

**Childhood Studies/Educational Assistant Certificate/eCampusAlberta**

Fall 2013

**Instructor:** Hope Moffatt  
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**Office Hours:** By phone, e-mail or iLearn messages  
Mondays 3:00 pm – 4:00 pm  
Wednesdays 2:00 pm – 4:00 pm  
Fridays 10:00 am – 12:00 pm

**Hours of Instruction:**

12 weeks (1 orientation, 10 weeks in course, 1 week follow-up)  
September 9 – December 3, 2013

**Course Description:** *2 Credits, 30 hours, 12 weeks*

The emphasis in this course will be on the growth of each individual in relation to others. Students will set goals for personal growth by identifying personal values, needs, roles, biases, strengths and weaknesses. They will demonstrate self-awareness and increased effectiveness in relationships by practicing appropriate self-disclosure, giving and receiving feedback, and expressive and receptive communication skills. Students will identify and assess whether their personal qualities match with the professional qualities necessary for the childhood development profession.

*No Prerequisites and/or co-requisites*

**Required Resources:**

Covey, S. (1998). *The seven habits of highly effective teens*. New York, NY:

Fireside Books.

Rosenberg, M. (2003). *Non-violent communication: A language of life*. (2<sup>nd</sup>

Edition). Encinitas, CA: PuddleDancer Press.

**Course Outcomes:**

**Students will:**

1. Increase self-awareness and recognize personal accountability for feelings, needs and actions.
2. Identify and explain the influences that values, beliefs, perceptions and biases have on verbal and non-verbal communication
3. Examine and give examples of improved communication skills - both receptive (active, reflective and empathic listening) and expressive (affirmations, clear expectations and I-messages)
4. Practice giving and receiving feedback to achieve more authentic personal and professional relationships, using the Nonviolent Communication model
5. Demonstrate growth of communication abilities in interactions with adults
6. Explore the fit between effective communication and the attitude of caring in the childhood development profession

The class will proceed throughout the semester according to the needs, skills and interests of the group. Each group of people presents a unique blend of personalities and abilities. Accordingly, the course content will reflect the needs and nature of the group and the individuals within the group.

**Evaluation:** *The minimum standard for passing this course is a grade of D (50%).*

1. **Participation** in weekly discussions and activities, as well as summaries &/or reflective responses to readings & discussions. Criteria on separate written handout.  
**Due: each week September 9 to December 3, 2013. You MUST keep up with the weekly class progression through the course in order to participate in class discussions.**  
**Value: 50% of total grade**
2. **Personal Story** - Writing a story of personal growth and significance, to be published for all. Details about the necessary criteria on written handout.  
**Due by November 5, 2013. Value: 30% of total grade**
3. **Intra- and Inter- personal skills/ knowledge/ attitude** growth demonstrated. Documentation and demonstration of communication skills, attitudes and knowledge in this class and others, at home and work settings, and ability to be self-reflective.

**Final Written Summary of growth and application of Interpersonal skills due: December 3, 2013.**

**Value: 20% of total grade**

The Grading scale for this course is:

Legend			
%	Letter Grade	Grade Point	Definition
94-100	A+	4.0	Excellent
	A		
90-93	A-	3.7	
86-89	B+	3.3	Good
80-85	B	3.0	
75-79	B-	2.7	
70-74	C+	2.3	Satisfactory
65-69	C	2.0	
60-64	C-	1.7	
56-59	D+	1.3	Poor
50-55	D	1.0	Minimum pass
0-49	F	0.0	Failure

### Performance Requirements:

Course assignments have set due dates to manage both instructor and student workloads. Changes to due dates may occur to adjust overall student workload based on class consensus.

The department policy (revised 2005) regarding student evaluation states that:

- Assignments are to be submitted at the beginning of the class on their respective due dates. If a student is absent from class, the assignment will be considered late.
- Individual extensions require students to contact and ask permission from the instructor prior to the assignment due date. In addition, a signed request for extension, including the extenuating circumstances, must be submitted at that time or as soon as possible.
- For assignments that are late without written permission:
  - a grade will be deducted for assignments up to 3 days late, e.g. a B assignment will become a B-.
  - an additional grade will be deducted for assignments that are 4 - 7 days late, e.g. a B assignment now becomes a C+.
  - no assignments will be accepted after 1 week past the due date.
  - no assignments will be accepted after the beginning of class on the *final due date* of the course. ***The final due date for eCA EA 105 is December 3, 2013***

- A grade of B on an assignment recognizes that the student has met the basic requirements and knows the applicable content thoroughly enough to be able to apply it. A grade of less than B brings attention to the student that there are gaps in understanding the content and skills required for that assignment. Students should use the criteria for assignments to guide assignment work.
- A grade of B+ or higher acknowledges excellence in quality and quantity of work. The student's assignment is above the basic requirements.

## **Plagiarism and Cheating**

Every student expects to be treated and evaluated fairly in a course. Plagiarism and cheating robs everyone of this right.

No student may submit words, ideas or data of another student or person as his or her own in any writing, project, assignment, quiz, electronic presentation, exam etc. Any work used that is not the student's own must be clearly cited as belonging to someone else. There are penalties for using other's work and not citing it. The Student's Rights & Responsibilities document clearly outlines these penalties and the appeal process.

- No learner can obtain information from another student during an exam.
- No learner can bring unauthorized information (paper or electronic) into an exam or quiz.
- No student can submit work done in another course for grading in this course without the written prior approval of the course instructor.
- No student can submit copyright protected or commercially produced materials as part or all of an assignment without proper citation & permission.

### ***Academic Regulations***

Please use this link to view Keyano College's Academic Regulations:  
<http://keyano.ca/sites/default/files/academic%20regulations.pdf>

### ***Academic Schedule***

Scroll down to page 8 of this document to review the academic schedule:  
[http://keyano.ca/sites/default/files/creditcalendar2013-14\\_book.pdf](http://keyano.ca/sites/default/files/creditcalendar2013-14_book.pdf)

**Please note the following dates for Fall 2013:**

<p><b><u>September</u></b> Wednesday, 4  Tuesday, 10  Tuesday, 17  Friday, 20</p>	<p>Last day to add courses for academic programs.  <b>Tuition for Fall semester is due. Late fee of \$100</b> charged on any outstanding balance after this date.  <b>Last day to drop</b> courses for academic programs. Last day to waive health and dental benefits.  <b>Fall Awards application deadline</b></p>
<p><b><u>October</u></b> Friday, 11  Monday, 14 Friday, 25</p>	<p>Last day to withdraw from courses with 50% refund of tuition fees. Thanksgiving Day, <b><i>College closed.</i></b> Last day to withdraw from courses without academic penalty, courses dropped after this date will be graded <b>"WF"</b>.</p>
<p><b><u>November</u></b> Monday, 11</p>	<p>In observance of Remembrance Day, <b><i>College closed.</i></b></p>
<p><b><u>December</u></b> Tuesday, 3 Thursday, 12  Friday, 20  Saturday, 25 to Tuesday, Jan. 1 (inclusive)</p>	<p>Keyano College <b>Student Awards ceremony</b> Last day of Classes for Childhood Studies programs.  Fall grades due to Registrar by 4:30 p.m.  <b><i>College closed.</i></b>  <b><i>**Winter term Classes resume on Monday, January 6, 2014</i></b></p>

**Proposed Topics:**

- ❖ Intro/Overview, Change in our lives,
- ❖ Knowing ourselves and each other
- ❖ Covey's Foundational Principles
- ❖ Be Proactive
- ❖ Begin with the End in Mind, (Personal Mission Statement)
- ❖ Put 1<sup>st</sup> Things 1<sup>st</sup>
- ❖ Think Win-Win
- ❖ Seek First to Understand, then to be Understood

- ❖ Synergize
- ❖ Nonviolent Communication: What is it?
- ❖ Observation w/o Evaluation
- ❖ Feelings in communication
- ❖ Universal Needs
- ❖ Expressing Requests
- ❖ Receiving Empathically
- ❖ The Power of Empathy and Self-Empathy
- ❖ Sharpening the Saw

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**Authorization**

This course outline has been reviewed and approved by the Program  
Chairperson.

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Hope Moffatt, Instructor

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Vincella Thompson, Chair

Date Authorized

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Guy Harmer, Dean

Date Authorized

**Signed copies to be delivered to:**

Instructor  
Registrar's Office