



ELC 112
Supportive Relationships 2
Winter 2017

COURSE OUTLINE

Course Description

This course continues to examine responsive relationships with children as well as developing caring relationships with adults in early childhood settings. Students continue to use observation and recording techniques with an emphasis on interpretation and planning for individual children and groups of children. Students learn how to guide in the context of trusting relationships.

⚡ *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: Anastasia Butcher
Office Hours: By appointment
Location: WT 218
Phone: 250-370-3315
Email: butchera@camosun.ca

Class Time and Location: 12:30-1:50 pm, Thursdays, P111

2. Intended Learning Outcomes

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

1. Apply theoretical knowledge to understand and interpret observations of children's growth and development.
2. Begin to interpret children's behaviours and plan interactions to support children. Begin to identify guidance strategies that foster children's emotional growth.
3. Describe strategies for establishing effective and caring relationships with families. Describe ways of acknowledging individual children's social, cultural and linguistic identities through relationships with families.

3. Required Materials

Positive Guidance, Darla Miller, 8th Edition
ELC 112 Course Pack

4. Course Content and Schedule

This schedule is subject to change depending on the needs of the class.

DATE	TOPIC	READINGS	ASSIGNMENTS
1 Jan 12	Introduction to ELC 112		
2 Jan 19	Supportive Relationships with Families	CP: p. 1-26	Read-reflect-share # 1 5%
3 Jan 26	Antibias Approach	CP: p. 27-32 Miller text: p. 100-107; 118-122	Read-reflect-share # 2 5%
4 Feb 2	Schedules and Transitions	CP: p. 33; p. 36-41 Miller text: p. 113-115; p. 175-176; 123-124	Read-reflect-share # 3 5%
5 Feb 9	Supporting Children's Friendships	CP: p. 42-56	
Feb 16	READING BREAK	NO CLASS	
6 Feb 23	The Social Environment	CP: p. 34-35 Miller text: p. 169-170; p. 184-185; p. 173(green box: How can I promote prosocial behavior?)	Read-reflect-share # 4 5%
7 March 2	Problem Solving Approach	CP: 58-73	Supporting Friendships 25%
8 March 9	Sharing Power with Children Natural/Logical Consequences	CP: p. 57; p. 74-80 Miller Text: p. 289-292	Read-reflect-share # 5 5%
Monday, March 13	LAST DAY TO WITHDRAW	LAST DAY TO WITHDRAW WITHOUT ACADEMIC PENALTY	
9 March 16	Understanding Children's Behaviours: Temperament	Miller Text: p. 235-240	
10 March 23	Responding to Children's Needs	CP: p. 81 Miller Text: 275-283	Problem Solving Approach 25%
11 March 30	Responding to Challenging Behaviours	CP: p. 82-88	Read-reflect-share # 6 5%
12 April 6	Resilience and Stress	CP: p. 89-116	
13 April 13	Looking Back: Course Review		Self-reflection(part of your participation mark that is worth 20%)

5. Basis of Student Assessment (Weighting)

Assignment	Due Date	Mark
1. Read-reflect-share	6 x 5%	Total 30%
2. Supporting Friendships	March 2	25%
3. Problem solving approach	March 23	25%
4. Participation and Self-Reflection	April 13	20%

A detailed description of assignments will be handed out and discussed in class.

ASSIGNMENT POLICY

- Please submit your assignments on the due date.
- Submission of assignments after their due date will result in a loss of 3% of the assignment marks per day
- **Extensions:** A request for an extension for any assignment is granted at the instructor's discretion. To request an extension for an assignment, please contact me **at least 24 hours prior** to the due date, and provide an explanation/rationale for requesting an extension. If granted, a revised due date will be negotiated.
- You will need to complete all assignments to be eligible for a final grade for the semester.
- 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.
- Last day to withdraw from courses without a failing grade is **March 13th**. If you withdraw by the posted withdrawal date, you will not be penalized. Withdrawal or incompleteness of work after the posted withdrawal date will result in an 'F' grade being assigned.

NOTE: *It is the responsibility of the student to understand the purpose of the assignments before submitting by the due date. Should students receive a mark of less than 50% on an assignment, they 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%).*

NOTE: *Students must complete all assignments to be eligible for a grade.*

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.

6. Grading System

Standard Grading System (GPA)

Standard Grading System (GPA) <http://www.camosun.bc.ca/policies/policies.php>

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

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, Student Services or the College web site at <http://www.camosun.bc.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, Registration, and on the College web site in the Policy Section.
<http://www.camosun.bc.ca/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>