

	CAPILANO UNIVERSITY COURSE OUTLINE		
	Course Title	Theoretical Perspectives	
Course Number	EDUC 244	Credits	3.0
Section Number		Instructor	
Term	Fall 2016	Office	
Phone		Local	

COURSE FORMAT:

This course will be delivered in 3-hour classes via lecture, online or mixed-mode format. The fourth hour (total of 15 hours over the semester) will be delivered in a variety of ways. Instructions for fourth hour activities will be distributed during the first class.

COURSE PREREQUISITE: None

Note: This course is equivalent to both EDUC 144 and EDUC 254. Duplicate credit will not be granted for this course and with of EDUC 144 or EDUC 254.

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: To provide an introduction to the history of and philosophies that guides the practice of Early Childhood Care and Education. To critically reflect upon the roles and responsibilities of the Early Childhood Educator in the reconceptualised framework of ECE.

INSTRUCTIONAL OUTCOMES:

Students who successfully complete this course should be able to:

1. Critically reflect on the contributions of both historical and current theorists, philosophers and researchers to the practice of early childhood education;
2. Recognize how societal values and beliefs (e.g., gender, race and culture) effect educational philosophy and practice in order to work towards equity and social justice within early childhood education;
3. Critically reflect upon current trends and issues in Early Childhood Education;
4. Critically reflect upon contemporary program models and theories and recognize the connection between theory and practice;

5. Demonstrate an awareness of early childhood education programs within a global context;
6. Trace and critically reflect the history of ECE in Canada and B.C., including local professional associations;
7. Engage with the Code of Ethics to begin to make ethical decisions to promote equity and social justice in early childhood care and education; and
8. To begin to construct a philosophy of education that reflects current research and writing in early childhood education.

COURSE CONTENT:

Date	Topic	Readings
Week One	Introduction and Course Outline and assignments	
Week Two	Early Childhood Education: Canada and BC	On-line Readings
Weeks Three and Four	An overview of historical factors that influence early childhood care and education (particular focus on Recognizing how societal values and beliefs effect education and curriculum)	Chapters 1 and 2
Week Five	Early childhood education and ethics: ECEBC Code of Ethics	ECEBC: Code of Ethics
Weeks Five and Six	Child Development and Early Childhood Education	Chapter 3 and On-line Readings
Weeks Seven, and Eight	Traditional Conceptualizations of Early Childhood Education	Chapter 5 and 6 On-Line Readings
Week Nine	The Educator	Chapter 7
Weeks Ten & Eleven	Early childhood care and education British Columbia (particular emphasis in emergent curriculum and documentation in connection with BC ELF.	Chapter 8 BC ELF and Understanding the ELF: From theory to practice
Weeks Twelve and Thirteen	Reconceptualizing ECCE	On-Line Reading
Exam Schedule Weeks 14 & 15	Final Quiz TBA	
Note: Students are responsible for all assigned readings prior to class.		

REQUIRED TEXT:

Canella, G. (2007) *deconstructing early childhood education: Social justice & revolution*. New York, NY: Peter Lang

Coupe, R. ,Halvorson, B., Hurdles, C., Klobucar, A., Read, J., Stone, A., ...Pendygrasse, J. (2013). *The Capilano guide to writing assignments*. North Vancouver, BC: Capilano University.

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,

Recommended Textbooks

Pacini-Ketchbaw, V., Nxumalo, F., Kocker, L., Elliot, E. & Sanchez, A. (2014). Journeys: Reconceptualizing practices through pedagogical narrations. Toronto: University of Toronto Press.

MacNaughton, G. (2005). Doing Foucault in early childhood studies: Applying poststructural ideas. New York, NY: Routledge.

EVALUATION PROFILE

Image of the Child and Teacher Assignment	10%
Annotated Bibliography & Outline	20%
Research Paper	30%
Ethical Dilemmas (2 x 10%)	20%
Final Quiz	<u>20%</u>
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	

ASSIGNMENTS:

See Attached. Please note it is strongly recommended that students make a copy of all assignments in the event that an assignment is misplaced. Note, assignments must be handed in as a hard copy, e-copies will only be accepted in extenuating circumstances.

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 all students 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 all students, 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 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" / 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.