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 2020

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   Mary Burgaretta

(b) Office hours

(c) Location   N/A

(d) Phone   N/A   **Alternative:**   N/A

(e) E-mail   burgarettam@camosun.ca

(f) Website   http://camosun.ca/learn/programs/early-learning-and-care/

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

- Child development: An active learning approach, 3rd edition (by Laura Levine and Joyce Munsch)
- SECD (Science of Early Child Development) website. Follow link:

  https://content.scienceofecd.com/bcaccess/?scrollto=modules

  Access to these resources has been funded by the British Columbia Provincial Office for the Early Years and is free for BC residents! (If you are not physically in BC when you access this resources, you won't be able to access it.) You will be asked to confirm that you live in BC, then you will be able to access these great resources! We will refer to them throughout the course.

- BC Early Learning Framework and Theory to Practice. They can be found on line:

  https://www2.gov.bc.ca/gov/content/education-training/early-learning/teach/early-learning-framework

- Additional articles and links will be posted online

4. Course Content and Schedule

- 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 engagement	Ongoing	30%
Image of the child	Feb 2, 2020	20%
Inquiry project	Mar 1, 2020	25%
Relationships: Sharing a story (narration)	Apr 5, 2020	25%
	Total:	**100%**

Assignment Overview Handout will be posted on D2L with a detailed explanation of assignments and due dates. Information on how to complete the assignments will be included throughout the modules.

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 and new requested date.
- 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 **-----.**If you withdraw by the posted withdrawal date, your GPA will not be penalized. Withdrawal or in completion 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

7. Recommended Materials to Assist Students to Succeed Throughout the Course
N/A

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.