

# CLASS SYLLABUS



COURSE TITLE:	ELC 221 – Designing Dynamic Environments
CLASS SECTION:	X01
TERM:	F2022
COURSE CREDITS:	3
DELIVERY METHOD(S):	Synchronous

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<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: Samantha Wylie

EMAIL: [wylies@camosun.ca](mailto:wylies@camosun.ca)

OFFICE HOURS: by 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.*

## CALENDAR DESCRIPTION

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Students deeply examine the importance of environments that are inclusive and responsive to diverse children, families and community. Students will practice planning learning environments for the individual child and for groups of children with emphasis on indigenous connection to the land, the impact of on-going colonization and the skills of reconciliation.

**Note:** *Only open to students in the Early Learning and Care program.*

PREREQUISITE(S): **All of:** C+ in ELC 120; COM in ELC 143

CO-REQUISITE(S): N/A

PRE/CO-REQUISITE(S): **All of:** COM in ELC 240

## COURSE DELIVERY

ACTIVITY	HOURS / WEEK	# OF WEEKS	ACTIVITY HOURS
Lecture	4	14	
Seminar			
Lab / Collaborative Learning			
Supervised Field Practice			
Workplace Integrated Learning			
Online			
<b>TOTAL HOURS</b>			<b>56</b>

## COURSE LEARNING OUTCOMES

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

- a) analyze and design indoor/outdoor inclusive early childhood environments that support diverse children, families, and community.
- b) develop natural learning environments and experiences that incorporate a connection to the land and reflective understanding of the impact of colonization and the skills of reconciliation.
- c) implement layered opportunities to extend and evaluate specific materials and learning experiences that support children's intentions, learning and growth.

## REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

The Unscripted Classroom: Emergent Curriculum in Action (2011) By Susan Stacey

Course Pack

## 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.

\*The class is emergent, and the below topics and activities are an outline of what we will work on this term. Dates of topics will change. All information will be shared on D2L at least a week ahead of class.

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 1 September 5-11	No class	
Week 2 September 12-18	Beginning together	
Week 3 September 19-25	No class	
Week 4 September 26-October 2	Loose parts, connection to Land	
Week 5 October 3-9	No class on October 10	

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 6 October 10-16	Risky play, Outside environments, bringing inside outside,	Bring Traces
Week 7 October 17-23	Provocations, play	
Week 8 October 24-30	Cozy, fort-like-spaces, quiet areas	Bring Traces
Week 9 October 31 November 6	Transition songs, quiet learning experiences, using materials to explore different ways of expressing ourselves (masks, animals)	Group 1- Lab
Week 10 November 7-13	Connecting children to Land, Land based-learning	Bring Traces Group2- Lab
Week 11 November 14-20	Clay, natural materials, wool, felt	Group 3- Lab
Week 12 November 21-27	Complexities of working with environments	Bring Traces Group 4- Lab
Week 13 November 28- December 4	Large movements in the environment, obstacle course and movement	Group 5- Lab
Week 14 December 5-11	Last day of Class December 5th	Group 6- Lab

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](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

## STUDENT EVALUATION

DESCRIPTION	WEIGHTING
Assignment 1: Noticing, Responding and Reflecting	30
Assignment 2: Learning Cycles	40
Assignment 3: Children's Relationship with Land	30
<b>TOTAL</b>	<b>100%</b>

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](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information. <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

## ASSIGNMENTS

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### Assignment 1: Noticing, Responding and Reflecting 30%

#### Related course learning outcomes:

- Implement layered opportunities to extend and evaluate specific materials and learning experiences that support children's intentions, learning and growth.
- Analyze and design indoor/outdoor inclusive early childhood environments that support diverse children, families, and community.

*"If you take the time to notice, each child offers a glimpse of something promising in the world. When you make what you value and notice more visible to yourself and other's, it becomes a resource for change (Curtis and Carter, 2013, p11)*

This assignment invites you to spend time noticing how children engage with materials and the world. It invites you to notice the strengths, passions and practice of the educators. Spending time observing and noticing enables us to build strong relationships that invite collaboration. Through collaboration we can respond in more meaningful ways to our noticing's. This assignment will have three parts; Noticing's (part one), Responding (part two) and Reflecting (part three).

#### Part A: Noticing and Traces (15%)

Ongoing

While in practicum begin to collect traces of what you notice. While in practicum you may want to take notes or take pictures of what you notice children are interested in with a focus on Materials and environments.

What are children drawn too? What moments with children and materials surprise you? What materials do children revisit? What play do children revisit? You will also want to pay attention to your mentor and other educators. What are their strengths? What do they get excited about? What do they set up in the environment? What ideas do they share with you?

For this term you will keep a journal where you journal about what you are noticing. On Oct. 3<sup>rd</sup>, 2022 you will bring your journal to class and pick one entry about something you noticed with a child and one entry about something you noticed about your mentor you would like to share with your instructor. You will want to be able to answer the following questions:

1. *Why did you pick this entry?*
2. *What intrigued you about this entry?*
3. *What did you notice? What excited you about this noticing?*
4. *How do these two noticing's connect? Do they connect*

You will also want to begin to think about how you might respond to both.

## Part B: Responding (15%)

Due: November 14, 2022

The first step in responding is to share what you have noticed with your mentor. Your mentor may be able to offer context to what you noticed, another layer to this learning story. In much the same way you shared with your instructor you will share your noticing's with your mentor, sharing what excited you about the moments you noticed, connections between moments and how you might respond. What layers does this conversation add? Collaborate with your mentor about how you might respond, what materials could you use to respond with? How can the environment help you respond? Based on your conversations with your mentor and other educators respond to these noticing's. Continue to journal what you notice as you respond.

For this part of the assignment, write a 1 to 2 page summary that answers the following questions:

1. *What you noticed? (original entry you shared)*
2. *What did your mentor share with you when you shared your noticing?*
3. *How did you collaborate with your mentor and/or educators?*
4. *How did you respond?*
5. *How did the child(ren) respond?*
6. *How did the educators respond?*

Students can decide on their own way of sharing

If you would like to have an oral conversation/submission, you must set up a time with Samantha before October 28<sup>th</sup> 2022

## Assignment #2 Continuous cycle of learning In Class (Lab experiences) 40%

### Related course learning outcome:

- Analyze and design indoor/outdoor inclusive early childhood environments that support diverse children, families, and community.
- Implement layered opportunities to extend and evaluate specific materials and learning experiences that support children's intentions, learning and growth.

**Description:** In groups, you will design a play experience in the early learning lab for your cohort. Taking inspiration from *Vivian Paley in her book A child's work; The Importance of Fantasy Play*, "we will need to go beyond watching, listening and remembering and remind ourselves what it is like to be a child by pretending we are the children who are playing" (2004, pg 2).

As a starting point, you share your journal noticing's from assignment 1 with your classmates. It is this practice that will give you space and time to gain confidence in new ways of learning *with* children. You will use anecdotal evidence, pedagogical narrations and previous experiences to design and plan invitations to play. You will then set them up for your cohort.

This assignment will be in Three parts.

## Part A: Provocations (10%)

October 17<sup>th</sup> and October 24<sup>th</sup> in class

You will set up provocations in the lab. You will explain the intention of the provocation, and what inspired you. Students will engage with the provocation.

After the provocation you set up you will submit a 1–2-page reflection on the experience and feedback you received. Including pictures and story from the provocation. Your submission should be no more than 500 words and follow the conventions of APA

### **Part B: Early Learning Environment Design (20%)**

Group dates are on D2L from October 31 to December 5th

In groups you will have the opportunity to put all your learning together and create, design an early years environment in the Lab. These labs set ups should be designed with intent based on your curiosity, noticing's and questions. You will get a Monday afternoon to set up your lab space. At 3:30 your cohort in small groups will walk through and engage with what you have set up and offer you feedback.

You will debrief with your Instructor after. Your instructor will be looking to see that you can answer the questions:

1. What was your intent with this space?
2. What curiosities and questions were you working with?

### **Part C: In Class Participation and in class reflections (10%)**

Participation, you will be offered opportunities to research, think and play in class. Opportunities to collect traces of your own learning and share them with class mates. Participation in these opportunities will count for 10% of your grade.

### **Assignment #3- Inquiry into Children's Relationship with Land 30%**

**Related course learning outcome:**

- develop natural learning environments and experiences that incorporate a connection to the land and reflect an understanding of the impact of colonization and the skills of reconciliation.

**Description:** During ELC 120 you explored your relationship with the land. In this assignment you will explore that further and explore children's relationships with the land as well.

Using the following questions from the Early Learning framework we will explore land and children's relationships:

- *How might I contribute to children's reconnection with land and place?*
- *What does it mean to be in relationship with land? To be of a place?*
- *Whose stories of land are told and whose have been silenced?*
- *What are the local Indigenous stories of the land? In what ways might the stories be different from those you know?*
- *What are the children's stories of the land?*

- *Think about how childhood and nature have been idealized or romanticized in Western thought. What examples can you think of?*
- *Do idealized notions of childhood and nature appear in my practice? In my community?*

(Taken from the Early Learning Framework, 2019 page 78)

### **Part A: Self-evaluation at end of term (10%)**

Due December 1<sup>st</sup>

One paragraph of your participation in the course, and your rationale

### **Part B: Children Connecting to Land (20%)**

Due December 5<sup>th</sup>

You will bring traces of children connecting with land. This can be photos, notes, art (for more information about traces of learning go to the Early Learning framework pg. 54). You will share with your classmates what you noticed and how you might respond traces.

## **COURSE 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 a failing grade is December 10th.

### **Attendance**

- Students are required to attend class.
- Please connect with me if you are unable to come to class.
- Please do not come to class sick.

## **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.



### 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.