



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

ELC 110

Child Growth and Development 1

Winter 2018

COURSE OUTLINE

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.

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

2. Intended Learning Outcomes

Upon successful completion of this course, the student 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) Critically 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.

3. Required Materials

Child development: An active learning approach, 3rd edition (by Laura Levine and Joyce Munsch)

Additional articles and links will be posted online

4. Course Content

- Weekly online modules/exercises with some audio/video
- Readings from text, articles posted online and additional links
- Online individual, small group and class activities

5. Basis of Student Assessment (Weighting)

Assignment	Due Date	Mark
Respectful presence and participation	Ongoing	30%
Image of the child	Jan 30	20%
Inquiry project	Feb 20	25%
Relationships: Sharing a story (narration)	April 3	25%
Total:		100%

Assignment Overview Handout will be posted on D2L with a detailed explanation of assignments and due dates.

Assignment Policy

- Please submit written assignments in the Course D2L 'Dropbox' 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. Assignments not received in the dropbox by this time will receive a zero.
- Last day to withdraw from courses without a failing grade is **March 14th**. 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%).

ELC Program requires a C+ (65%) in all courses.

PARTICIPATION

Active engagement with course materials and participation with peers supports your learning and is a major part of competency development in ELC. Professional responsibility and accountability are demonstrated by:

- Participating thoughtfully and positively with peers in discussions creating a respectful and encouraging learning environment, and contributing to the learning of fellow students.
- Upholding a standard of confidentiality and trust, just as in a college classroom on campus, *i.e.* being mindful to withhold identifying names when sharing real-life stories involving children, families, co-workers, *etc.*
- Completing all module activities and readings, and contributing to discussions within posted timelines. **Remember to inform group members and instructor of absences.*

6. Grading System

Standard Grading System (GPA)

Competency Based 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	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, 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>