

CLASS SYLLABUS



COURSE TITLE: ELC 120 – Introduction to Learning Environments
CLASS SECTION: X08
TERM: S2024
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: Saza Rose (preferred name). (formally, Lindsay Lichty)
EMAIL: LichtyL@camosun.ca
OFFICE: available upon request

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): N/A
CO-REQUISITE(S): N/A
PRE/CO-REQUISITE(S): All of: C+ in ELC 113

COURSE DELIVERY

ACTIVITY	HOURS / WEEK	# OF WEEKS	ACTIVITY HOURS
Lecture	4	15	
Seminar			
Lab / Collaborative Learning			
Supervised Field Practice			
Workplace Integrated Learning			
Online			
		TOTAL HOURS	60

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

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>

Edwards, S.A. (2017). *The art of land-based early learning. Volume 1: The emergence of natural materials and ecological connections*. 4Elements.

(optional text) Charlie, L. A. (2021). *Luschiim's plants: Traditional Indigenous foods, materials, and medicines*. Harbour Publishing.

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. A class 'in-community' is possible, causing a change to the schedule.

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 1 May 8	Syllabus/Intro to course Sharing our knowledge, photography and perspective	
Week 2 May 15	BC Early Learning Framework: What is inquiry? Collecting traces of practice Reading on D2L: Pelo, A. (2007). Growing a Culture of Inquiry Through Art. <i>Language of Art: Inquiry-based Studio Practices in Early Childhood Settings</i>	
Week 3 May 22	Reflective practice, and Land as Teacher Reading on D2L: Simpson, L. B. (2017). <i>Land as Pedagogy</i> . In. L. B. Simpson, <i>As we have always done: Indigenous freedom through radical resistance</i> . University of Minnesota Press.	In-class assignment: Materials and Exploration – Charcoal (5%)
Week 4 May 29	Encounter place. Encountering risk. Reading: Blenkinsop, S. and Fettes, M. (2020). <i>Land, Language and Listening: The transformations that can flow from acknowledging Indigenous land</i> .	In-class assignment: Materials and Exploration – Clay (5%)

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
	<p>Textbook: Emergence of the Material – Introduction (p.37-40)</p> <p>Clay Connections (p. 53)</p> <p>Textures of Place (p.54)</p> <p>How to Work With Clay (p.55-57)</p>	
Week 5 June 5	<p>Water is Life</p> <p>Reading on D2L Reading: Material Encounters</p>	In-class assignment: Materials and Exploration – Water (5%)
Week 6 June 12	<p>Where does it come from? Ethically sourcing materials.</p> <p>Reading:</p> <p>Textbook:</p> <p>Our Natural Dye Research Begins (p.83-85)</p> <p>Where does colour come from? (p.87-89)</p> <p>Collecting colours: Blueberries (p.91-93)</p>	In-class assignment: Materials and Exploration – Natural dyes (5%)
Week 7 June 19	<p>Where does it go?</p> <p>Considering our environmental impact.</p> <p>Reading:</p> <p>“The Cowichan Sweater, Our Knitted Legacy” is available to stream now on CBC Gem.</p>	<p>In-class assignment: Materials and Exploration – Wool (5%)</p> <p>*Assignment: Land as Teacher is Due (15%)</p>
Week 8 June 26	<p>Reading on D2L: “Young children and art, thinking with artists”</p> <p>Children and Movement</p>	In-class assignment: Materials and Exploration – Fabric (5%)
Week 9 July 3	<p>Engaging with Sustainability</p> <p>Reading:</p> <p>Textbook</p>	In-class assignment: Materials and Exploration – Paper (5%)
Week 10 July 10	Playing with Scale	In-class assignment: Materials and

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
		Exploration – Paint (5%)
Week 11 July 17	Educator as Researcher Reading: “The Colour of Ink” streaming on CBC Gem https://gem.cbc.ca/the-colour-of-ink	In-class assignment: Materials and Exploration – Natural pigment (5%)
Week 12 July 24	Loose Parts Theory	In-class assignment: Materials and Exploration – Found objects (5%)
Week 13 July 31	Narration Gallery and Share	Pedagogical Narration on Play (15%)
Week 14 August 7	Bringing our ideas all together	

STUDENT EVALUATION

DESCRIPTION		WEIGHTING
Materials and Exploration	(weekly in-class experiences and journaling)	50%
Land as Teacher	June 19	15%
Pedagogical Narration on Play	July 31	15%
Engagement weekly reflections on readings and resources	Weekly	20%
	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: Weekly Unpacking the Readings (20% over 10 weeks)

Instructions

Each week, you will be responsible for coming to class with your ideas about a reading or resource. You will sit with a small group to discuss your interpretation of the reading, and offer an open-ended question to generate discussion that deepens your collective understanding of the reading or resource.

This assignment is an opportunity to develop your skills as a critical thinker---to read something and to ask:

- Why is this relevant to the field of early childhood education?
- What informs these ideas?
- What connections can you make with your own knowledge and understanding?
- How might you invite a different perspective?
- How might these ideas influence your practice?
- Include one open-ended question that could inspire a discussion.

Trust that we have all engaged with the content (reading/resource)---no need to offer a detailed summary. This is a practice of "unpacking" the reading, and deepening our collective understanding of the content and how it applies to early childhood education.

The hope is that your notes from this assignment will support your pedagogical narrations this term. If you use a quote, be sure to cite it in APA--this will make it easier to weave into a narration sometime in the future. Please be sure to read the "Content" file: "Policy on ChatGPT" in regards to this assignment.

Written submission:

At the end of the discussion each week, you will have time (15 minutes in-class) to write a summary of the discussion. You will submit these summaries each week on D2L (due no later than Sunday following class, at midnight).

In your written summary include:

- What did you learn from this discussion?
- Did your thoughts or ideas from your own summary change, or shift in any way from the discussion?
- How useful was your open-ended question for generating discussion? (include your open-ended question)
- Were there any new perspectives that became visible through this experience?
- Is there anything you are still hoping to learn more about?

Assignment: Materials and Exploration (in-class experiences and journaling) (50% - 5% weekly over 10 weeks)

Instructions

Each week you will spend time in the Lab, engaging with materials. When we think of the "environment as the third teacher," our perspective of materials and space shifts to attend to the ways that space calls out to us.

In the Lab, you will be given time for uninterrupted play. The materials will be your guides. You will have time and opportunities to explore, to test theories, to wonder, and to think with materials.

This time is an opportunity to connect with the materials.

Community Agreements for Lab Exploration

- This is a time for deep engagement --- of listening, of attending, of attuning.
- This is not a place for small talk, and/or socializing. Please refrain from social conversations in the Lab space during this allocated time.
- Listen to your body --- what does it want to feel? Do? Experience?
- Check-in with others --- if your body seeks something thrilling, like jumping off of a low table to experience the sensation, how might you first observe what others are doing? Will your choice infringe upon another person's engagement? How might you negotiate these spaces?

- Practice using affirmations, rather than praise, when engaging with others about their ideas.
- Each person needs to participate in the clean up of the Lab.
- During Lab exploration time, you will be responsible for collecting traces of practice (photos, video clips, soundscapes, artifacts)

Journal Reflections

Each week you will submit a reflection on your experiences in the Lab. Include a minimum of 1 trace of practice, and a brief reflection on your experience with the materials. In your reflection, practice incorporating the "Thinking Lens for Learning Together with Children" (Pelo and Carter, 2018, p. 168).

Upload your reflection to D2L by the end of the week of class (no later than Sunday at midnight).

Assignment: Land as Teacher - June 19 (15%)

Instructions

This assignment emerges from weekly in-class experiences--developing a relationship with a Sit Spot. On the first day of the term, you were gifted a journal. Each week of class you are responsible for bringing your journal to class to document your experiences on Land. Your documentation can include: sketches... doodles... free poetry... reflective writing... questions... onomatopoeia... shadow tracings... memories... artifacts...

Your journal will collect your traces of practice for this assignment.

Weave in Readings and Resources:

Readings in weeks three and four (Leanne Betasamosake Simpson's, "*Land as Pedagogy*," and Sean Blenkinsop and Mark Fettes', *Land, Language and Listening: The transformations that can flow from acknowledging Indigenous land*) will be useful in your reflective thinking.

In addition, the textbook "Luschiim's plants: Traditional Indigenous foods, materials and medicines" will give you place-based Indigenous knowledge about plants that you may encounter in this experience.

[Saltwater People](#) is another useful text that can support you in thinking about nurturing your relationship with place.

Weave in Teachings of Land

When you are putting together your pedagogical narration for this assignment, you are encouraged to think about how your writing, and your presentation of your writing, embeds some of the teachings from Land.

The poet, Mary Oliver, offers: "Instructions for living a life. Pay attention. Be astonished. Tell me about it."

The etymology of "astonished" comes from, "out thundered." In your narration, you are encouraged to attend to the ways that your human voice might be "out thundered" or influenced by the other-than-human voices.

Rita Wong and Fred Wah, collaborated on a project titled: "[Beholden: A poem as long as the river](#)". In their work, the text is written on a map of the Fraser River, and displayed in a way that breaks traditional dimensions of text.

This assignment is an opportunity to take a risk in what you might consider a pedagogical narration, and to imagine with the other-than-human world.

Assignment: Pedagogical Narration on Play - July 31 (15%)

Instructions

Each week in the Lab, you will have opportunities for uninterrupted play and exploration as a part of the [Materials and Exploration \(in-class experiences and journaling\)](#) assignment. Each week, you will submit a trace of practice and a brief reflection.

For this assignment, you will use your own traces of practice as data, make pedagogical choices, engage in the "process of pedagogical narration" (see page 53 of the BC Early Learning Framework) and create a pedagogical narration that tells a story of your own experiences of learning through play.

Deciding how to format your pedagogical narration

Pedagogical narrations are a way of making learning visible, a way of telling a story of learning. There is no formula for pedagogical narrations, and you are encouraged to explore multi-modal ways of telling a story for this assignment.

In your 143 course pack, you will see different ways of organizing traces of practice to tell a story.

You might consider:

- a video can be a pedagogical narration (splicing together photos of artifacts and traces of practice, with a voiceover of your voice, telling your story)
- how descriptive language can transport a reader into a sensory experience
- how images can highlight particular experiences, drawing a viewer's attention to a specific moment
- if you are a multi-language learner, are there opportunities for you to share in multiple languages? (Your instructor will share examples from Orion Magazine's Spring 2023 issue that showcases language: <https://orionmagazine.org/issue/spring-2023/>)
- are there ways of sharing artifacts? Think about an art gallery, and how a 3-dimensional object can be part of telling the story. Are there ways for something you created to add to the story you want to tell?

Opening to Collaborative Dialogue

During class on July 24 (one week before this assignment is due), come to class with a draft of your pedagogical narration on play. Include a minimum of two open-ended questions that draw in the reader as an active participant. Remember, pedagogical narrations are a tool to think with, they track larger inquiries and big questions.

During class on July 24, you will be divided into small groups to share your draft. In small groups you can test your open-ended questions to see what sorts of dialogue they facilitate, and you can seek feedback. You will also practice being a critical friend to a classmate, offering thoughtful feedback, and collaborative dialogue to another's work.

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 5% 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 academic penalty is August 5th.** If you withdraw by the posted withdrawal date, you will not be penalized. Withdrawal or incompleting work after the posted withdrawal date will result in an 'F' grade being assigned.

Attendance

- Students are required to attend classes as this course's learning occurs in the classroom. If you are not able to attend class, it is the students' responsibility to connect with the instructor (email works best). If 3-4 classes are missed, there is concern for moving forward in the course and an appointment will be made for student and instructor to meet and discuss next steps.

In class we discussed the use of ChatGPT as a tool. This was added to the syllabus on May 9, 2024 after collaborating with the cohort to determine a working-policy on the use of ChatGPT and AI in this course.

We considered how people are using ChatGPT, and considered its possible applications in our course this term. If and when ChatGPT, Grammarly, or other AI tools are used, students are asked to disclose how it was used, in writing, in their assignment submission.

We acknowledge that it can be used as a tool, and developed some parameters for using it as such.

1. Summarizing an article:

While ChatGPT has the capacity to summarize an article/chapter/resource, as a learner, it is your responsibility to review course content (readings and resources) and to develop the skills to summarize and think critically about readings.

To have ChatGPT review and summarize content does a disservice to you, as a learner. We agreed that reading and summarizing an article is an active process that requires the learner's discernment and engagement.

One of the critical skills to develop as an early childhood educator, (and as an informed citizen in the world) is the ability to think critically.

The assignment: "Engagement: weekly reflections on readings and resources," is an opportunity to develop your skills as a critical thinker---to read something and to ask why this is relevant to ECE, to question what informs particular ideas, and to make connections with your own knowledge and understanding. *Please do not use ChatGPT for this assignment.

As we discussed in class, if you are looking to develop some confidence in your ability to summarize before sharing in a small group, you can use ChatGPT---only after you have summarized the reading in your own words, using the reflective questions in the assignment description---then you can reference ChatGPT to compare your analysis.

The comparison would be to use ChatGPT similar to the ways we use a calculator when you are learning long division, or another mathematical process. You would work through the process with a pencil and paper, and then check your results with a calculator.

ChatGPT can be a tool to compare your own summary, and to reflect on any discrepancies (remember, you will be able to make richer connections to the course than ChatGPT).

2. As a grammatical tool:

Like other applications such as Grammarly , ChatGPT can edit your written work. As a tool, these applications can revise your writing to make it more succinct, and limit the overuse of commas, or the passive voice.

For this course, I encourage you to have your written work represent your narrative voice.

I have found that some of these application tools can over-process a person's writing, creating an objective narrative voice, or making writing unnecessarily academic.

For pedagogical narrations, consider your audience. Children, families, colleagues, mentors, and your instructor (me), want to hear your voice. We want to hear your unique flavour of expression, your personal metaphors, your own descriptive writing. In reading your writing, I want to get a sense of your experience and your perspective.

You are welcome to use editing tools (such as ChatGPT, and/or Grammarly) to edit and refine your work. In deciding which edits to accept, ensure that you're aiming to have your narrative voice come through.

Our collective agreements here, established on our first class together on May 8, will guide us to navigate the term ahead.

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

Support Service	Website
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop
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.