

COURSE OUTLINE		
<b>TERM:</b> FALL 2022	<b>COURSE NO:</b> EDUC 385	
<b>INSTRUCTOR:</b>	<b>COURSE TITLE:</b> Advanced Curriculum Studies	
<b>OFFICE:</b> LOCAL: <b>E-MAIL:</b> @capilanou.ca	<b>SECTION NO(S):</b>	<b>CREDITS:</b> 3.0
<b>OFFICE HOURS:</b>		
<b>COURSE WEBSITE:</b>		

Capilano University acknowledges with respect the Lil'wat, Musqueam, Squamish, Sechelt, and Tsleil-Waututh people on whose territories our campuses are located.

### COURSE FORMAT

Three hours offered by lecture, online or mixed mode plus additional fourth hour activities each week for a 15-week semester, which includes two weeks for final exams. Fourth hour activities will be delivered in a variety of ways. Instructions for fourth hour activities will be posted on the course eLearn site.

### COURSE PREREQUISITES/CO-REQUISITES

45 credits of 100-level or higher coursework; and ENGL 100 as a pre- or corequisite.

### CALENDAR DESCRIPTION

In this course, the students will acquire further knowledge, experience and skill in planning and implementing long-term investigations with children. They will engage with pedagogical practices related to curriculum that reflect the BC ELF and current research. Further, the course will extend students work with pedagogical narration as a practice use to interpret children's engagements and to develop responsive programming.

### REQUIRED TEXTS AND/OR RESOURCES

American Psychological Association (2019). *Concise Rules of APA Style: The Official Pocket Style Guide*. (7<sup>th</sup> Edition)

Early Childhood Educators of British Columbia (2021). *Code of ethics: Early childhood educators of British Columbia* (7th ed.). Author.

Government of British Columbia (2019). *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.

Minister of Families; Minister of Children and Social Development (2018). *Indigenous early learning and child care framework*. Her Majesty the Queen in Right of Canada.

<https://www.canada.ca/en/employment-social-development/programs/indigenous-early-learning/2018-framework.html>

The Truth and Reconciliation Commission's Calls to Action:

[http://trc.ca/assets/pdf/Calls\\_to\\_Action\\_English2.pdf](http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf)

United Nations Declaration on the Rights of Indigenous Peoples (2007):

[https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP\\_E\\_web.pdf](https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf)

UN Convention on the Rights of the Child (1989):

<https://www.ohchr.org/Documents/ProfessionalInterest/crc.pdf>

Pacini-Ketchabaw, V., Kind, S. & Kocher, L. (2017). *Encounters with materials in early childhood education*. Routledge

**\*\*Additional required readings will be posted on the course e-learn site.\*\***

### **COURSE STUDENT LEARNING OUTCOMES**

**On successful completion of this course, students will be able to do the following:**

1. Engage pedagogical practices related to curriculum that reflect the BC ELF and current research:
  - a. Projects/long-term investigations
  - b. Emergent curriculum
  - c. Co-constructed curriculum
  - d. 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. Contribute and participate in all aspects of the labs; and
7. Be responsible for individual participation in small groups.
8. Demonstrate understanding of how reconceptualist theory is materialized in practice and shapes curriculum formation and pedagogical narration processes

### **COURSE CONTENT**

Week 1	Curriculum and the BC ELF Reconceptualist perspectives in early childhood education and curriculum
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Week 2	Materials, experimentation, and curriculum inquiry Introduction to relational materialism (new materialism, feminist materialism) <i>read: Chapter 1, course text</i>
Week 3	Materials and making What does it mean to work <i>with</i> a material? <i>read: Ingold and Bunn</i>
Week 4	Materials in movement <i>read: Chapter 2, course text</i>
Week 5	Material encounters What is an encounter? <i>read: Chapter 3, course text</i>
Week 6	Relational materialist perspectives and the implications for curriculum formation Thinking with theory <i>read: Rautio</i>
Week 7	Assemblages and improvisations <i>Read: Chapter 4, course text</i>
Week 8	Ecologies of practice <i>Read: Chapter 5, course text</i>
Week 9	Time and intensities <i>Read: Chapter 6, course text</i>
Week 10	How relational materialist perspectives shape curriculum and documentation what does a materialist perspective ask us to attend to? <i>Read: Kind &amp; Argent</i>
Week 11	Group projects Pedagogical narration processes and practices
Week 12	Group projects
Week 13	Presentation of group projects
Final Exam Period	Final assignment due

### EVALUATION PROFILE

Material project	20%
Visual Journal	35%
Curriculum Assignment	45%
<ul style="list-style-type: none"> <li>• Group project 30%</li> <li>• Self-evaluation 15%</li> </ul>	

**TOTAL** **100%**

**NOTE:** No single evaluation component will be worth more than 35%

### Participation

Participation grades are based on the consistency, quality, and frequency of contributions to class discussions. Consistency means attending every class, maintaining a positive and respectful presence in the classroom, and actively contributing to discussions on a regular basis. Quality means demonstrating respect for peers and their contributions, listening attentively during lectures and

when other students are speaking, and participating in all activities with an open and inquisitive mind.

### GRADING PROFILE

A+ = 90-100	B+ = 77-79	C+ = 67-69	D = 50-59
A = 85-89	B = 73-76	C = 63-66	F = 0-49
A- = 80-84	B- = 70-72	C- = 60-62	

### Incomplete Grades

Grades of Incomplete "I" are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

### 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. In an online class, late assignments will not be marked after 7 days.

### Missed Exams/Quizzes/Labs etc.

Make-up exams, quizzes and/or tests are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crises. Some missed labs or other activities may not be able to be accommodated. Please consult with your instructor.

### Attendance

Attendance is essential for the successful completion of this course and to meet the Licensing requirements of the BC Early Childhood Educator Registry. Students are expected to attend all classes and associated activities. In the event of an absence from class, the student will inform their course instructor. Punctuality will be assessed in the same way as attendance. 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.

### English Usage

Students are expected to proofread all written work for any grammatical, spelling and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments. 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".

**Electronic Devices**

Students may use electronic devices during class only if requested by instructor.

**On-line Communication**

Outside of the classroom, instructors will (if necessary) communicate with students using either their official Capilano University email or eLearn; please check both regularly. Official communication between Capilano University and students is delivered to students' Capilano University email addresses only.

**UNIVERSITY OPERATIONAL DETAILS****Tools for Success**

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: <https://www.capilanou.ca/student-life/>

**Capilano University Security: download the [CapU Mobile Safety App](#)**

**Policy Statement (S2009-06)**

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

**Academic Integrity (S2017-05)**

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy and procedures S2017-05 Academic Integrity for more information:

<https://www.capilanou.ca/about-capu/governance/policies/>

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

**Academic dishonesty** is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

**Cheating:** Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

**Fraud:** Creation or use of falsified documents.

**Misuse or misrepresentation of sources:** Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

**Plagiarism:** Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

**Self-Plagiarism:** Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

**Prohibited Conduct:** The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

### **Sexual Violence and Misconduct**

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure (found on Policy page <https://www.capilanou.ca/about-capu/governance/policies/>)

**Emergencies:** Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.

## DEPARTMENT OR PROGRAM OPERATIONAL DETAILS

### **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.

The CAPU Early Childhood Care and Education program stands in partnership with Early Childhood Educators of British Columbia (ECEBC; see <https://www.ecebc.ca/>) in promoting early childhood education as a profession. The department is committed to working towards the professionalization of early childhood educators in a universal, accessible, inclusive early childhood system that views early childhood education as the right of the child as a citizen.

We stand as allies of the BC Aboriginal Child Care Society (BCACCS; see <https://www.acc-society.bc.ca/>) working in all ways toward truth and reconciliation in ensuring our practice honours the Indigenous Early Learning and Care Framework and UNDRIP. We are resolute in supporting the self-governance of Indigenous Peoples in creating an Indigenous early years system.

### **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/practicum.

### **Final Exams/Assignments Period**

Students must remain available throughout the full exam period; either for final exams or assignments. Students who are in courses that do not have final exams scheduled will have classes until the last day of the exam period. In rare circumstances, exams may need to be rescheduled due to harsh weather conditions or other unforeseen factors. Travel plans must be made outside of the exam schedule.