	CAPILANO UNIVERSITY COURSE OUTLINE		
Capilano University (logo)	**Course Title**	Curriculum Development II	
Course Number	EDUC 183	**Credits**	3.0
Section Number		**Instructor**	
Term	Fall 2016	**Office**	
Phone		**Local**	

COURSE FORMAT:

This course consists of 90 hours of instruction (75 hours will be delivered as in-class instruction. Total of 15 hours over two semesters will be delivered in a variety of ways.) Instructions for fourth hour activities will be distributed during the first class.

COURSE PREREQUISITE: EDUC 173

Note: This course is equivalent to EDUC 273. Duplicate credit will not be granted for this course and EDUC 273
Note: Students who receive credit for EDUC 183 and 273 cannot receive credit for EDUC 374 towards a credential in ECCE.

EARLY CHILDHOOD CARE & EDUCATION DEPARTMENT VISION STATEMENT:

The ECCE diploma / degree program fosters intellectual curiosity and critical thinking relevant to advocacy and leadership in early childhood education careers, advanced study, and lifelong learning.

LEARNING OUTCOMES:

General: The student will acquire further knowledge, experience and skill in planning, implementing, and evaluating programming to enhance children's development. The focus will be on developing long-term investigations with children.

INSTRUCTIONAL OUTCOMES:

Students who successfully complete this course should be able to:

1. Examine different pedagogical approaches to play-based curriculum for young children such as:
   - Themes and units
   - projects/long-term investigations
   - emergent curriculum
   - co-constructed curriculum
   - ecological perspectives

2. Based upon principles of child development, develop programming which will contribute to children's growth;

3. Use pedagogical documentation to interpret children's engagements and to develop responsive programming;

4. Create detailed written and visual interpretive accounts of curriculum projects as they develop;

5. Develop programming that honours individual differences, family and cultural practices;

6. Demonstrate and apply principles of inquiry-based teaching and learning;

7. Continue to collect materials and resources and incorporate them into curriculum resource journal;

8. Identify ways in which teachers value and respect the child through presentation of material and documentation of children's ongoing contributions;

9. Contribute and participate in all aspects of the labs; and

10. Be responsible for individual participation in small groups.

REQUIRED TEXTS:

Boyd Cadwell, L. (1997). *Bringing Reggio Emilia Home: An Innovative Approach to Early Childhood Education.* Teachers College Press. ISBN No. 0807736600

Van Manen, M. (2002) *The Tone of Teaching: The Language of Pedagogy* (2nd revised edition). Althouse. ISBN No. 0920354505

Ministry of Education. (2008) *Understanding the British Columbia Early Learning Framework: From Theory to Practice*. Ministry of Health &MCFD

Ministry of Education. (2008) *British Columbia Early Learning Framework*. Ministry of Health & MCFD. ISBN No. 978-0-7726-5925-5

REQUIRED READINGS:

Bunn, S. (2011). Materials in the making. In T. Ingold (Ed) *Redrawing anthropology: Materials, movements, lines*,(pp. 21-32). Farnham, Surrey, UK: Ashgate.

Burton, J. (2001). Lowenfeld: An(other) look. *Art Education 54*(6), 33-34.

Giamminuti, S. (). For beauty, for culture, for memory, for storytelling: Building learning communities through pedagogical documentation. *Educating Young Children*, p. 14-17.
http://www.ecta.org.au/_dbase_upl/Article%20_SGiamminuti.pdf

Hill, A. (1994). Surprised by children: A call to pedagogical possibilities. *Canadian Journal of Education, 19*(4), 339-350.

Rinaldi, C. (2004). The relationship between documentation and assessment. *Innovations in Early Education: The International Reggio Exchange, 11*(1), 1-4.

Ruozzi, M. (2010). Dialogue with materials: research projects in the infant-toddler centers and pre-schools of Reggio Emilia. *Innovations in Early Education: The International Reggio Exchange 17* (2), 1-12.

Thompson, C. M. (2009). Mira! Looking, listening, and lingering in research with children. *Visual Arts Research, 35*(1), 24-34.
Additional course readings will be posted on Moodle

COURSE CONTENT:

TOPICS

- Curriculum as inquiry
- Ecological perspectives
- Themes, units, and projects
- Starting and sustaining long term investigations with children
- Studying and investigating materials and topics
- Pedagogical narration and curriculum development
- BC Early Learning Framework: perspectives on curriculum and pedagogical narration
- Dialogues with materials
- Dialogues with places
- Aesthetics and children's artistic languages
- Pedagogy of listening in practice
- Introduction to teacher as researcher
- Inspiration from Reggio Emilia, Italy

EVALUATION PROFILE:

Materials assignment	25%
Visual Journal	50%
Journal (35%)	
Summary pages (15%	
Curriculum assignment	25%
TOTAL:	**100%**

GRADING PROFILE:

A+ = 90 - 100	B+ = 77 – 79	C+ = 67 – 69	D = 50 – 59
A = 85 – 89	B = 73 – 76	C = 63 – 66	F = 49 and below
A- = 80 – 84	B- = 70 – 72	C- = 60 – 62	

OPERATIONAL DETAILS

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Cheating and Plagiarism, Academic Probation and other educational issues. These and other policies are available on the University website.

Attendance

     Attendance is essential for the successful completion of this course and to meet the Licensing requirements of the BC Early Childhood Educator Registry.

     In the event of an absence from class, the student will inform the course instructor.

     A student who misses 10% of classes may not receive credit for this course. A faculty review will occur in the event the maximum percentage of absences has been exceeded. Program probation may be a result of the review.

     *Please note that this pertains to all students who are taking this course, regardless of whether individual students are not seeking licensure.

Punctuality

     Punctuality is essential given the professional nature of this program.

Lateness will be assessed in the same way as attendance. Being late for more than 10% of classes will result in a faculty review.

*Please note that this pertains to <u>all students</u> who are taking this course, regardless of whether individual students are not seeking licensure.

Academic Responsibility

Each student is responsible for the material covered in class and for any work required for the following class. If a student misses a class, they have the responsibility to contact a peer and obtain the notes, handouts and work for future classes.

The quality of work should provide both adequate depth and breadth so as to demonstrate a commitment to your professional development and that the competencies required of the course have been successfully met.

Professionalism

All students are expected to maintain professional behaviour, as laid out in the ECEBC's Code of Ethics, while participating in this course. This pertains to <u>all students</u>, registered for this course.

Missed presentations, exams, quizzes

Students will be allowed to make up in-class assignments, presentations, projects, exams, and quizzes under the following conditions:

If a doctor's certificate of illness is provided; or, in the case of the death of a close family member, a death certificate is provided.

Late Assignments

All assignments are due at the beginning of the class on the due date. Late assignments will receive a 5% deduction in grade for each day they are overdue.

Incomplete Grades

"I" Grades will be given only when prior arrangement has been made in writing between the instructor and the student specifying the exact nature of the work to be done and the date it is to be received.

English Usage and Writing Style

All assignments are marked for correct English usage, proofreading, and formatting. At the instructor's discretion, any assignment not reaching these standards may be returned for revision and resubmission.   Maximum grade assigned for a revised assignment is a "C".

All assignments will adhere to APA stylistic guide for avoiding bias in language use and will be written in a manner that reflects the spirit and values inherent in the ECEBC Code of Ethics and the BC Early Learning Framework. At the instructor's discretion, any assignment not reaching these standards may be returned for revision and resubmission. Maximum grade assigned for a revised assignment is a "C".

Cheating & Plagiarism

Cheating is an act of deceit, fraud, distortion of the truth, or improper use of another person's effort to obtain an academic advantage.

Plagiarism is the presentation of another person's or source's words and/or ideas as if they were ones' own. It ranges from an entire assignment which is not the student's own work to specific passages within an assignment taken from a source without appropriate acknowledgement.

Students are responsible for ensuring that they understand and follow the principles of proper documentation and scholarship. If in doubt about these matters, students should consult their instructor, the Writing Centre, or the Library. Students are responsible for ensuring that they understand what constitutes cheating and plagiarism and that these violations of proper academic practice have serious consequences.

The instructor has the right to assign a grade of "0" on the examination or assignment, or, at the instructor's discretion, a letter grade "F" / No Credit on the course.

Second incidents of cheating or plagiarism, or first incidents deemed by a department/instructor to be particularly serious, will be dealt with according to the University policy available on the University website.

Emergency Procedures

Please read the emergency procedures posted on the wall of the classroom.