



# Course Syllabus

**Course title:** Introduction to Learning Environments

**Class section:** ELC - 120 - X01

**Term:** 2025S

**Course credits:** 3

**Total hours:** 60

**Delivery method:** In-Person

## Territorial acknowledgment

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Camosun College respectfully acknowledges that our campuses are situated on the territories of the Lək̓ʷəŋən (Songhees and Kosapsum) and W̱SÁNEĆ peoples. We honour their knowledge and welcome to all students who seek education here.

## Instructor details

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**Name:** Saza Rose

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## Course description

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### Course Description:

Students examine the importance of 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.

**Pre or Co-requisites:**

All of:

- C+ in ELC 113

## Learning outcomes

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Upon successful completion of this course a student will be able to:

- Explain the role of the educator in creating an environment that emphasizes connection to the land.
- Explain the importance of play to children's learning.
- Use pedagogical narration to support children's play, well-being and learning at a beginning level.
- 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.

## Course materials

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British Columbia Ministry of Education (2019). *British Columbia Early Learning Framework*. Province of BC.

Edwards, S. A. (Ed.) (2017). *The art of land-based early learning: The emergence of natural materials and ecological*

*connections*. Volume I. 4elements Living Arts.

Come to class each week with a camera (a phone works) for documentation. Ensure that you are prepared to go outdoors each week, dressed comfortably to be on the Land (footwear that is comfortable for walking, sunscreen, hat, layers).

Come to class expecting to experience and explore materials that might make you messy. You might consider bringing an apron. If you have allergies, or sensory concerns, please speak to your instructor.

## Course schedule

Week	Date	Topic and Resources	Notes
1	May 9	Introduction to the course: Situating ourselves  Kimmerer, R. W. (2013) <i>Braiding sweetgrass</i> . Milkweed Editions. *chapter: The Gift of Strawberries	
2	May 16	Invitations and provocations: Connecting to the BC Early Learning Framework. Image of the child and the role of the educator.  Simpson, L. B. (2017). Land as pedagogy. In. L. B. Simpson, <i>As we have always done: Indigenous freedom through radical resistance</i> (pp. 145-153, not the full chapter). University of Minnesota Press	Introducing Sit Spot Assignment
3	May 23	Materials and sustainability: Where does it come from? Where does it go?  Goldberg, B. (2014). <i>Seeing meaning</i> . Occasional Paper Series, (31). DOI: <a href="https://doi.org/10.58295/2375-3668.1025">https://doi.org/10.58295/2375-3668.1025</a>	In-class Assignment: Materials and Exploration - Charcoal 5%  *possible field trip
4	May 30	Young children and art: Thinking with artists.  Wien, C. A. & Callaghan, K. (2007). " <i>Fragile Moments:</i> " <i>Artists co-constructing creative experience with children, parents and early childhood educators</i> . <i>Innovations in Early Education</i> , 14(2). (pp. 13-21).	In-class Assignment: Materials and Exploration - Charcoal 5%
5	June 6	Loose parts: Making the familiar, unfamiliar  Gull, C. (2022, March/April). <i>Rethinking Loose Parts: Four Key Principles Beyond the "Stuff"</i> . Exchange Press. <a href="https://hub.exchangepress.com/articles-ondemand/10868/">https://hub.exchangepress.com/articles-ondemand/10868/</a>	In-class Assignment: Materials and Exploration - Loose parts 5%
6	June 13	Designing for Imagination. Image of the child as capable, sophisticated, and creative	In-class Assignment: Materials and

		Cas Holman - Designing for Imagination	Exploration - Loose Parts 5%
7	June 20	Materials as Agentic: Imagining materials as co-teachers  Kind, S. (2014). <i>Material encounters</i> . International Journal of Child, Youth and Family Studies, 5(4.2), p. 865-877. <a href="https://doi.org/10.18357/ijcyfs.kinds.5422014">https://doi.org/10.18357/ijcyfs.kinds.5422014</a>	In-class Assignment: Materials and Exploration - Clay 5%
8	June 27	Learning with our senses: Attending to inclusive environments and sensory needs  Textbook: Emergence of the material (p.37-39) • Textbook: The challenge of clay: Clay versus playdough (p.49-51) • Textbook: Clay connections (p.53) • Textbook: Textures of place (p.54) • Textbook: How to work with clay (p.55)	In-class Assignment: Materials and Exploration - Clay 5%
9	July 4	Thinking-with Waste: Early years art practices and sustainability	In-class Assignment: Materials and Exploration - Paper 5%
10	July 11	Making children's ideas visible: Sharing our inquiries and honouring children as co-creators of knowledge	Due: Inquiry Assignment 20%
11	July 18	Potions, pigments, and making space for the unknown  "The Colour of Ink," free-streaming on CBC Gem	In-class Assignment: Materials and Exploration - Natural Dyes 5%
12	July 25	Time as a teacher: Following the pace of materials and Land  Pacini-Ketchabaw, V., & Kummen, K. (2016). Shifting temporal frames in children's common worlds in the Anthropocene. Contemporary Issues in Early Childhood, 17(4), 431-441. <a href="https://doi.org/10.1177/1463949116677930">https://doi.org/10.1177/1463949116677930</a>	In-class Assignment: Materials and Exploration - Natural Dyes 5%
13	August 1	Sharing our learning	Due: Pedagogical Narration Assignment

			20%
14	August 8	Offering thanks to the Land. Visiting one another's Sit Spots.	Due: Sit Spot Assignment 15%

## Assessment and evaluation

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Type	Description	Weight
Projects / Research	Materials and Exploration: Experiencing, learning, and reflecting	45%
Assignment	Sit Spot: Educators nurturing a connection to Land	15%
Projects / Research	Inquiry Assignment: Experimenting with pedagogical documentation to support children's play, well-being and learning	20%
Assignment	Pedagogical Narration: Reflecting on the role of play in learning	20%

## Course guidelines and expectations

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### Assignment Submission Expectations

Students are expected to submit all assignments by the due date. Assignments will not be accepted after the last day of class.

It is also essential to use citations and references (APA Style) for anything that is from a source that is not your own thoughts, or it is considered plagiarism.

### Extensions

- To request an extension for an assignment, you must contact your instructor at least 72 hours before the due date.
- The request must be made via email. You do not need to explain why the extension is required, but you must include an alternative date for submitting the assignment.
- Extensions are not guaranteed and will be granted at the instructor's discretion.

### Late Submissions without an Extension Request

- Assignments submitted after the due date will incur a penalty of 4% per day past the deadline.
- Assignments not submitted within 10 days of the due date (without an approved extension) will receive a grade of 0.

### **Resubmission**

- Assignments are designed to allow you to show your learning. They are not about the grade you receive. Students must monitor their own progress and access assistance/resources early on if there is a risk of being unsuccessful in the course.
- Should you receive a mark of less than 50% on an assignment, you may request to resubmit the assignment once. Permission to resubmit an assignment is at the discretion of the instructor.
- Any resubmission must be approved by the instructor.
- Resubmissions must be completed within 72 hours of receiving approval.
- Resubmission marks will not exceed 65%.

### **Missed In-Class Assignments**

- If you miss an in-class assignment due to unforeseen circumstances, you may request to make it up. However, a make-up assignment is not guaranteed and will be offered at the instructor's discretion.

### **Missed Classes**

- Early Learning and Care classes are experiential and involve significant content shared during class time, making regular attendance crucial.
- In cases of illness or other life events, please email your instructor before class to notify them of your absence.
- After two missed classes, you will meet with your instructor to discuss any barriers affecting your attendance and to identify possible support resources.

## **College policies and student responsibilities**

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The college expects students to be responsible, respectful members of the college community. Responsible students meet expectations about attendance, assignments, deadlines, and

appointments. They become familiar with academic policies and regulations, and their rights and responsibilities.

College policies are available online at the [Policies and Directives](#) page. Academic regulations are detailed on the [Academic Policies and Procedures for Students](#) page.

Policies all students should be familiar with include the [Academic Integrity Policy](#). This policy expects students to be honest and ethical in all aspects of their studies. It defines plagiarism, cheating, and other forms of academic dishonesty. Infractions of this policy can result in loss of marks or a failing grade. To learn more about plagiarism and cheating, including the use of artificial intelligence, review the [Academic Integrity Guide](#).

The [Academic Accommodations for Students with Disabilities Policy](#) defines how Camosun provides appropriate and reasonable academic accommodations. The Centre for Accessible Learning (CAL) coordinates academic accommodations. Students requiring academic accommodations should request and arrange accommodations through CAL. Contact CAL at least one month before classes start to ensure accommodations can be put in place in time. Accommodations for quizzes, tests, and exams must follow CAL's booking procedures and deadlines. More information is available on the [CAL website](#).

Students must meet the grading and promotion standards to progress academically. More information is available in the [Grading Policy](#).

The college uses two grading systems. A course will either use the standard letter grade system (A+ to F) or a competency-based approach with grades of complete, completed with distinction or not completed. Visit the [Grades/GPA page](#) for more information.

Students must meet the college's academic progress standards to continue their studies. A student is not meeting the standards of progress when a GPA falls below 2.0. The college offers academic supports for students at risk of not progressing. The [Academic Progress Policy](#) provides more details.

If you have a concern about a grade, contact your instructor as soon as possible. The process to request a review of grades is outlined in the [Grade Review and Appeals Policy](#).

The [Course Withdrawals Policy](#) outlines the college's requirements for withdrawing from a course. Consult the [current schedule](#) of deadlines for fees, course drop dates, and tuition refunds.

If students experience a serious health or personal issue, they may be eligible for a [medical or compassionate withdrawal](#). The [Medical/Compassionate Withdrawal Request Form](#) outlines what is required.

The [Acceptable Technology Use](#) policy ensures the use of the college network and computers contribute to a safe learning environment. This policy also applies to the use of personal devices with the college network.

Students experiencing sexual violence can get support from the Office of Student Support. This Office of Student support is a safe and private place to discuss supports and options. More information is available on the [sexual violence support and education site](#). Students can email [oss@camosun.ca](mailto:oss@camosun.ca) or phone 250-370-3046 or 250-370-3841.

The [Student Misconduct Policy](#) outlines the college's expectations of conduct. Students should behave to contribute to a positive, supportive, and safe learning environment.

The [Ombudsperson](#) provides an impartial, independent service to help students understand college policies.

## Services for students

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Successful students seek help and access college services. These services are recommended to make the most of your time at college.

### Services for Academic Success

- [Career Lab](#): Connects students with work-integrated learning experiences, including co-op placements and career fairs.
- [English, Math, and Science Help Centres](#): Get one-on-one help with homework.
- [Library](#): Get help with research, borrow materials, and access e-journals and e-books. Libraries at both campuses provide computers, individual and group study spaces.
- [Makerspace](#): A place to innovate, collaborate, and learn new skills and technology in a fun, dynamic, inclusive environment.
- [Writing Centre & Learning Skills](#): Get assistance with academic writing or meet with a learning skills specialist for help with time management, preparing for exams, and study skills.

### Enrolment, Registration, and Records

- [Academic Advising](#): Talk to an academic advisor for help with program planning.
- [Financial Aid and Awards](#): Learn about student loans, bursaries, awards, and scholarships.
- [Registration](#): Get information about Camosun systems, including myCamosun, and college policies and procedures.
- [Student Records](#): Get verification of enrolment to access funding, request a transcript, or credential.

### Wellness and Cultural Supports

- [Counselling](#): It's normal to feel overwhelmed or unsure of how to deal with life's challenges. The college's team of professional counsellors are available to support you to stay healthy.



Counselling is free and available on both campuses. If you need urgent support after-hours, contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

- [Centre for Indigenous Education and Community Connections](#): Provides cultural and academic supports for Indigenous students.
- [Camosun International](#): Provides cultural and academic supports for international students.
- [Fitness and Recreation](#): Free fitness centres are located at both campuses.

For a complete list of college services, see the [Student Services](#) page.

## **Changes to this syllabus**

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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 the course content or schedule. When changes are necessary the instructor will give clear and timely notice.