

CLASS SYLLABUS



COURSE TITLE: ELC 113: Guiding Relationships 1
CLASS SECTION: X07
TERM: F2022
COURSE CREDITS: 3
DELIVERY METHOD(S): Face to face

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən 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.

1. INSTRUCTOR INFORMATION

NAME: Dawn Ye Yuan 袁野
OFFICE HOURS: Please email me to arrange in-person or virtual appointments.
LOCATION: On campus and online
PHONE: Email preferred
EMAIL: yuany@camosun.ca
WEBSITE: D2L

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.

2. COURSE DESCRIPTION & INTENDED LEARNING OUTCOMES

Students will begin to learn the skills and dispositions needed to work in a collaborative and respectful manner with children and families. Students examine the impact of residential schools and colonization and begin to develop the skills of reconciliation. Emphasis is placed on acquiring positive, relationship-based, guidance practice with children.

PREREQUISITE(S): n/a
CO-REQUISITE(S): n/a
PRE/CO-REQUISITE(S): n/a

COURSE DELIVERY

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

- a) describe culturally appropriate, positive communication strategies with children and families for establishing respectful and caring relationships.

- b) examine and identify a variety of respectful and responsive positive guidance strategies that foster children’s social and emotional growth.
- c) interpret children’s social interactions using a variety of documentation techniques at a beginning level.
- d) critically analyze how their own values, beliefs, attitudes and awareness of the impact of colonization influence interactions with children and families.
- e) examine indigenous approaches to guiding young children.

3. 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

4. REQUIRED MATERIALS

Curtis, D. (2017). *Really seeing children: A collection of teaching and learning stories to inspire an everyday practice of reflection, observation, and joyful presence with children.* Exchange Press.

Other course readings and resources will be posted on our D2L site each week.

5. COURSE SCHEDULE AND CONTENT

Class time: Saturdays from 1:00 to 3:50 p.m.

Please refer to the course schedule and weekly topics posted on D2L. The schedule and course components are subject to change depending on the needs of the class.

6. BASIS OF STUDENT ASSESSMENT (WEIGHTING)

ASSIGNMENTS AT A GLANCE	WEIGHTING
Reflecting on the Readings (5 Readings, 4% each)	20%
Assignment 1: Positive Communication	15%
Assignment 2: Becoming aware of our own values and attitudes	10%
Assignment 3: Noticing social interactions	10%
Assignment 4: Reviewing children’s literature	25%
Assignment 5: Group project	10%
Exit cards: ongoing classes 3-14, 1% each class, up to a maximum of 10%	10%

ASSIGNMENTS AT A GLANCE	WEIGHTING
TOTAL	100%

7. ASSIGNMENTS

ELC 113: Guiding Relationships
Reflecting on the Readings
5 Readings 4% each 20% Total

Due Dates:

#1 on September 24, 2022

#2 on October 1, 2022

#3 on October 8, 2022

#4 on October 22, 2022

#5 on October 29, 2022

The purpose of this assignment is for you to engage with assigned readings in a meaningful way. Please read all assigned materials.

Preparing one page maximum, single-spaced, typed or handwritten:

- **Two main points:** clear concise notes, highlighting two main points - what you found interesting and meaningful (you may submit your notes after class discussion, in class or from home).
- **One open-ended question:** prepare one question related to the readings to invite classmates into dialogue (remember that *open-ended* questions offer opportunities for discussion).

Sharing in class:

- Bring two main points and a question to your group/class discussion.
- Actively engage and participate in discussion.

I will not mark spelling and grammar for this assignment.

Category	Criteria	Marks
1 st main point	Concise, thoughtful and clear	/1
2 nd main point	Concise, thoughtful and clear	/1
Open-ended Question	Conveys depth, Invites respectful dialogue	/1
Class Discussion	Actively engaged and participating	/1

ELC 113: Guiding Relationships
Assignment 1: Positive Communication
15% Total
Due Date: October 15, 2022

Your assignment is evaluated based on the following criteria. Assignments earning an excellent standing would be described as showing:

***Completeness:** You have included all the required elements of the assignment.*

***Clarity:** Your quality of writing is excellent. You cite any quotes included in your assignment, have a reference list, and use proper grammar, spelling and punctuation.*

***Comprehension:** Your examples are relevant, complete and descriptive, capturing specific details. There is evidence of **thoughtfulness** in your reflection, demonstrating thorough and reflective exploration.*

At your practicum centre, you will be looking for **2 examples** of educators using **positive communication strategies** with children, such as active listening, acknowledging, encouraging, “I” messages, etc. Describe the context by giving a richly detailed narration of what you observed. Offer descriptive, strength-based language. Avoid personal assumptions and judgment.

Come prepared to share your written assignment in class (date TBD). **In small groups**, you will share your observations and reflection, then **present group highlights** to the larger class. **You will self-evaluate your participation in this group-work activity.**

Category	Criteria	Marks
Example 1 Example 2	<p>Describe the context: setting, what is happening, who is involved, what the educator says and does and what the child says and does.</p> <p>Record direct quotes.</p> <p>Writing is descriptive (include mood clues such as tone of voice, facial expression, body posture, hand gestures and other non-verbal body clues).</p>	/5
Reflect	<p>How did the educators convey to the children that they were present, listening, attentive, respectful and positive?</p> <p>Include at least two direct quotes from ELC 113 readings and resources to support your statements.</p> <p>What do you appreciate, what would you do differently or add to this communication?</p>	/5
Group Work	<p>In small groups, share your examples and reflection.</p> <p>Listened to classmates attentively.</p> <p>Offered comments and questions to expand on classmates’ examples and deepen learning.</p> <p>Together with the group, summarized and shared the highlights of the conversation with the larger class.</p>	/5

ELC 113: Guiding Relationships
Assignment 2: Becoming aware of our own values and attitudes
10% Total
Due Date: October 29, 2022

*Use D2L ELC 113 readings **Encouraging Aboriginal Cultural Identity p. 15 and The end of one journey is the beginning of another p. 26-35** to guide your reflection. This assignment needs to be complete and clearly organized with specific responses for each of the questions. Include clear and articulate writing, correct spelling and grammar.*

It is important for us to be aware of our values and beliefs and their influence on practice with children and families. The following questions will help you start reflecting.

In addition to writing, you might also choose to draw, paint, create a collage, include photographs, or use other ways of creative expression to reflect on these questions.

1. What personal qualities and ways of being with one another would you identify as being highly valued in your culture or family growing up?
2. What was considered worrisome, upsetting, or of concern in your family?
3. How would you describe your family's overall approach to guiding children?
4. What was a consistent message in your childhood about dealing with conflict?
5. List 2 values most important to you that you want to pass on to children. How has your family, culture and/or lived experience influenced these values?

ELC 113: Guiding Relationships
Assignment 3: Noticing Social Interactions
10% Total
Due Date: November 12, 2022

The purpose of this assignment is to notice children’s social interactions, and to consider how to support and encourage a child’s social and emotional growth. With your mentor, choose a child between 2 and 5 years of age to focus on for this assignment. Choose a child whose attendance is consistent and who will not likely be absent for any length of time. Who is the child you are focusing on? Describe the child and use strength-based language. Share **two stories** about this child in different social situations, in the context of the group. Be descriptive. Record conversations and use positive descriptive language; avoid personal assumptions and judgment.

Suggested areas to pay attention to in the social context:

Entering play. Does the child take time to observe and watch other children, noticing the roles and rules of the game before entering play or do they enter play without observing first?

Understanding of social rules and situations (ownership, taking turns, understanding specific play themes)

The child’s strengths in engaging a playmate/keeping their play active (*e.g.* smiling, turn taking, sharing, inviting, offering ideas, creativity)

Negotiating with peers. How does the child deal with disappointment? Conflict?

Listening to others/carrying on a conversation with another child/ expressing feelings

Category		Criteria	Marks
Sharing Stories	Story 1 Story 2	Who is the child you are focusing on? Be descriptive Share 2 stories about this child in different social situations, in the context of the group. Record conversations. Include direct quotes, body language, facial expressions, and movement. Use positive descriptive language	/5
Reflection		Based on your stories, what did you learn about this child? What are you curious about, and would like to explore further? What type of support would you use to help this child’s social and emotional growth (<i>i.e.</i> , entering play and/or sustaining play /negotiating with playmates)? Include at least one direct quote from ELC 113 readings/resources	/5

ELC 113: Guiding Relationships
Assignment 4: Reviewing Children's Literature
25% Total

The purpose of this assignment is to raise your awareness of the power imbalance - only some stories and voices are represented in literature and many stories are not visible. It is important for us to be able to identify and challenge stereotypes and bias, and to make sure that children see themselves and their families' way of life reflected in the book collection that we offer to them. Through literacy we can create a sense of belonging, build self-esteem and establish respectful and caring relationships. Connected to **Early Learning Framework (ELF) p.87**.

Come prepared to share your written assignment (date TBD).

Part 1 (10%) – Raising Awareness: what children's literature has to say about gender identities, age, culture, race, war, poverty, accessibility needs, types of families, and neurodiversity.

- What topics are you interested in talking about with children?
- What are children's books saying about this topic? What do you think?
- What books came out after 2021?
- What is offered to children in practicum?
- Are children and families represented in these books?

Part 2 (5%) - Children's books will be presented to the class. In small groups you will review the books using the handout "Reviewing Children's Literature". You will work in class, learning to identify bias together. With your small group, share your learning with the class.

Part 3 (10%) – Bring a book to class to present at our Mini Book Fair.

First steps:

- *Access your local library for children's stories. Ask the librarian for help with selections.*
- *You can borrow books or buy at a minimal cost.*
- *Access the CCRR Resource library for books to borrow.*
- *Library houses on street.*
- *Build you home library. You should have a rich personal collection of stories to share OR gift.*

Make sure books you chose are published within the last 8 years. Please choose books with illustrations of people and are suitable for infants, toddlers, and/or preschool age children.

Review the books **before class** using the "Reviewing Children's Literature" handout. For book title suggestions check out <https://socialjusticebooks.org/booklists/early-childhood/gender/> and <https://www.theconsciouskid.org/book-lists>

Come prepared to share your written assignment.

Present to a room of educators at a mock book fair.

- **Book:** Title, author, year
- **What?** - What is the story about? Who's represented?
- **So what?** How does the message of the story contribute to anti-bias education? How does it link to pathways of *Wellbeing and Belonging* in the ELF?
- **What happens next?** - Books don't speak for themselves in the big echoing way we intend them to. Knowing that books cannot be a standalone piece in anti-bias education, what do you recommend educators/families do next?

ELC 113: Guiding Relationships
Assignment 5: Group Project
10% Total
Due Date: December 10, 2022

Group Project

For this assignment, you will work with one or two classmates (3 people maximum).

You will need to watch, discuss, and find ways to **share learning from one the following videos with the class** in a way that is **informative**, and engages your audience in **critical thinking**:

The UBC Learning Circle (Centre for Excellence in Indigenous Health)

Video: Denise Findlay: Raising resilient children -Part 1

“Denise is a bi-cultural woman and a seasoned and dynamic professional with a passion for supporting people to fulfill their potential. Denise has worked in over 120 First Nations communities and organizations throughout Canada, including her own community The Squamish Nation... Denise specializes in Contemplative Education, Developmental Attachment Theory, Process Psychology, and Empowerment Training all through a Trauma Informed lens.” <https://www.youtube.com/watch?v=igBbicL8KN8>

Video: Part 2

<https://www.youtube.com/watch?v=X56711O4H5s>

Grading criteria:

- **Evidence of preparation and effort;** Group articulates key points with clarity and enthusiasm (Suggestion: *focus on key points that stood out for you, that are thought-provoking, surprising, interesting; if your audience senses your excitement about the topic, they will be interested too!*)
- **Group clearly articulates how this project deepened their learning,** and demonstrates how their learning connects to at least **two** learning outcomes of this course
- **Group engages audience in critical thinking** – marks for creativity, thoughtfulness of approach

Evidence of effective supportive teamwork (consistent meetings with group members to discuss and prepare, sharing of responsibilities, support, accountability, encouragement) - **each group member will write a note of appreciation to all members of their group, highlighting 2 things they appreciate about their contribution to this project.** Notes will be submitted with assignment.

ELC 113: Guiding Relationships
Exit Cards
10% Total
Due Date: Week 3 to week 14

Exit cards: ongoing classes 3 - 14, 1% each class, up to a maximum of 10%.

At the end of each class from week 3 to week 14, please write on a blank card

- to reflect on your learning and
- to provide feedback/suggestions so I can better assist you with your study.

8. GRADING SYSTEM

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F		0

9. COURSE GUIDELINES & EXPECTATIONS

1) 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 term unless an extension has been granted prior to the due date. Assignments not received by this time will receive a zero.

2) 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.

3) It is the responsibility of each student to save a copy of all assignments until a grade is received.

4) 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>

5) 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.

6) 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.

10. 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.

11. SCHOOL OR DEPARTMENTAL INFORMATION

<https://camosun.ca/programs-courses/school-health-and-human-services>

12. 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

Support Service	Website
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

13. 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/>

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

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.