



**ELC 120:**  
**RESPONSIVE ENVIRONMENTS 1**  
**Fall 2014**

**COURSE OUTLINE**

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<b>Description</b>	Students examine the importance of the role of the environment to children's growth and learning. 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.
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*Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.*

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**1. Instructor Information**

<b>(a) Instructor</b>	Colleen O'Dowd
<b>(b) Office hours</b>	By appointment
<b>(c) Location</b>	Rm WT218
<b>(d) Phone</b>	250-370-3315 <b>Alternative:</b> _____
<b>(e) E-mail</b>	odowdc@camosun.ca

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**2. Intended Learning Outcomes**

1. Explain the importance of play to children's learning.
  - Use theory to explain the developmental basis of learning through play.
2. Explain the role of the educator in creating and maintaining an environment that supports healthy development and learning.
  - Identify elements of environments that support exploration and creativity.
  - Provide examples of a variety of materials that support early learning.
3. Begin to use pedagogical narration to support children's play, well-being and learning.
  - Provide examples of how to make children's learning visible using pedagogical narration.
  - Provide examples of appropriate learning experiences in areas of art, storytelling, music, sensory play, and block play.

### 3. Required Materials

#### (a) Texts

PLAYING AND LEARNING by Beverly Dietze and Diane Kashin  
ELC 120 Course Pack – Camosun College Bookstore

\* Additional relevant articles will be distributed in class.

#### (b) Other

### 4. Course Content and Schedule

#### LEARNING EXPERIENCES/RESOURCES

- Lectures and classroom discussions
- small group presentations
- workshops
- readings
- audio visual materials

### 5. Basis of Student Assessment (Weighting)

#### (a) Assignments:

1. Pedagogical Narrations
2. Play Assignment
3. Plan and implement learning experiences
4. Read and review children's literature
5. Storytelling presentation
6. Interest Area Plan

Successful completion of assignments will depend on observations of children and learning experiences in the practicum setting/or work site, as well as an understanding of classroom materials.

Assignments are to be handed in on the due date unless advance arrangements have been made with the instructor or marks may be deducted.

***NOTE: Students must complete all assignments to be eligible for a grade. Students who withdraw by the posted withdrawal date will be not penalized.***

***Withdrawal or incompleteness of work after the posted withdrawal date will result in an "F" grade being assigned.***

***This course must be passed with a 'C+' (65%) average to continue in the ELC Program.***

**ELC 120 - FALL 2014**  
**RESPONSIVE ENVIRONMENTS 1- WEEKLY SCHEDULE**

DATE	READING	TOPIC	ASSIGNMENT
Thurs, Sept 4		Intro: Responsive Environments/Making Connections: Child, Family & Community	
Tues, Sept 9	<a href="http://www.naeyc.org/files/yc/file/200505/01Greenman.pdf">http://www.naeyc.org/files/yc/file/200505/01Greenman.pdf</a> CP: Environments that Inspire Pg. 3-10 Playing: 374-378	Environments: World of Possibilities Natural Wonders	<b>Bring an object from Nature</b>
Thurs, Sept 11	Playing: Pg. 18-24	Learning Styles How do Young Children Think and Learn?	
Tues, Sept 16	CP: Move and Grow Pg. 24-25	Brain Dance	
Thurs, Sept 18	CP: Observation - The Path to Documentation Pg. 78-82 Playing: Pg. 68 - 78	Notice, Listen, Recognize and Respond Representation and Documentation	
Tues, Sept 23	CP: Play Dough: What's Standard About it? Pg. 59-67	Reflective Practice, Pedagogical Narration, Sensory Exploration	<b>Bring in Playdough</b>
Thurs, Sept 25	CP: Music, Rhythm and Rhyme Pg.84-88 Playing: Pg. 339-347	Music	<b>Bring in Music Book "Sung Fun"</b>
Tues, Sept 30	CP: Investigating Rocks & Sand Pg.32-39 Playing: Pg. 37 - 56	Categories of Play Promote Curiosity/Support Investigation	
Thurs, Oct 2	CP: Using Multiple Intelligence Pg. 26-31	Creative Environments & Critical Thinking	
Tues, Oct 7	Playing: Pg. 169 - 180	Learning Experience Plans Notice, Listen, Recognize and Respond	
Thurs, Oct 9	CP: The Essentials of Early Literacy Instruction Pg. 122-129 Playing: Pg. 201 - 205	Children's Literature	<b>Assignment: 2 Photos and Doc. Nature &amp; Playdough</b>
Tues, Oct 14	CP: Let's Give Children Something to TALK About! Pg. 117 - 121 / Playing: Pg. 206-214	Children's Literature Contributions to Language Development	<b>Bring 5 Children's Books</b>
Thurs, Oct 16	CP: Book Ownership .... Pg. 131 - 138 Playing: Pg. 214 - 217	Dialogic Reading Storytelling Techniques	<b>Play Assignment Due</b>

**ELC 120 - FALL 2012**  
**RESPONSIVE ENVIRONMENTS 1- WEEKLY SCHEDULE**

DATE	READING	TOPIC	ASSIGNMENT
Thurs, Oct 23	Playing: Pg. 287 - 291	Creative Arts Workshop #1 (begins at 9:30 am sharp)	
Tues, Oct 28		Invitations For Learning - Observe (Notice Children's Interests), Set up, Facilitate	<b>Book Reviews Due</b>
Thurs, Oct 30	Playing: Pg. 274 - 286	Creative Arts Workshop #2 (begins at 9:30 am sharp)	
Tues, Nov 4	Playing: Pg. 379 - 380 Places for Exploration	Developing Interest Centres Interest Area Plan	<b>2 LEPs - Blocks &amp; Sensory Due</b>
Thurs, Nov 6	Playing: Pg. 218-221	Storytelling - Presenter	
<b>Mon, Nov 10</b>	<b>LAST DAY TO WITHDRAW</b>	(without a failing grade)	
Tues, Nov 11		<b>Remembrance Day - HOLIDAY</b>	
Thurs, Nov 13		Felt Story Workshop/Story Baskets Felt Story	<b>One Art Activity LEP Due</b>
Tues, Nov 18		Student Storytelling Skill Development	<b>Bring a Story (book or felts)</b>
Thurs, Nov 20	CP: Using Social Strategies to Ease Children's Transitions Pg. 157-160	Routines in the ECE setting	
Tues, Nov 25	CP: Which Toys Promote .... Pg. 142-148	Toys - Tools for play?	<b>Storytelling Assignment Due</b>
Thurs, Nov 27	CP: The Music, Movement and Learning Connection Pg. 89-93 Playing: Pg. 353 - 359	Music: Creative Movement	<b>Bring "Sung Fun" Book</b>
Tues, Dec 2	CP: Lunar celebrations: Chinese Lunar New Year Pg. 164-168	Celebrations of all kinds	<b>Interest Centre Assignment Due</b>
Thurs, Dec 4	Wrap up Quiz	Review readings Class notes/Discussions	<b>Wrap Up Quiz</b>

(b) **Quizzes** – last day of class, TBA

(c) **Exams** – not applicable

(d) **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 that 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 can affect a final grade.

## 6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

### **GRADING SYSTEMS** <http://www.camosun.bc.ca/policies/policies.php>

The following two grading systems are used at Camosun College:

#### 1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

#### 2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

## 7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

### LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Student Services or the College web site at <http://www.camosun.bc.ca>

### STUDENT CONDUCT POLICY

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.  
<http://www.camosun.bc.ca/policies/policies.html>

*The Department of Community, Family & Child Studies is committed to promoting competence, professionalism and integrity in our students and developing their core skills to succeed throughout their academic programs and in their careers. The purpose of Academic Honesty Guidelines is to provide clear expectations of appropriate academic conduct and to establish processes for discipline in appropriate circumstances. It is the student's responsibility to become familiar with the content and the consequences of academic dishonesty. Before you begin your assignments, review the Academic Policies on the Camosun College website: <http://camosun.ca/learn/becoming/policies.html>*