

# CLASS SYLLABUS



COURSE TITLE: ELC 120 – Introduction to Learning Environments  
CLASS SECTION: X08  
TERM: S2023  
COURSE CREDITS: 3  
DELIVERY METHOD(S): Synchronous

Camosun College campuses are located on the traditional territories of the Ləkʷəŋən 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>

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*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

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NAME: Morgan Myers  
EMAIL: [MyersM@camosun.ca](mailto:MyersM@camosun.ca)  
OFFICE: available upon request

## CALENDAR DESCRIPTION

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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

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

## COURSE LEARNING OUTCOMES / OBJECTIVES

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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

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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

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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 1-5	Syllabus/Intro to course Sharing our knowledge, photography and perspective	
Week 2 May 8-12	Exploring materials, place and invitation (and Charcoal)	
Week 3 May 15-19	Reflective practice, inquiry and how they help us think about environments (and Water)	
Week 4 May 22-26	Thinking about pedagogical narrations (and Clay)	
Week 5 May 29-June 2	Educator as researcher (and Paint #1)	
Week 6 June 5-9	Young children and art, thinking with artists (and Paint #2)	
Week 7 June 12-16	Exploring the impacts of colonization on the early years (and Wool)	
Week 8 June 19-23	Loose Parts Theory and exploration	
Week 9 June 26-30	Inclusive environments for young children and families	
Week 10 July 3-July 7	Indigenous ways of being and knowing	
Week 11 July 10-14	Land as teacher	
Week 12 July 24-28	Children and Movement	
Week 13 July 31-Aug 4	Bringing our ideas all together	

## STUDENT EVALUATION

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DESCRIPTION		WEIGHTING
Assignment 1: Materials and Exploration 30% Narration 10%	May 11, 18, 25, June 1, 8, 15, 22	30%
Assignment 2: Personal Inquiry Assignment	July 7	10%
Assignment 3: Applied Project/Learning Story	July 28, oral share August 3	30%
	<b>TOTAL</b>	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

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### **ASSIGNMENT 1: Materials and Exploration 30%**

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.

### **Pedagogical Narration 10%**

Due: On-going, in-class collaboration

Details of this assignment will be explained in depth in class with-resources to support.

Students will work on co-creating a pedagogical narration of their practice and learning throughout the term. Students will engage with various materials, and document their learning and thinking through noticing and collecting “traces” of their experience.

Pedagogical narrations will be explored extensively throughout the term.

### **ASSIGNMENT 2: Personal Inquiry Assignment 30%**

Due: On-going

*“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 and in practicum. 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 your relationships. Take part in class discussion in class. Collect traces of your thinking, questions and learning. These can be shared in class or on D2L.

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 3: Applied Project/Learning Story Assignment 30%**

Over the course of the term you will collect traces of your learning from experiences in class, in practicum and in community. These "traces" (p. 54-56, BC Early Learning Framework, 2019) can be rough notes, poetry, still photography, video, audio, song, art, etc. We'll be in dialogue as to your pedagogical choices.

You will choose a medium to share your learning story in; digital storytelling, podcast, pedagogical narration, poem, photovoice, etc. You may have an idea of how you would like to present your learning story, please share ideas so that I may support.

***For our last class on Thursday, August 3, we will share our learning stories.***

***It will be a way for us to celebrate and be inspired by one another.***

Questions to think with:

- What was my view of materials on the first day of class? How has my view of materials evolved?
- How do materials support my practice as an early childhood educator?
- What is my image of the child?
- What is my image of the educator?
- What is my image of the family?
- How do materials connect to the environment?
- What is my view of the early childhood environment? How has my view shifted, evolved or changed throughout this term?

- What is my pedagogical perspective?
- How can collecting traces support my practice?

You do not need to answer all these questions but they can help you tell your story and think about your learning.

## CLASS GUIDELINES & EXPECTATIONS

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### 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 academic penalty is August 5th.** 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 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.

Please see link for further dates at the college this winter

[Important Dates & Fee Deadlines 2022/23 | Camosun College](#)

## SCHOOL OR DEPARTMENTAL INFORMATION

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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

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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

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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	<a href="http://camosun.ca/advising">http://camosun.ca/advising</a>
Accessible Learning	<a href="http://camosun.ca/accessible-learning">http://camosun.ca/accessible-learning</a>
Counselling	<a href="http://camosun.ca/counselling">http://camosun.ca/counselling</a>
Career Services	<a href="http://camosun.ca/coop">http://camosun.ca/coop</a>
Financial Aid and Awards	<a href="http://camosun.ca/financialaid">http://camosun.ca/financialaid</a>
Help Centres (Math/English/Science)	<a href="http://camosun.ca/help-centres">http://camosun.ca/help-centres</a>
Indigenous Student Support	<a href="http://camosun.ca/indigenous">http://camosun.ca/indigenous</a>
International Student Support	<a href="http://camosun.ca/international/">http://camosun.ca/international/</a>
Learning Skills	<a href="http://camosun.ca/learningskills">http://camosun.ca/learningskills</a>
Library	<a href="http://camosun.ca/services/library/">http://camosun.ca/services/library/</a>
Office of Student Support	<a href="http://camosun.ca/oss">http://camosun.ca/oss</a>
Ombudsperson	<a href="http://camosun.ca/ombuds">http://camosun.ca/ombuds</a>
Registration	<a href="http://camosun.ca/registration">http://camosun.ca/registration</a>
Technology Support	<a href="http://camosun.ca/its">http://camosun.ca/its</a>
Writing Centre	<a href="http://camosun.ca/writing-centre">http://camosun.ca/writing-centre</a>

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

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### 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](http://camosun.ca/sexual-violence). To contact the Office of Student Support: [oss@camosun.ca](mailto: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.