

COURSE OUTLINE		
TERM: Fall 2018	COURSE NO: EDUC 373	
INSTRUCTOR:	COURSE TITLE: Inquiry-Based Learning in ECCE	
OFFICE: LOCAL: E-MAIL:	SECTION NO(S):	CREDITS: 3.0
OFFICE HOURS:		
COURSE WEBSITE:		

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 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. This course may be also offered in an online format.

COURSE PREREQUISITES

45 credits of 100 level or higher coursework and EDUC 277 and ENGL 100 as a pre or co-requisite

CALENDAR DESCRIPTION

This course provides students with the opportunity to examine all aspects of negotiated curriculum. Topics will include the image of the child, the investigative environment, learning materials and the basic principles of documentation.

COURSE NOTE

EDUC 373 is an approved Culture and Creative Expression course for Cap Core requirements.

REQUIRED TEXTS AND/OR RESOURCES

Eisner, E. W. (2002). *The Arts and the Creation of Mind*. New Haven: Yale University Press

Vecchi, V. (2010). *Art and Creativity in Reggio Emilia*. New York: Routledge

Ministry of Education (2008). Understanding the British Columbia Early Learning Framework: From Theory to Practice. Ministry of Health &MCFD. <http://www2.gov.bc.ca/gov/topic.page?id=9CAEBBF8B90848D1A66E2A7303E18915>

Alcock, S. (2008). Young children being rhythmically playful: creating *musike* together. *Contemporary Issues in Early Childhood*, 9(4), 328-338.

COURSE STUDENT LEARNING OUTCOMES

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

1. Explain and demonstrate core elements of an inquiry-based curriculum;
2. Identify, analyze, and discuss artistic forms and processes as expressive languages;
3. Examine the relationship of the arts to creative and investigative curriculum development.

Students who complete this Culture and Creative Expression course will be able to do the following:

1. Identify, analyze, and critique the elements of a form of expression using its specific vocabulary
2. Examine the intersection of linguistic and cultural forms by expressing in a language other than English
3. Explain or demonstrate the connection between various events, ideas, traditions, and belief systems and the modes in which they are artistically or culturally expressed
4. Interpret diverse forms of creative expression from different perspectives (e.g. artistic, historical, Indigenous, literary, scientific, philosophical)

COURSE CONTENT

Week	Content
Week 1	Course introduction. Inquiry and the BC Early Learning Framework
Weeks 2 & 3	Inquiry, learning, and the arts How do the arts matter, and what are the arts for (in education)?
Weeks 4 & 5	The theory of the hundred languages: an ethics of difference Children's artistic, creative, and expressive languages
Weeks 6 & 7	Artistic development Artistic ways of knowing
Weeks 8 & 9	Visual, musical, rhythmic, and embodied thinking Metaphor, meaning, and interpretation
Weeks 10 & 11	Creative curriculum development Developing artistic selves
Weeks 12 & 13	Lingering in research with children
Weeks 14 & 15	Final exam period

EVALUATION PROFILE

Written Assignments	10 - 80 %
Participation	0 - 10%
Presentations	0 - 20 %
Final Exam	0 - 20 %
Total	100 %

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

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	

ASSIGNMENTS

The assignment structure for this course is determined by the instructor in accordance with the learning outcomes outlined above. Please refer to the course syllabus and Moodle site for a detailed breakdown.

Written Assignments

This course will include a combination of short written assignments (e.g. reading responses, primary source analysis, article review) and/or longer assignments such as a research papers or literature reviews.

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.

Presentations

This course may include a presentation component, which may be an individual or group assignment (e.g. in-class debate, academic poster, research presentation, small group facilitation). Detailed instructions will be provided in class and on Moodle.

Final Exam

The course will include a final exam that may be drawn from all class materials. The final exam may be cumulative (please consult with your instructor). The format of the exam will be shared in the class and details provided on Moodle. The final exam will be scheduled at a date to be determined by the Registrar's Office. Please plan to be available to write the final exam at any point during the final exam period. If you must make travel arrangements, assume that the final exam will be held on the final day of the exam period, and plan accordingly.

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 times specified on the assignment document. Late assignments will receive a 5% deduction in grade for each day they are overdue unless the student is ill and has both notified the instructor ahead of the due date/time and has a doctor's note.

Missed Observations/Exams/Quizzes/Labs etc.

Make-up assignments, 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

Students are expected to attend all classes and associated activities.

- 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 and the mentor teacher.
- 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.
- This pertains to all students who are taking this course, regardless of whether individual students are not seeking licensure.

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.

Punctuality

Punctuality will be assessed in the same way as attendance. A student who is late and/or absent for 10% of practicum time may not receive credit for this course. Students may be requested to supply a medical note for all absences. 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.

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. It is expected that APA referencing conventions are used for all ECCE assignments. All assignments are expected to adhere to APA stylistic guidelines for avoiding bias in language use and are to be written in a manner that reflects the spirit and values inherent in the ECEBC Code of Ethics and the BC Early Learning Framework.

Electronic Devices

Students may only use electronic devices when prompted by instructor. Exceptions apply.

On-line Communication

Outside of the classroom, instructors will (if necessary) communicate with students using either their official Capilano University email or Moodle; please check both regularly. Official communication between Capilano University and students is delivered to students' Capilano University email addresses only. Instructors will attempt to answer emails within 48 hours, weekends excluded.

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: <http://www.capilanou.ca/services/>

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, Cheating and Plagiarism, 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 S2017-05 for more information: <http://www.capilanou.ca/about/governance/policies/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 another 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](#).

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