



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

ELC 170
Working with Family and Community
Fall 2017

COURSE OUTLINE

Course Description

Students will be introduced to understanding the changing roles of families in our current society. Students study developmental tasks of families, historical and emerging themes with an emphasis on supporting families and establishing respectful, reciprocal partnerships. Students will be introduced to Indigenous world views in order to broaden their thinking about children and their families, including the impact of residential schools and on-going colonization and skills of reconciliation. Families are viewed within a strengths-based perspective and special emphasis is placed on the knowledge, skills, beliefs and values required to work in partnership with diverse families.

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

(a) Instructor	Jeanne Puritch
(b) Office hours	Mondays, 11:30-12:30 or by appointment
(c) Location	Wilna Thomas Building, Room 111b
(d) Phone	250-370-3100
(e) E-mail	PuritchJ@camosun.bc.ca

2. Intended Learning Outcomes

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

- a) Demonstrate knowledge of diverse families, changing roles and developmental transitions and how this diversity impacts our developing partnerships.
- b) Demonstrate strengths-based, empathetic, and collaborative responses to the issues commonly facing modern families.
- c) Demonstrate an understanding of strategies for establishing, building and maintaining effective partnerships with families.
- d) Identify Indigenous world views, the impact of residential schools, on-going colonization, and the skills of reconciliation, and integrate this knowledge into positive practices with families.

3. Required Materials

- a) Wilson, L. (2014). Partnerships: Families and communities in early childhood, 5th Edition
- b) Articles, films, videos, and resources provided online and/or in-class.

4. Course Content and Schedule

A weekly schedule and a detailed explanation of assignments, their due dates and percentage values will be provided online and handed out and discussed in class. Students are responsible for maintaining a hard or electronic copy of all submitted work.

5. Basis of Student Assessment (Weighting) ASSIGNMENTS

	Value
1. "My Story" Reflections (3 x 5%)	15%
2. Family Interview Summary	30%
3. Community Resource Research/Presentation	25%
4. Final Reflection: Rethinking/Re-telling "My Story"	20%
5. Participation	10%

See Assignment Overview Handout for full description of assignments.

Evaluation of professional and engaged participation includes:

- Pre-class preparation, including completing assigned reading materials prior to class
- Arriving at class on time, and consistent attendance
- Emailing instructor prior to class if unavoidably absent or late
- Attendance at presentations and actively involved in the in-class assignments as both a presenter and an audience member
- Engaged participation in class discussions, exercises and group work
- Attentive and respectful listening while refraining from checking phone/laptop for texts/social media, etc. during class time
- Students wishing to use laptops or electronic recording devices should make prior arrangements with instructor.
- Respectful and considerate behavior and comments toward others both inside and outside of class (including online/social media)
- Maintaining non-judgmental, respectful and confidential communication regarding personal/private information of families in the community being interviewed for the purpose of class assignments and/or discussions

ASSIGNMENT EXPECTATIONS:

All course assignments must be completed at a minimum **'C+' grade** in order for students to receive a passing grade in the course.

All assignments are to be submitted on their due date as outlined in the assignment overview:

- All papers and reports are to be submitted electronically to D2L before midnight on the designated due date in a WORD.doc format (unless alternative arrangements have been made).
- In-Class Assignments (such as group presentations) are to be presented at the scheduled time on the designated due date.
- All assignments (submitted to d2l or presented on Powerpoint) should include: (all) student's first and last name, course name and title of assignment. Assignments are expected to follow APA writing guidelines including formatting, spelling, grammar, clear and concise writing of the material, and appropriate citations and a reference list when necessary.

Note: it is the responsibility of each student to save a copy of all assignments until a grade is received.

LATE POLICY

Extending the due date: Students may negotiate an extension with the instructor **outside of class time** via email or through a meeting/appointment. This should be arranged prior to the due date. Extensions are granted at the discretion of the instructor.

Absence from a group presentation: Students not present at their groups presentation will not be included in the group mark, and will result in a "0" for that student. Under extenuating circumstances, students may negotiate an alternate, make-up assignment. (*Note: illness may require a doctor's note*).

Late submission: Assignments submitted after the due date without a pre-arranged extension forfeit **3% of the grade per day**.

ACADEMIC HONESTY

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>*

ATTENDANCE

Classes are planned as a continuum for building the skill and knowledge required to meet the competencies for all graduates of programs in the CFCS Department. Attendance and participation in all classes is expected, however, in-class presentations are mandatory attendance. Students are required to contact the instructor in advance if they are unable to attend classes. Participation grade is determined by both attendance and participation as stated above.

6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

A. GRADING SYSTEMS <http://www.camosun.bc.ca/policies/policies.php>

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

B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://www.camosun.bc.ca/policies/E-1.5.pdf> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, 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, 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>