

COURSE SYLLABUS



COURSE TITLE:	ELC 120 – Introduction to Learning Environments
CLASS SECTION:	X06
TERM:	F2024
COURSE CREDITS:	3
DELIVERY METHOD(S):	Synchronous

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

INSTRUCTOR DETAILS

NAME:	Saza Rose
EMAIL:	LichtyL@camosun.ca
OFFICE:	CHW 312
HOURS:	please email me to schedule an appointment

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.

As your instructor, I am a resource. Please do not hesitate to make an appointment with me (at any point in the term) to discuss your needs as a learner, any challenges you experience in the classroom, and/or your hopes and dreams for yourself as an emerging professional. I have time, and I have lots of tea!

CALENDAR DESCRIPTION

Restricted to students in Early Learning and Care

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.

PREREQUISITE(S):	All of: C+ in ELC 113
CO-REQUISITE(S):	All of: C+ in ELC 113
EQUIVALENCIES:	n/a

COURSE LEARNING OUTCOMES / OBJECTIVES

Upon completion of this course, the 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.
- begin to 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.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

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.

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 - Sept 6	<ul style="list-style-type: none"> • Syllabus/Intro to course • Introducing ourselves to place • Pelo, A. & Carter, M. (2018). The heart of education. In A. Pelo & M. Carter, <i>From teaching to thinking: A pedagogy for reimagining our work</i> (pp. 32-45). Exchange Press. *please note, we will read this together in class—this citation is here for your personal reference 	
Week 2 - Sept 13	<ul style="list-style-type: none"> • Slowing down • Come to class having read: Pelo, A. (2013). <i>The goodness of rain: Developing an ecological identity in young children</i>. Exchange Press (pp.63-70) *posted on D2L (as a PDF and as an audio file) 	In-class assignment: Materials and Exploration – “That which has been given to us lovingly” (5%)
Week 3 - Sept 20	<ul style="list-style-type: none"> • Opening both ears • Come to class having watched: “The Cowichan Sweater, Our Knitted Legacy”. This film is available to stream for free on CBC Gem. • <u>Please note:</u> This is a field trip day (more information in-class) 	In-class assignment: Materials and Exploration – Wool (5%)
Week 4 - Sept 27	<ul style="list-style-type: none"> • Listening with our hearts • Come to class having read: 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 • Come to class having read: Textbook: Principles for Land-based Learning (pp.25-27) 	In-class assignment: Materials and Exploration – Water (5%)

Week 5 - Oct 4	<ul style="list-style-type: none"> • Sensing the world • Come to class having read the following: • 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%)
Week 6 - Oct 11	<ul style="list-style-type: none"> • Mark making, leaving traces, and telling stories • Come to class having read: Goldberg, B. (2014). <i>Seeing meaning</i>. Occasional Paper Series, (31). DOI: https://doi.org/10.58295/2375-3668.1025 	In-class assignment: Materials and Exploration – Charcoal (5%)
Week 7 - Oct 18	<ul style="list-style-type: none"> • Our stories • We will plan to take a tour of one another’s Sit Spots. *We will collaboratively decide what this could look like. 	Assignment: Sit Spot Pedagogical Narration (20%)
Week 8 - Oct 25	<ul style="list-style-type: none"> • Tension and intention • Come to class having read: Wien, C. A. & Callaghan, K. (2007). “Fragile Moments:” Artists co-constructing creative experience with children, parents and early childhood educators. <i>Innovations in Early Education</i>, 14(2). (pp. 13-21). 	In-class assignment: Materials and Exploration – Black Paint (5%)
Week 9 - Nov 1	<ul style="list-style-type: none"> • Co-creating with the world • Come to class having watched: “The Colour of Ink,” free-streaming on CBC Gem 	In-class assignment: Materials and Exploration – Making colour (5%)
Week 10 - Nov 8	<ul style="list-style-type: none"> • Designing for imagination • Come to class having read: Gull, C. (2022, March/April). <i>Rethinking Loose Parts: Four Key Principles Beyond the “Stuff”</i>. Exchange Press. https://hub.exchangepress.com/articles-on-demand/10868/ 	In-class assignment: Materials and Exploration Loose Parts (5%)
Week 11 - Nov 15	<ul style="list-style-type: none"> • Educator as Researcher • Come to class having read: Kind, S. (2014). Material encounters. <i>International Journal of Child, Youth and Family Studies</i>, 5(4.2), p. 865-877. https://doi.org/10.18357/ijcyfs.kinds.5422014 	In-class assignment: Materials and Exploration Revisiting Loose Parts (5%)

Week 12 - Nov 22	<ul style="list-style-type: none"> • Pedagogical Narrations • This class will be dedicated to sharing your pedagogical narrations on play, and to practicing collaborative dialogue 	Assignment Due: Pedagogical Narration on Play (20%)
Week 13 – Nov 29	<ul style="list-style-type: none"> • Rhythms, flows, and cycles • Come to class having read: Pacini-Ketchabaw, V., & Kummen, K. (2016). Shifting temporal frames in children’s common worlds in the Anthropocene. <i>Contemporary Issues in Early Childhood</i>, 17(4), 431-441. https://doi.org/10.1177/1463949116677930 • 	
Week 14 - Dec 6	<ul style="list-style-type: none"> • Time for honouring 	

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced notice is required. Deadlines can be reviewed on the [CAL exams page](https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams). <https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams>

EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
Sit Spot – Pedagogical Narration (October 18)	15%
Exploring Materials (weekly reflections on in-class provocations)	45%
Pedagogical Narration on Play (November 22)	20%
Weekly Discussions on the Readings (two self-evaluations: midterm, and end of term)	20%
<p>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.</p> <p>https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf</p>	TOTAL 100%

COURSE GUIDELINES & EXPECTATIONS

We will be spending time outside during class. Bringing weather appropriate clothing is essential. We will also be using many different materials that can be dirty or messy so wear clothes to class that you are comfortable getting messy in.

Bringing a camera, as well as a device (smart phone, chrome book, and or laptop) that you can access the D2L on will support you in completing assignments during class time. If you need to borrow a lap top, please speak to me.

In alignment with the BC Early Learning Framework, we see the classroom as a space for co-constructing knowledge (2019, p. 100). As such, your knowledge and experience will be valued and respected. We will begin the term by establishing community agreements to create a safe and brave space. Each of us is responsible for upholding these community agreements.

1. I expect students to be mindful of and respectful with their relationships with each other, the land, their and other's learning and funds of knowledge, and the whole community.
2. I intend to create a safe environment for everyone to be curious, ask, share, have their voices heard, and feel welcome to engage during classes. I welcome you to make an appointment with me to discuss anything that's making you feel less than welcome in the class. I am committed to showing up for these types of discussions—where we can learn more about one another's experience, and perspective.
3. You will need to complete all assignments to be eligible for a passing grade in this course.
 - a. Late Assignments: All assignments must be completed/submitted on the dates assigned. Late assignment grades will be reduced by 3% per day unless an extension is approved by the instructor.
 - b. To request an extension for an assignment: Please contact your instructor and provide an explanation/rationale for requesting an extension and suggest a revised due date.
 - c. Requests for extensions need to happen 48 hours before the due date.
 - d. 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. Assignments not received by this time will receive a zero.
4. Follow APA writing guidelines. This includes formatting, spelling, grammar, in-text citations and references. Please remember to proofread for spelling and grammar to present a professional looking assignment.
5. It is the responsibility of each student to save a copy of all assignments until a grade is received.
6. Plagiarism & Academic Dishonesty. If plagiarism, cheating, or academic dishonesty can be documented, the penalty will be an automatic "zero" on the assignment in question. Camosun College's policy on Plagiarism can be found later in this document.
7. PLEASE NOTE: It is the responsibility of the student to understand assignments and assignment expectations before submitting by the due date. Should you receive a mark of less than 50% on an assignment, you may request to rewrite and resubmit the assignment. Permission to resubmit an assignment is at the discretion of the instructor, rewritten assignments can receive a maximum grade of C+ (65%).
8. This course must be passed with a 'C+' (65%) average to continue in the ELC Program.
9. Attendance. Due to the short and intense nature of the ELC program, classes are planned as a continuum for building the skill and knowledge required. Classroom experiences and participation are a major part of competency development; therefore, consistent attendance is expected. Students are required to contact the instructor in advance if they are unable to attend class. Students who miss class are responsible for the material and assignments covered in class. Repeated absence from class will affect a final grade.

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 camosun.ca/services.

Support Service	Website
Academic Advising	camosun.ca/services/academic-supports/academic-advising
Accessible Learning	camosun.ca/services/academic-supports/accessible-learning
Counselling	camosun.ca/services/health-and-wellness/counselling-centre
Career Services	camosun.ca/services/co-operative-education-and-career-services
Financial Aid and Awards	camosun.ca/registration-records/financial-aid-awards
Help Centres (Math/English/Science)	camosun.ca/services/academic-supports/help-centres
Indigenous Student Support	camosun.ca/programs-courses/iecc/indigenous-student-services
International Student Support	camosun.ca/international
Learning Skills	camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills
Library	camosun.ca/services/library
Office of Student Support	camosun.ca/services/office-student-support
Ombudsperson	camosun.ca/services/ombudsperson
Registration	camosun.ca/registration-records/registration
Technology Support	camosun.ca/services/its
Writing Centre	camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills

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 Integrity

Students are expected to comply with all College policy regarding academic integrity; which is about honest and ethical behaviour in your education journey. The following guide is designed to help you understand your responsibilities: <https://camosun.libguides.com/academicintegrity/welcome>
Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.13.pdf> for Camosun's Academic Integrity policy and details for addressing and resolving matters of academic misconduct.

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: <https://camosun.ca/services/academic-supports/accessible-learning>

Academic Progress

Please visit <https://camosun.ca/sites/default/files/2023-02/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 <https://camosun.ca/sites/default/files/2021-05/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <https://camosun.ca/registration-records/tuition-fees#deadlines>.

Grading Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

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 <https://camosun.ca/sites/default/files/2021-07/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: <https://camosun.ca/sites/default/files/2021-05/e-2.9.pdf> and camosun.ca/services/sexual-violence-support-and-education. 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 <https://camosun.ca/sites/default/files/2021-05/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

Looking for other policies?

The full suite of College policies and directives can be found here: <https://camosun.ca/about/camosun-college-policies-and-directives>

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.