CAMOSUN COLLEGE

School of Health and Human Services (HHS)
Community, Family & Child Studies – Early Learning & Care

ELC 110 Perspectives on Child Growth & Development 1
Winter 2019

COURSE OUTLINE

The course description is available on the web:
http://camosun.ca/learn/calendar/current/web/elc.html#elc110

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**   Enid Elliot
                        Tuesdays

(b) **Office hours**

(c) **Location**   Saanich Adult Centre

(d) **Phone**   **Alternative:**

(e) **E-mail**   elliote@camosun.bc.ca

(f) **Website**

2. Course Description & Intended Learning Outcomes

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.

Upon completion of this course, students 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) 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

· Robert Kail and Theresa Zolner (2015). Children: A chronological approach

· The Early Learning Framework. (2008) Victoria, B.C: Ministry of Education.
http://www.bced.gov.bc.ca/early_learning/pdfs/early_learning_framework.pdf

· Understanding The Early Learning Framework: From theory to practice. (2008) Victoria, B.C: Ministry of Education. http://www.bced.gov.bc.ca/early_learning/pdfs/from_theory_to_practice.pdf

4. Course Content and Schedule

This course will be taught through a combination of learning experiences/resources including:

- Textbook with optional online resources
- Video clips
- Instructor summaries and activities
- Questions & discussions

5. Basis of Student Assessment (Weighting)

See separate sheet for assignments

NOTE: It is the responsibility of the student to understand about the assignments before submitting by the due date. Rewrites are at the discretion of the instructor. Failed assignments may be re-submitted for a passing mark of C+. **Students will need a grade of 'C +' in this course to continue in the ELC Program at Camosun College.**

*Assignment Overview and Due Dates: A detailed explanation of assignments with due dates will be provided in a separate document.

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 the 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*

NOTE: Students must complete all assignments to be eligible for a grade. This course must be passed with a 'C+' (65%) average.

GENERAL CONSIDERATIONS:

I. Complete all assignments on time, and submit on the designated due date. In exceptional circumstances, students may request an extension; however, that extension must be arranged with the Instructor at least 24 hours before the due date. Students

who have not pre-arranged extensions will have 3% per day deducted from late assignments.

II. For detailed descriptions of the assignments, please review the assignment outline.

Assignment Expectations:

- Assignments are expected to follow the APA Style (6th Ed.) writing and citation/referencing guidelines, which include: typed, double-spaced title page and reference page.
- Assignments are to be submitted electronically through respective D2L drop box by midnight on the due date.
- *__Extensions:__* In exceptional circumstances, students may *request* – in writing, an extension of an assignment at least 24 hours *__prior__* to the due date. Extensions are granted at the discretion of the instructor, and a new due date will be negotiated with the student. A professional's note may be required to support student's request.

- **Participation**
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- Active engagement with course materials and participation with peers supports your learning,
- and is a major part of competency development in the Early Learning and Care program.
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- There will be an expectation of participation through assigned discussions and activities in most
- Modules of this course.
- Professional responsibility and accountability are demonstrated by:
- • Completing all session activities and readings
- • Participating thoughtfully and positively with peers
- - In discussions create a respectful and encouraging learning environment, contributing to the
- learning of fellow students
- • Demonstrating ability and willingness to communicate with peers and instructor
- - Your responses will add to discussions by providing new information or observations, or by making comments or questions that others can build on
- Contributing to discussions within posted timelines
- Remember to inform group members and instructor of absences
- Taking responsibility for assigned tasks
- Contribute to all class discussions in non-judgmental and respectful ways
- Students must post answers to discussion questions by the deadlines. Students are expected to have all assignments in the Dropbox by the due dates. Repeated late entries or an absence of entries will affect a student's final grade.

6. Grading System

☒ Standard Grading System (GPA)

☐ Competency Based Grading System

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

8. College Supports, Services and Policies

Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g., illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts: http://camosun.ca/about/mental-health/emergency.html or http://camosun.ca/services/sexual-violence/get-support.html#urgent

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, centre for accessibility, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit Student Services at http://camosun.ca/services/

College Policies

Policies are available on the College website at http://camosun.ca/about/policies/

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies.

Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Student Appeals, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, and Student Penalties and Fines.

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 website.

A. GRADING SYSTEMS

http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf#page=2

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.

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#page=4 for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	*Incomplete*: 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	*In progress*: 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	*Compulsory Withdrawal*: 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.