



CAMOSUN COLLEGE
School of Health & Human Services
Community, Family & Child Studies

ELC 111
Supportive Relationships 1
Fall 2014

COURSE OUTLINE

Description:

This course introduces students to the knowledge, skills and dispositions of an early childhood educator. Emphasis is placed on developing responsive relationships with children. Students learn observation and recording techniques, with a focus on using positive language and a strength-based perspective. Through self reflection, students examine their interactions with children.

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

Instructor: Colleen O'Dowd
Office Location: WT 218
Office Hours: By Appointment
Phone: 250-370-3315
Email: odowdc@camosun.ca

2. Intended Learning Outcomes

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

1. Define the dispositions of an early childhood educator.
 - a. Describe adult-child relationships that form a foundation of trust
 - b. Describe respectful and supportive communication with children and families
2. Use a variety of observation and recording techniques to record children's behaviours using respectful and positive language.
 - a. Begin to interpret children's behaviours using a strength-based perspective.
3. Examine their own behaviours when working with young children.
 - a. Begin to observe and evaluate interactions with children.

3. Required Materials

- Positive Guidance, Darla Miller, 7th edition
- ELC 111 Course Pack

4. Course Content and Schedule

Date	Day	Topic	Readings	Assignments	Mark
Sept. 4	Thurs.	Intro to ECE			
Sept. 11	Thurs.	Image of the Child ECE Dispositions Pedagogy of Listening Natural Learners	Miller: p. 1-16 ELF: p. 9,10 CP: Dispositions Respect Children		
Sept. 18	Thurs.	Cultural Identity Importance of Relationships	Miller: p. 115-120 CP: Cultural Ouch Attitude Continuum		
Sept. 25	Thurs.	Observation 1: Learning to Look	Miller: p. 101-104 CP: Observing Young Children	Autobiographical Sketch Assignment Due	20%
Oct. 2	Thurs.	Observation 2: Methods of Observing	Miller: p. 105-112 CP: Writing Observe. Effectively Observe.		
Oct.9	Thurs.	Observation 3: Practice Session	Observation Guidelines		
Oct. 16	Thurs.	Communication 1	Miller: p. 77-86 p. 231-237	Observation Assignment Due “Ordinary Moments”	20%
Oct. 23	Thurs.	Communication 2	CP. Language of Inclusion Nurturing Commun. Children’s Self-Esteem		
Oct. 30	Thurs.	Communication 3	Miller: p. 237-246 CP: Guidance Matters Guide/Encouragement Rethinking. Self-Esteem in ECE		
Nov. 6	Thurs.	Positive Guidance 1	Miller: p. 246-260 CP: The Letter/Reply Speaking Positively	Communication Assignment Due	25%
Nov. 10	Mon.	LAST DAY TO WITHDRAW	(WITHOUT FAILING GRADE)		
Nov. 13	Thurs.	Positive Guidance 2	Miller: p. 295-316 CP: Indirect/Direct Neg. VS Positive Teachable Responses I Messages – Skilled Ways to Talk		
Nov. 20	Thurs.	Positive Guidance 3	CP: Becoming Comfortable with Authority Guidance Continuum		

Date	Day	Topic	Readings	Assignments	Mark
Nov. 27	Thurs.	Positive Guidance 4	Miller: p. 219-229 CP: He did it on purpose Feeney: The Teacher		
Dec. 4	Thurs.	Self-Reflection		Self-Reflection In-Class Assignment	25%
				Participation Mark	10%
				Total	100%

5. Basis of Student Assessment (Weighting)

ASSIGNMENTS

1. Autobiographical Sketch
2. Observations of Ordinary Moments
3. Responsive Communication Observation
4. Self-Reflection

Note: Students must complete all assignments to be eligible for a grade. Students who withdraw by the posted withdrawal date will be not penalized.

Withdrawal or incompleteness of work after the posted withdrawal date will result in an "F" grade being assigned.

This course must be passed with a 'C+' (65%) average to continue in the ELC Program.

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 that 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 can affect a final grade

Class time: Thursday, 11:30 – 12:50 in the Paul Building, Room 111

6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

The following two grading systems are used at Camosun College:

1. 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	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes.

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, through Student Services or on the College website at www.camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Enrolment Services, and on the College website at www.camosun.ca/about/policies/policies.html.

The Department of Community, Family & Child Studies is committed to promoting competence, professionalism and integrity in our students and developing their core skills to succeed throughout their academic programs and in their careers. The purpose of Academic Honesty Guidelines is to provide clear expectations of appropriate academic conduct and to establish processes for discipline in appropriate circumstances. It is the student's responsibility to become familiar with the content and the consequences of academic dishonesty. Before you begin your assignments, review the Academic Policies on the Camosun College website: <http://camosun.ca/learn/becoming/policies.html>