

CLASS SYLLABUS



COURSE TITLE: ELC 110 – Perspectives on Child Growth and Development 1
CLASS SECTION: X17
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](#).

<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: Enid Elliot
EMAIL: ElliotE@camosun.ca
OFFICE: appointments to be arranged by phone 250-888-7301 or email
HOURS: email me to set up an appointment or meet after class

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			

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 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. We will see where our particular interest lies and read or listen in in that area.

Weekly Topics at a Glance F2022 - ELC 110

Week	Date	Topic	Required for class
1	Sept 6	Orientation	
2	Sept 13 *Deadline to drop course (80% refund)	Module One: Situating what we know about child development Exploring "Deep Time Walk"	All reading materials are provided on D2L. You are welcome to download them onto a USB key and you can bring that to the print shop if you would like hard copies.
3	Sept 20	Module Two: Honouring relational understandings of development. Exploring WSÁNEĆ understandings of development	Weekly Engagement: to be announced

		Introduce assignment: Image of the Child	
4	Sept 27	<p>Module Three: Developing research and inviting curiosity</p> <p>Exploring decolonizing methodologies, qualitative research, quantitative research, and mixed methods.</p> <p>Introduce assignment: Researching an area of child development</p>	<p>Assignment Image of the Child 15% (please upload to D2L in “Assignments”) Due at the beginning of class</p> <p>Weekly Engagement: Listen to the podcast: CBC The Current, on Citizen Scientists (22 minutes): https://www.cbc.ca/radio/thecurrent/thecurrent-for-june-30-2021-1.6081044/this-8-year-old-s-passion-for-ants-is-inspiring-says-biologist-and-ant-ficionado-1.6081057</p>
5	Oct 4	<p>Module Four: Childhood as Political</p> <p>Image of the child through a political-cultural-historical-social lens</p> <p>Exploring epigenetics and exploring the relationship to equity and health</p>	<p>Weekly Engagement: Each group will share a summary of their reaction to the podcast</p>
6	Oct 11	Critical thinking--	Take time to catch up and ask questions
7	Oct 18	<p>Module Five: Developing within society</p> <p>Exploring developmental theorists: Pavlov, Skinner, Watson, Ecological Systems Theory</p>	<p>Weekly Engagement: to be announced</p> <p>Assignment: Researching an Area of Child Development – Social Development Presentations</p>
8	Oct 25	<p>Module Six: Cognitive Development</p> <p>Exploring in-utero development, brain systems, schemas, Piaget</p>	<p>Weekly Engagement: Watch Alison Gopnick’s Ted Talk, “What do babies think?”</p> <p>Assignment: Researching an Area of Child Development – Cognitive Development Presentations</p>
9	Nov 1	<p>Module Seven: Physical Development</p> <p>Exploring in-utero sensory development, newborn reflexes,</p>	<p>Weekly Engagement: to be announced</p> <p>Assignment: Researching an Area of Child Development – Physical Development Presentations</p>

		motor development, sequence of development	
10	Nov 8	Module Eight: Emotional Development Exploring attachment theory, theory of mind,	Weekly Engagement: to be announced Assignment: Researching an Area of Child Development – Emotional Development Presentations
11	Nov 15	Module Nine: Linguistic Development Exploring the connection between motor development and language, motherese, Vygotsky Introduce assignment: Pedagogical narration on development	Weekly Engagement: to be announced
12	Nov 22	Module Ten: BC Early Learning Framework Exploring responsive practice, pedagogical narrations, rhizomatic learning	Weekly Engagement: to be announced
13	Nov 29	Module Eleven: Asking questions of our observations Engaging with one another's work, and inviting collaborative dialogue	Assignment: Pedagogical Narration on Development 15%
14	Dec 6	Module Twelve: Review of the course, and resituating child development	Assignment: Self Evaluation 10%

STUDENT EVALUATION will be discussed in class

DESCRIPTION	WEIGHTING

DESCRIPTION	WEIGHTING
TOTAL	100%

CLASS GUIDELINES & EXPECTATIONS

You are expected to be a responsible, respectful, responsive member of our class community. As a community we lift each other up and support each other. We each come with our own unique gifts and we are each called in different ways. By listening carefully, thinking deeply and sharing ideas we will create a strong learning community.

[INSERT TEXT HERE]

SCHOOL OR DEPARTMENTAL INFORMATION

[INSERT TEXT HERE]

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

Support Service	Website
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 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.