

Early Learning and Child Care
ELCC 111
3 Credit Course
Autumn, 2019



COURSE OUTLINE

ELCC 111

Child Growth & Development I

3 credits

PREPARED BY: Peters, Leslie
APPROVED BY: Alsbury, Brooke

DATE: August 30, 2018
DATE: August 30, 2018

APPROVED BY ACADEMIC COUNCIL:

RENEWED BY ACADEMIC COUNCIL:



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The Course Outline Template is approved by the Academic Council on June 20, 2018

ELCC 111 Child Growth and Development

INSTRUCTOR: Laura Orviss	OFFICE HOURS: By appointment
OFFICE LOCATION: N/A	CLASSROOM: C1440
E-MAIL: lorviss@yukoncollege.yk.ca	TIME: Tuesdays 6:30 -9:25 p.m.
TELEPHONE: 867-335-5585	DATES: Sept 5 - Dec 5

COURSE DESCRIPTION

This course provides students with a basic understanding of various theories of child development relevant to facilitating growth and development of the whole child during the first six years of life.

PREREQUISITES

None. It is recommended that students have completed Grade 12, including English 12.

RELATED COURSE REQUIREMENTS

While this is a classroom based learning experience, students must have access to internet and a computer throughout the semester. The college email and course Moodle page are key communication tools used to answer questions, adjust timelines, and provide further details on expectations and learning.

LEARNING OUTCOMES

Upon successful completion of the course, students will:

- know themes and theories related to child development and research techniques utilized in this field of study

- be able to describe the stages of early brain development and explain the importance of helping children reach their fullest potential through the provision of optimum conditions for brain development using the SPICE acronym (Social, Physical, Intellectual, Creative/Cultural, and Emotional),
- be able to describe the sequence and characteristics of the growth and development of the whole child during the first six years of life
- be able to identify and describe influences, including those relevant to the North, that affect SPICE areas of growth and development of the whole child during the first six years of life
- have an introductory understanding of atypical child development during the first six years of life.

COURSE FORMAT

This 45-hour course will be delivered in the classroom setting. The presentation of information will be primarily delivered by the instructor and occasionally by guest speaker.

Each lesson will include a variety of teaching/learning experiences. These strategies may include lecture, large and small discussion groups, in-class projects, experiences, simulations, role plays, observations, readings, audio-visual aids, guest speakers, and students' individual assignments.

ASSESSMENTS

Attendance and Participation

Much of the learning is done in the classroom. Students learn from each other, as well as from the instructor; therefore, attendance and appropriate participation are essential.

Students are expected to attend and participate in all classes, are expected to be actively involved in discussions, and must take responsibility for their own learning. The students' own personal experience and thoughts will provide much of the material for discussion. Therefore, it is expected that students are prepared for classes by having completed the required readings, assignments and other assigned work. Emphasis will be placed on learning by doing and on personal reflection on

individual experiences.

Students must attend at least 75% of the classes to pass this course. Professional behaviour is expected. If a class should be missed, the student will communicate with their instructor ahead of time.

Assignments

Each assignment is designed to help the student synthesize knowledge from class, readings, personal knowledge, and traditional knowledge to build greater understanding. Planned class discussions are enriched when students have completed assigned work at the appropriate time. Material from student assignments also plays an important role in helping the instructor design class activities and lectures to best suit the group of students. Therefore, handing in assignments on the due dates is very important.

Please note that **ALL** assignments must be completed in a satisfactory manner (over 50% grade) to receive a passing grade for the course.

ASSIGNMENT #	ASSIGNMENT NAME	Grade
Assignment #1	Observation and Research Techniques in Child Development	20%
Assignment #2	Brain Development	25%
Assignment #3	A Young Child's Perspective	25%
Assignment #4	Provocation and Observation, Documentation and Extension	20%
Quizzes	Open-book quizzes on Moodle	10%

Assignments will be discussed at the beginning of the course and presented in writing with criteria clearly defined. All students are encouraged to contact the instructor if they have questions or concerns about assignments or their progress. In exceptional circumstances, students may discuss alternate arrangements with their instructor (such as late submission of assignments, etc.).

ALL assignments must also be submitted punctually. 5% will be deducted for each calendar day that an assignment is late.

Please see additional comments about assignments in the assignment package.

REQUIRED TEXTBOOKS AND MATERIALS

Kail, R.V. and Zolner, T. (2012). *Children: A Chronological Approach* (3rd Canadian Ed.). Toronto: Pearson Education Canada.

Wylie S. & Fenning, K. (2012). *Observing Young Children: Transforming Early Learning Through Reflective Practice* (4th Ed.) United States: Nelson Education

Bronfenbrenner, U., (1977). Toward Experimental Ecology of Human Development. *American Psychologist* Vo. 32(7), Jul 1977, 15 - 531. Retrieved from

<http://maft.dept.uncg.edu/hdf/facultystaff/Tudge/Bronfenbrenner%201977.pdf>

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA). Students may use sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukoncollege.yk.ca/yfnccr.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 456-8629 or lac@yukoncollege.yk.ca.

TOPIC OUTLINE

See Assignment and Evaluation Package