

CLASS SYLLABUS



COURSE TITLE: ELC 110 – Perspectives on Child Growth and Development 1
CLASS SECTION: X01
TERM: F2023
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](#).

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: Tatiane Rigonati Silva
EMAIL: RigonatiSilvaT@camosun.ca
OFFICE: Interurban Campus
HOURS: appointments arranged as needed

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 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

Many of the readings and resources for this course are available to read or download on D2L.

In addition, please pick up this textbook from the bookstore:

Jagger, S. (2019). *Early years education and care in Canada: Ahistorical and philosophical overview*. Canadian Scholars.

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

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
Week 1	Overview + Situating what we know about child development
Week 2	Developing within society: Exploring developmental theorists: Pavlov, Skinner, Watson, Ecological Systems Theory
Week 3	Honouring relational understandings of development: Exploring W̱SÁNEĆ understandings of development
Week 4	Childhood as Political : Image of the child through a political-cultural-historical social lens. Assignment due: Image of a Child
Week 5	Connection to Land and Space.

WEEK or DATE RANGE	ACTIVITY or TOPIC
Week 6	Developing research and inviting curiosity: Exploring decolonizing methodologies, qualitative research, quantitative research, and mixed methods.
Week 7	BC Early Learning Framework and Pedagogical Narration as Research: Exploring responsive practice, pedagogical narrations, rhizomatic learning Engaging with one another's work, and inviting collaborative dialogue
Week 8	Cognitive Development: Exploring in-utero development, brain systems, schemas, Piaget. Assignment Presentation
Week 9	Physical Development: Exploring in-utero sensory development, newborn reflexes, motor development, sequence of development Assignment Presentation
Week 10	Emotional Development: Exploring attachment theory, theory of mind Assignment Presentation
Week 11	Social Development: Explore Vygotsky's theory. Assignment Presentation
Week 12	Spiritual and Holistic Development Assignment Presentation
Week 13	Decolonizing our practice Review of the course, and resituating child development Assignment due: Pedagogical Narration on Development
Week 14	Celebrating ourselves as learners Assignment due: Self-Evaluation – in class

STUDENT EVALUATION

DESCRIPTION	WEIGHTING
Weekly Engagement	25%
Image of the Child (due September 26th)	20%
Researching an Area of Child Development	20%
Learning Story (due November 28th)	25%
Self-Evaluation	10%

DESCRIPTION	WEIGHTING
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>

CLASS 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 of their relationships with each other, the land, their and other’s learning and funds of knowledge, 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) Assignments can be found on D2L. All assignments are due by 11:59 p.m. on the due date. You will need to complete work in all areas to be eligible for a final grade for the semester.
 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.
 To request an extension for an assignment, please contact your instructor and provide an explanation/rationale for requesting an extension and negotiate a revised due date. Extensions are not granted on the due date.
 Assignments will not be accepted after the last day of class at the end of the 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 here: <http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.5.1.pdf>

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%). 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 skills 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.

SCHOOL OR DEPARTMENTAL INFORMATION

The Early Learning and Care department is located in the School of Health and Human Services.

Program Lead: Mary Burgaretta BurgarettaM@camosun.ca

Department Chair: Jeanne Puritch PuritchJ@camosun.ca

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

Support Service	Website
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.

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:

<http://camosun.ca/services/accessible-learning/>

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.

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.