

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 W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.
CLASS SECTION:	X08	
TERM:	F2024	
COURSE CREDITS:	3	
DELIVERY METHOD(S):		

INSTRUCTOR DETAILS

NAME:	Nikki Cuddy
EMAIL:	CuddyN@camosun.ca
OFFICE:	CHW 312, or virtual
HOURS:	By appointment

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.
- critically reflect on current and emerging theories and perspectives of children's growth and development in order to effectively plan for children and families.
- continue to build a theoretical foundation that includes multiple narratives of children's development.
- 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

Jager, S. (2019). Early years education and care in Canada: A historical and philosophical overview. Canadian Scholars

BC Early Learning Framework (2019)

Additional course resources available on D2L

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 1 – Sept 4th	Introduction to ELC 216	
Week 2 – Sept 11th	Review of ELC 110 Child Growth and Development Assignment due (ongoing) Weekly Engagement Group Assignment begins	McKenzie, R. (2015). An introduction to child development. In Parker-Rees, R., & Leeson, C. (Eds.), Early childhood studies: An introduction to the study of children's lives and children's worlds (pp. . Sage.
Week 3 – Sept 18th	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.) Early years education and care in Canada: A historical and philosophical overview. Canadian Scholars
Week 4 – Sept 25th	Risk and Development	Hobson, T. (2021, August 27). Is It "Risky Play" or "Safety Play"? Teacher Tom: Teaching and learning from preschoolers. https://teachertombsblog.blogspot.com/
Week 5 – Oct 2nd	Brain Development	Gerhardt, S. (2015). Why love matters. Routledge. Chapter – Building a brain (pp.48-73).
Week 6 – Oct 9th	Language, Development, and Imaginative Play Assignment due: Practicing a Pedagogy of Listening - Part 1	Roy, D. (2011, March). The birth of a word [Video]. TED Conferences. https://www.ted.com/talks/deb_roy_the_birth_of_a_word?language=en Boroditsky, L. (2017). How language shapes the way we think [Video]. TED Conferences. https://www.ted.com/talks/lera_boroditsky_how_language_shapes_the_way_we_think

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
		Paley, V. G. (n.d.). The role of play in language development [Video] https://www.youtube.com/watch?v=wWxYRkmHNXM
Week 7 – Oct 16th	Holistic Development	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 Abstract the Art of Design. RadicalMedia; Tremolo Productions; Godfrey Dadich Partners.
Week 8 – Oct 23rd	Developing Within Common Worlds	Pacini-Ketchabaw, V., Khattar, R., & Montpetit, M. (2019). Chapter 11 – Reconfiguring early childhood education and care. In S. Jagger (Ed.) Early years education and care in Canada: A historical and philosophical overview. Canadian Scholars
Week 9 – Oct 30th	Indigenous Worldviews and Early Learning Assignment due: Practicing a Pedagogy of Listening - Part 2	Ball, J. (2019). Chapter 13 – Nurturing the seeds of Indigenous learning in Canada. In S. Jagger (Ed.) Early years education and care in Canada: A historical and philosophical overview. Canadian Scholars
Week 10 – Nov 6th	Multiple Intelligences and Cultural Development	Elliot, E. (2019). Chapter 14 – There are relationships beyond the classroom: A nature kindergarten. In S. Jagger (Ed.) Early years education and care in Canada: A historical and philosophical overview. Canadian Scholars.
Week 11 – Nov 13th	Emotional Development Assignment due: Critical Reflection	Greene, M. F. (2020). 30 years ago, Romania deprived thousands of babies of human contact: Here's what became of them. The Atlantic.
Week 12 – Nov 20th	Developing Self-Concept and Identity	Butler, J. (n.d.). Gender [Video] https://www.youtube.com/watch?v=Bo7o2LYATDc Davis, K. (2005). A girl like me [Video]. Reel Works Teen Filmmaking. https://vimeo.com/59262534 Holman, C. (n.d.). Identity in play [Video] https://www.youtube.com/watch?v=IL1n6LuUlcQ
Week 13 – Nov 27th	Social Constructivism Assignment due: Pedagogical Narration Thinking about Learning	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.) Early years education and care in Canada: A historical and philosophical overview. Canadian Scholars
Week 14 – Dec 4th	Celebrating Ourselves as Learners Assignment due (in class): Self-Evaluation	

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 Group Assignment - ongoing	30 %
Practicing a Pedagogy of Listening	20 %
Critical Reflection	20 %
Pedagogical Narration: Thinking about Learning	20 %
Self-Evaluation	10 %
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

Students are expected to come to class having prepared by reading all of the required materials. Spend time with these materials, reflect on them, what do you think? It is important that you develop your own opinion, or bring questions, or perhaps an alternate viewpoint, so that we can collectively deepen our understanding of what these materials mean to our community.

For group assignments, students are to be accountable, to demonstrate professionalism, and to connect with me if I can support through interpersonal communication challenges.

All assignments are due by 11:59pm on the due date. If you want to request an extension, you need to contact me in 48 hours advance of the due date.

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.

Late assignments will be deducted 3% per day.

All assignments must be submitted to pass 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
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.

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.