter 14 – There are relationships beyond the classroom: A nature kindergarten. In S. Jagger (Ed.) <i>Early years education and care in Canada: A historical and philosophical overview</i> . Canadian Scholars.
Week Eleven – November 12	Emotional development	Greene, M. F. (2020). <i>30 years ago, Romania deprived thousands of babies of human contact: Here's what became of them</i> . The Atlantic.
Week Twelve – November 19	Developing Self-Concept and Identity	Hodgins, D. (2014). Playing with dolls: (Re)storying gendered caring pedagogies. <i>International Journal of Child, Youth, and Family Studies</i> , 5(4.2), 782–807.
Week Thirteen – November 26	Social Constructivism and how we create pathways to social justice	Underwood, K. (2019). Chapter 12 – Empathy and rubber sushi are not enough: How disability can help us get to social justice. In S. Jagger (Ed.) <i>Early years education and care in Canada: A historical and philosophical overview</i> . Canadian Scholars.
Week Fourteen – December 3	Sharing our learning	

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced notice is required. Deadlines can be reviewed on the [CAL exams page](https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams). <https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams>

EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
Weekly Engagement (detailed on D2L)	40%
Practicing a “Pedagogy of Listening”	20%
Critical Reflection (Articulating theory and practice)	20%
Journal article: Reflecting on Development	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](https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf) policy for more information.
<https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf>

COURSE GUIDELINES & EXPECTATIONS

In alignment with the BC Early Learning Framework, we see the classroom as a space for co-constructing knowledge (2019, p. 100). As such, your knowledge and experience will be valued and respected. We will begin the term by establishing community agreements to create a safe and brave space. Each of us is responsible for upholding these community agreements.

1. I expect students to be mindful of and respectful with their relationships with each other, and the whole community.
2. I intend to create a safe environment for everyone to be curious, ask, share, have their voices heard, and feel welcome to engage during classes.
3. Reflections are an important process of learning, so I expect students to engage with themselves in critical thinking, brainstorming, highlighting, recording, and growing in their learning processes.
4. All due dates are posted on D2L. You will need to complete and submit all assignments to be eligible for a final grade for the semester.
 - a. Late Assignments: All assignments must be completed/submitted on the dates assigned. Late assignment grades will be reduced by 3% per day unless an extension is approved by the instructor.
 - b. To request an extension for an assignment, please contact your instructor in writing (by email) and provide an explanation/rationale for requesting an extension and negotiate a revised due date. This has to happen 48 hours in advance of the due date to be considered.
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.
5. Follow APA writing guidelines. This includes formatting, spelling, grammar, in-text citations and references. Please remember to proofread for spelling and grammar to present a professional looking assignment.
6. It is the responsibility of each student to save a copy of all assignments until a grade is received.
7. Plagiarism & Academic Dishonesty. If plagiarism, cheating, or academic dishonesty can be documented, the penalty will be an automatic “zero” on the assignment in question. Camosun College’s policy on Plagiarism can be found later in this document.
8. PLEASE NOTE: It is the responsibility of the student to understand assignments and assignment

expectations before submitting by the due date. Should you receive a mark of less than 50% on an assignment, you 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%), and will not receive written feedback. This course must be passed with a 'C+' (65%) average to continue in the ELC Program.

9. 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. If a student misses more than three classes, your instructor will ask to meet with you, and the program lead, to assess your readiness to be in the course.

SCHOOL OR DEPARTMENTAL INFORMATION

The Early Learning and Care Program is within the Department of 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 camosun.ca/services.

Support Service	Website
Academic Advising	camosun.ca/services/academic-supports/academic-advising
Accessible Learning	camosun.ca/services/academic-supports/accessible-learning
Counselling	camosun.ca/services/health-and-wellness/counselling-centre
Career Services	camosun.ca/services/co-operative-education-and-career-services
Financial Aid and Awards	camosun.ca/registration-records/financial-aid-awards
Help Centres (Math/English/Science)	camosun.ca/services/academic-supports/help-centres
Indigenous Student Support	camosun.ca/programs-courses/iecc/indigenous-student-services
International Student Support	camosun.ca/international

Support Service	Website
Learning Skills	camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills
Library	camosun.ca/services/library
Office of Student Support	camosun.ca/services/office-student-support
Ombudsperson	camosun.ca/services/ombudsperson
Registration	camosun.ca/registration-records/registration
Technology Support	camosun.ca/services/its
Writing Centre	camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills

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.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Integrity

Students are expected to comply with all College policy regarding academic integrity; which is about honest and ethical behaviour in your education journey. The following guide is designed to help you understand your responsibilities: <https://camosun.libguides.com/academicintegrity/welcome>
Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.13.pdf> for Camosun's Academic Integrity policy and details for addressing and resolving matters of academic misconduct.

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: <https://camosun.ca/services/academic-supports/accessible-learning>

Academic Progress

Please visit <https://camosun.ca/sites/default/files/2023-02/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 <https://camosun.ca/sites/default/files/2021-05/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <https://camosun.ca/registration-records/tuition-fees#deadlines>.

Grading Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

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 <https://camosun.ca/sites/default/files/2021-07/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: <https://camosun.ca/sites/default/files/2021-05/e-2.9.pdf> and camosun.ca/services/sexual-violence-support-and-education. 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 <https://camosun.ca/sites/default/files/2021-05/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

Looking for other policies?

The full suite of College policies and directives can be found here: <https://camosun.ca/about/camosun-college-policies-and-directives>

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.