| CAPILANO UNIVERSITY | |
| --- | --- |
| COURSE OUTLINE | |
| TERM: FALL 2012 | COURSE NO.: EDUC 178 |
| INSTRUCTOR: | COURSE NAME:<br>CARING AND LEARNING IN EARLY YEARS SETTINGS |
| OFFICE:  PHONE: 604.986.1911<br><br>LOCAL: | SECTION NO.:<br><br>CREDITS: 3.0 |

## COURSE FORMAT

Three hours offered either by lecture or online, plus additional fourth hour activities each week over 15 weeks.  Fourth hour activities will be delivered in a variety of ways.  Instructions for fourth hour activities will be distributed during the first class.

## COURSE PREREQUISITE

None.

## 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.

## GENERAL OVERVIEW

This course has two modules that provide students with the knowledge and abilities to create caring and learning environments for young children. In the first module emphasis is placed on practising and applying skills developed from understanding basic communication principles and techniques. The second module emphasizes the importance of planning environments to support the learning of all young children in early childhood settings.

## LEARNING OUTCOMES

*Students who successfully complete this course should be able to:*

**Module One**

1.  Identify components of effective communication including

    a)  the communication process

    b)  characteristics of effective communicators

    c)  characteristics of positive communication climates

2.  Demonstrate increased self-knowledge by

a) tracing the development of self-concept

b) identifying characteristics of the self-concept

c) recognizing defence mechanisms

d) assuming responsibility for personal feelings and actions

3. Improve communications skills by

a) developing active listening skills

b) demonstrating ability to give I-messages

c) realizing the impact of non-verbal communication

d) recognizing personal conflict styles and learning methods of conflict resolution

4. Support and sustain group membership by

a) recognizing one's role within the group

b) developing mutually supportive relationships within the group

c) demonstrating the ability of constructively and productively participate to group activities

5. Recognize that communication skills affect interpersonal relationships in all areas of the ECCE program, i.e. working with children, interacting with other teachers, parents etc.

**Module Two**

1. Understand the differences and similarities in Early Childhood programsand have an awareness of the Ministry of Health and the Ministry of Children and Family Development (2008). British Columbia Early Learning Framework.

2. Begin to recognize the relationship between children's learning , play and their environment;

3. Articulate the relationship children build between play and:

a. the social-emotional aspects of development

b. literacy

c. physical development

d. intellectual development

e. language, physical and intellectual development of young children;

4. Engage with the importance that learning environment has for children and how this learning environment can support growth and development of all young children. Consider how environments should honour gender, ability, family and culture, environmental sustainability and the rights of children;

5. Think about and engage with materials to create meaningful and relevant environments with young children (i.e. blocks, water, sand, dramatic play, nature, art, language and literature, music and science); and

6. Consider the image and roles of the educator in creating meaningful and relevant environments with and for children.

| Date | Topic | Readings |
|---|---|---|
| Week 1 | Introduction Course Outline and Assignments<br><br>Early Childhood Programs in British Columbia<br><br>Finding Places for Play and Inspiration | As per Moodle |
| Week 2 | You and Others<br><br>Group Dimensions and Development | As per Moodle |
| Week 3 | Leadership and Group Roles | As per Moodle |
| Week 4 | Team Charter work and Group dynamics | As per Moodle |
| Week 5 | Decision Making from a Shared Understanding | As per Moodle |
| Week 6 | Communication skills recap | As per Moodle |
| Week 7 and 8 | Authenticating Children's Spaces: Engagement with Materials and Concepts<br><br>Sharing Our Collections of Inspiration | As per Moodle |
| Week 9 | Fieldtrip ( please bring camera)<br><br>Provoking Wonder, Curiosity and Intellectual Engagement | As per Moodle |
| Week 10 | Light and Shadow in Early Childhood Environments.<br><br>Flashlight Discovery (please bring flashlight) Activities | As per Moodle |
| Week 11 | Creating, Feeling, and Communicating Focal Points in Our Environment | As per Moodle |
| Week 12 | Children and Playgrounds, Theory of Loose Parts, Biophilia, Designing the Outdoors | As per Moodle |
| Week 13 | Managing Environments On Our Own | As per Moodle |
| Weeks 14, 15 | Exam period | |

Note: Students are responsible for all assigned readings prior to class.

Students are responsible for registering on the class Moodle site. A registration key will be sent to students prior to the first class

**REQUIRED TEXTS**

Coupe, R. ,Halvorson, B., Hurdles, C., Klobucar, A., Read, J., Stone, A., …Pendygrasse, J. (2011). *The Capilano guide to writing assignments.* North Vancouver, BC: Capilano University.

Curtis, D. & Carter, M. (2003). Designs for Living and Learning.Transforming Early Childhood Environment St. Paul, MN: Redleaf Press.

Early Childhood Educators of British Columbia (2008). *Code of ethics: early childhood educators of British Columbia.* Vancouver, BC: Author.

Government of British Columbia. (2008). *British Columbia early learning framework*. Victoria, BC: Ministry of Education, Ministry of Health, Ministry of Children and Family Development , & British Columbia Early Learning Advisory Group.

Government of British Columbia. (2008). *British Columbia early learning framework: From theory to practice*. Victoria, BC: Ministry of Education, Ministry of Health, Ministry of Children and Family Development , & British Columbia Early Learning Advisory Group.

McKinlay, L. and Ross H. (2010)  *You and Others:  Reflective Practice for Group Effectiveness in Human Services. Toronto*: Pearson, Allyn and Bacon.

**EVALUATION PROFILE**

| | |
|---|---|
| Reflective Journal | 25% |
| Communication  Project | 25% |
| **Group Projects:** | |
| Invitation: Light, sound, colour, motion | 25% |
| Invitation: Water, sand, blocks, dramatic play | 25% |
| **TOTAL** | 100% |

**GRADING PROFILE**

| A+ = 95 – 100 | B+ = 81 - 84 | C+ = 70 - 74 | D  = 50 - 59 |
|---|---|---|---|
| A  =  90 – 94 | B  =  77 - 80 | C  = 65 - 69 | F  =  0 - 49 |
| A- =  85 – 89 | B- =  75 - 76 | C- =  60 - 64 | |

**ASSIGNMENTS**

Details of assignments will be provided by the instructor at the start of the course.

## 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. |
| Punctuality: | Punctuality is essential in both classroom courses and practica 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.  Program probation may be a result of the review. |
| 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. |
| | All ECCE students are expected to maintain the program's standards of academic achievement and professional behaviour.  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 |
| Missed Assignments, Presentations, In-class Projects, Exams, and Quizzes | Students will be allowed to make up assignments, presentations, in-class 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 be accepted only 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. |
| | Without required documentation all other late assignments will not be graded, although all assignments must be submitted in order to receive a passing grade in the course. |

| | |
|---|---|
| Extenuating circumstances: | Submissions in writing will be reviewed by the Department.  Based on the review, faculty may agree alternative arrangements with the following condition: |

- Loss of 5 % per day

| | |
|---|---|
| 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 one's 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" 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.

| | |
|---|---|
| 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: | 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 "C." |
| Professionalism: | All ECCE students are expected to maintain the program's standards of academic achievement and professional behaviour.  In practicum centres and in the classroom, students will adhere to ECEBC's Code of Ethics at all times. |
| Emergency Procedures: | Please read the emergency procedures posted on the wall of the classroom. |