

CLASS SYLLABUS



COURSE TITLE: ELC 120 – Introduction to Learning Environments
CLASS SECTION: X06
TERM: W2022
COURSE CREDITS: 3
DELIVERY METHOD(S): Synchronous

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. Learn more about Camosun's [Territorial Acknowledgement](#).

<https://camosun.ca/about/covid-19-updates>

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.

INSTRUCTOR DETAILS

NAME: Samantha Wylie
EMAIL: wylies@camosun.bc.ca
OFFICE: available upon request

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

Students examine the importance of the environment to children's growth and learning and begin to explore this in the context of indigenous ways of being, knowing and learning. Students also explore the impact of residential schools and on-going colonization with a focus on the skills of reconciliation. Emphasis is placed on using pedagogical narration to understand and respond to children's interests and needs. A variety of materials and learning experiences are explored that support early learning and respect for children and families.

PREREQUISITE(S): Click or tap here to enter text.
CO-REQUISITE(S): Click or tap here to enter text.
PRE/CO-REQUISITE(S): All of: C+ in ELC 113

COURSE DELIVERY

ACTIVITY	HOURS / WEEK	# OF WEEKS	ACTIVITY HOURS
Lecture	6	6	
Seminar			
Lab / Collaborative Learning			
Supervised Field Practice			
Workplace Integrated Learning			

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TOTAL HOURS

***As we continue to navigate Covid-19 and the precariousness of the pandemic, students are reminded to NOT come to class if they are experiencing any Covid-19 symptoms, or any other illness symptoms.** Students are required to contact their instructor if they are unwell, and unable to attend class.

COURSE LEARNING OUTCOMES / OBJECTIVES

Upon completion of this course, the student will be able to:

- a) explain the role of the educator in creating an environment that emphasizes connection to the land.
- b) explain the importance of play to children's learning.
- c) begin to use pedagogical narration to support children's play, well-being and learning at a beginning level.
- d) explore indigenous ways of being and knowing and the impact of ongoing colonization in connection to creating environments that support all children's growth and learning.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

Curtis, D. (2017). *Really Seeing Children*. Readleaf Press.

Government of British Columbia. (2019). *British Columbia early learning framework*. <https://www2.gov.bc.ca/gov/content/education-training/early-learning/teach/early-learning-framework>

All other resources will be provided on D2L

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 1 January 31-February 6	Syllabus review, Importance/Value of Play, Noticings	In Class
Week 2 February 7-13	Early Learning Framework, Materials, Environments	Module on D2L
Week 3 February 14-20	The Third Teacher: The Environment	Module on D2L
Week 4 February 21-27	Reading Break	
Week 5 February 28-March 6		Module on D2L In Class on March 6th
Week 6 March 7-13	Using Pedagogical Narrations to Support Sustainable and Ethical Practice	Module on D2L
Week 7	Exploring Impacts of Colonization and ECE	Module on D2L

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
March 14-20		
Week 8 March 21-27	Indigenous Perspectives with Materials	Module on D2L
Week 9 March 28-April 3	Sustainability, Materials and Land-based Learning	Module on D2L
Week 10 April 4-10	Wool Felting, Part One of Pedagogical Narration Due	Module on D2L In Class April 10 th
Week 11 April 11-17	TBD	Module on D2L
Week 12 April 18-24	TBD	Module on D2L
Week 13 April 25-May 1	TBD	Module on D2L
Week 14 May 2-8	TBD	Module on D2L
Week 15 May 9-15	TBD	Module on D2L In Class May 15 th
Week 16 May 16-22	TBD	Module on D2L
Week 17 May 23-29	TBD	Module on D2L
Week 18 May 20-June 5	TBD, Personal Inquiry Assignment Due	Module on D2L
Week 19 June 6- 12	Last Class, Part Two of Pedagogical Narration Due	In Class June 12 th

STUDENT EVALUATION

DESCRIPTION	WEIGHTING
Assignment 1: Materials and Exploration	25%
Assignment 2: Materials Inquiry and Reflection	25%
Assignment 3: Personal Inquiry Assignment	25%
Assignment 4: Online participation	25%
TOTAL	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](#) policy for more information.

ASSIGNMENTS

ASSIGNMENT 1: Materials and Exploration 25%

Due: This is an on-going, preparation for class and in class participation and engagement mark

Coming to class prepared with notes from the readings and a willingness to work with other will provide an environment where we can all learn and grow. For ten weeks of this course, we will research and explore the theory of materials that might be used with in an early learning environment. You will bring, be offered and find materials to engage with and contemplate with peers. These experiences will give you insights, ideas and practice. With these new insights and confidence, you will find ways to introduce materials and explore them with children in practicum the following week.

The materials will reflect connections to earth and the natural world; charcoal, wool, water, paper and clay. If you have a material you want to research, please let the instructor know or bring it to class.

Each week you will bring notes and questions from the readings to discuss with fellow learners; drawing connections, questions and wondering in a deeper way about the materials. Students will work in groups to discuss the readings, experiment with materials, and consider reflective questions of inquiry.

This is an engagement mark. Students are required to prepare by reading and bringing notes, attend ~~every~~ class to live and play in the lab with materials, and to carry this work over into their practicum.

ASSIGNMENT 2: Material Inquiry and Reflection 25%

Due: Weekly after observation practicum. See drop boxes on D2L

Please choose a material that you are going to focus on while you are in your observation visits. The choices of materials are:

- Paint
- Charcoal
- Blocks
- Paper
- Clay

There will be readings that will work alongside these materials. This will be located in the 'Content' section of D2L under "Encounters with Materials".

You will read the chapter associated with you material, and think alongside how this material lives in the classroom that you are observing. You may want to wait until you are in the classroom to make a decision on your material.

You will write 4 reflects on your material after each observation experience in May, relating the material back to the chapter that you have read.

ASSIGNMENT 3: Personal Inquiry Assignment 25%

Due: On-going, Due June 5th-June 12th

*“In inquiry, we ask questions for the creative possibility of seeing things
Differently for more enriched, novel, vital, or deeper meanings. Inquiry is our
Quest for meaning or sense-making, value, purpose, perspective, and awareness.”*
Hasoon Bai (2005)

This assignment presents an opportunity for you to engage with the inquiry process on a personal level and to think about ways you can share passions, curiosities and interest with others.

This assignment will occur over several classes. You will:

- Notice, wonder and explore,
- Take action, extend questions/focus observations, raise questions, and clarify questions
- Engage in more focused explorations about the environment around you
- Bring together data/ideas and formulate patterns and relationships and share ideas

You will:

Engage in a journaling on your experiences and questions about in class work. This is essentially a journal of your experience in class and your thoughts. This is not a summary of notes of class, but a thoughtful process in how the class is changing how you think about the environment, childhood, and education. You should be completing this on a regular basis and have at least 5 entries by the end of the term (one for each class). I have also provided prompts to this process such as “include this in your inquiry assignment”

We will come together as a group to individually share some aspect of your journey with the rest of the class.

Resources for this class will be discussed and shared during classes.

ASSIGNMENT 4: Online participation and Discussion 25%

Due: On going

Based on your generative and thoughtful contributions in the online community. It is the responsibility of the student to remain up to date on the discussion posts, and follow the instructions of each discussion post.

CLASS GUIDELINES & EXPECTATIONS

Assignment Policy

- Please submit your assignments on the due date.
- Submission of assignments after their due date will result in a loss of 3% of the assignment marks per day
- Extensions: A request for an extension for any assignment is granted at the instructor’s discretion. To request an extension for an assignment, please contact me at least 24 hours prior to the due date, and provide an explanation/rationale for requesting an extension. If granted, a revised due date will be negotiated.

- You will need to complete all assignments to be eligible for a final grade for the semester.
- Assignments will not be accepted after the last day of class at the end of term unless an extension has been granted prior to the due date.
- Last day to withdraw from courses without a failing grade is March 13. If you withdraw by the posted withdrawal date, you will not be penalized. Withdrawal or incompleteness of work after the posted withdrawal date will result in an 'F' grade being assigned.

Attendance

- Students are required to attend classes as this courses learning occurs in the classroom. If you are not able to attend class, it is the students' responsibility to connect with the instructor.

Please see link for further dates at the college this winter

[Important Dates & Fee Deadlines 2021/22 | Camosun College](#)

SCHOOL OR DEPARTMENTAL INFORMATION

In the Early Learning and Care (ELC) program, you'll be provided with cutting edge knowledge and skills to work collaboratively with children, families, professionals and communities. You'll learn to create responsive environments that support each child to reach their potential in every area.

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Support Service	Website
Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop

Support Service	Website
Financial Aid and Awards	http://camosun.ca/financialaid
Help Centres (Math/English/Science)	http://camosun.ca/help-centres
Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the “Attendance” section under “Registration Policies and Procedures” (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun’s Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student’s right to choose what is right for them. For more information see Camosun’s Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-370-3841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College’s Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College’s expectations of academic integrity and student behavioural conduct.

Changes to this Syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.