



ELC 121
Responsive Environments 2
Winter 2015

COURSE OUTLINE

Course Description

Students continue to study the importance of creating environments that are inclusive and responsive to children, families and community. Pedagogical narration is used to support children's intentions, growth and learning through play. Program planning for the individual child and for groups of children is examined.

⌘ *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.*

1. Instructor Information

Instructor: Colleen O'Dowd
Office Hours:
Location: WT 218
Phone: 250-370-3315
Email: odowdc@camosun.bc.ca

2. Intended Learning Outcomes

Upon completion of this course, the student will be able to:

1. Analyze and design indoor/outdoor inclusive early childhood environments that respond to children, families and community.
2. Develop program plans for early learning and care environments.
3. Plan, implement, evaluate and adapt specific materials and learning experiences that support children's intentions, learning and growth.

3. Required Materials

Playing and Learning by Beverly Dietze and Diane Kashin (continued use)
Learning Together With Young Children by Margie Carter and Deb Curtis
ELC 121 Course Pack

4. Course Content and Schedule

(can include: class hours, out of class requirements, dates for quizzes, exams, lecture, lab, seminar, practicum, etc.)

LEARNING EXPERIENCES/RESOURCES

- lectures and classroom discussions
- small group presentations
- workshops
- guest speakers
- audio visual materials

4. Basis of Student Assessment (Weighting)

(should be directly linked to Learning Outcomes)

ASSIGNMENTS

1. Develop a Prop Box
2. Design an Indoor Caring and Learning Environment
3. Group Time Presentation/LEP
4. Representation & Documentation
5. Interest Area Plan
6. Missed Workshop Assignments

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.

A detailed explanation of assignments, their due dates and percentage values will be handed out and discussed in class.

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.

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 incompleting of work after the posted withdrawal date will result in an "F" grade being assigned.

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

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>