

	<b>CAPILANO UNIVERSITY</b>		
	<b>COURSE OUTLINE</b>		
	<b>Course Title</b>	Advanced Curriculum Studies	
<b>Course Number</b>	EDUC 385	<b>Credits</b>	3.0
<b>Section Number</b>		<b>Instructor</b>	
<b>Term</b>	Fall 2017	<b>Office</b>	
<b>Phone</b>		<b>Local</b>	

**COURSE FORMAT:**

Three hours of class time, plus an additional hour delivered through on-line or other activities for a 15-week semester, which includes two weeks for final exams.

**COURSE PREREQUISITE:** 45 credits of 100 level or higher coursework and ENGL 100 as a pre or co-requisite

**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. Engage pedagogical practices related to curriculum that reflect the BC ELF and current research:
  - projects/long-term investigations
  - emergent curriculum
  - co-constructed curriculum
  - ecological and relational perspectives
2. Use pedagogical narrations to interpret children's engagements and to develop responsive programming;
3. Develop programming that honours individual differences, family and cultural practices;
4. Demonstrate and apply principles of inquiry-based teaching and learning;
5. Continue to collect materials and resources and incorporate them into curriculum resource journal;

6. Identify ways in which teachers value and respect the child through presentation of material and documentation of children's ongoing contributions;
7. Contribute and participate in all aspects of the labs; and
8. Be responsible for individual participation in small groups.

**REQUIRED TEXT:**

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

Van Manen, M. (2002) *The Tone of Teaching: The Language of Pedagogy* (2<sup>nd</sup> 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

**Additional course readings will be posted on Moodle**

**RECOMENDED TEXTS:**

The hundred languages in mini stories. Davis Publications

**REQUIRED READINGS:**

Brooks, M. (2003, September). Drawing to learn. *Beyond the Journal, Young Children on the Web*.  
<http://www.naeyc.org/files/yc/file/200309/DrawingtoLearn.pdf>

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. (2007). For beauty, for culture, for memory, for storytelling: Building learning communities through pedagogical documentation. *Educating Young Children*, 13(2), 14-17.  
[http://www.ecta.org.au/dbase\\_upl/Article%20SGiamminuti.pdf](http://www.ecta.org.au/dbase_upl/Article%20SGiamminuti.pdf)

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

Material Encounters. (2014) Exhibition catalogue, March 1-March 19, Capilano University Studio Art Gallery.

Oken-Wright, P. (2001) Documentation: Both mirror and light. *Innovations in Early Education: The International Reggio Exchange*, 8(4), 5-15.  
<https://reggioalliance.org/downloads/documentation:okenwright.pdf>

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

Reggio Children (2010). *The Wonder of Learning: The Hundred Languages of Children* (Dialogues with materials chapter). Reggio Emilia, Italy: Reggio Children.

**Additional course readings will be posted on Moodle**

**COURSE CONTENT:**

<p style="text-align: center;"><b>TOPICS</b></p> <p style="text-align: center;">Please see Moodle for the weekly schedule</p>
<p>Curriculum as inquiry Dialogues with materials Starting and sustaining long term investigations with children Designing contexts for inquiry Posing problems and provoking inquiry Conversations with children Becoming attentive to children's processes, perspectives, and meanings Children's artistic languages A co-constructed curriculum Learning together: social processes of learning BC Early Learning Framework: perspectives on curriculum and pedagogical narration The relationship of pedagogical narration and curriculum development Inspiration from Reggio Emilia, Italy Children Teaching Us (CTU)</p>

## EVALUATION PROFILE:

Material project	20%
Visual Journal	35%
Curriculum assignment	45%
Group project 30%	
Self-evaluation 15%	
<b>TOTAL:</b>	<b><u>100%</u></b>

## 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 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.