

	<b>CAPILANO UNIVERSITY</b>		
	<b>COURSE OUTLINE</b>		
<b>Course Title</b>		<b>Curriculum – Outdoor Environments</b>	
<b>Course Number</b>	EDUC 383	<b>Credits</b>	3.0
<b>Section Number</b>		<b>Instructor</b>	
<b>Term</b>	Fall 2017		
<b>Email</b>			

**COURSE FORMAT::**

Three hours of class time, plus an additional hour delivered through on-line or other activities for a 15-week semester, which includes two weeks for final exams. This course may also be offered in a mixed-mode format.

**COURSE PREREQUISITE:**

45 credits of 100 level or higher coursework; and ENGL 100 as a pre or co-requisite

**LEARNING OUTCOMES:**

**General:**

This course explores the notion of outdoor education and nature-based education in an early childhood context. The major emphasis will be on how children and educators can develop an ecological identity by engaging in outdoor spaces/curriculum.

**INSTRUCTIONAL OUTCOMES:**

*Students who successfully complete this course should be able to:*

1. Develop an understanding of the notion of an ecological identity
2. Develop an understanding of biophilia and somatic understanding
3. Engage in nature-based activities
4. Apply knowledge of current theories, perspectives, and methods to select and prepare children's activities/experiences/explorations in an outdoor environment
5. Understand the risks inherent in outdoor play and how to mediate those risks
6. Describe and discuss how play in outdoor environments can foster children's creativity, learning, and development

**Required Readings:**

Pelo, A. (2013). *The Goodness of Rain: Developing an Ecological Identity in Young Children*. Redmond, WA: Exchange Press, Inc.

\*all other readings will be provided on the course Moodle site.

**Course Content:**

Date	Content	Readings to be done <b>BEFORE</b> class. (Pelo readings will be done at lunch each day)
	<p>Course introduction, assignments, course outline</p> <p>Practical knowledge: materials and their affordances</p>	<p>Carson, R. (1956). <i>The sense of wonder</i>. NY: Harper &amp; Row Publishers</p> <p>Sobel, D. (2012). Look, don't touch: The problem with environmental education. <i>Orion</i> 31(4) 64-71.</p> <p>Sobel, D. (1996). <i>Beyond ecophobia: Reclaiming the heart in nature education</i>. Great Barrington, MA: Orion Society</p>
	<p>Risky play, risk assessments, licensing</p> <p>Practical knowledge: ropes, tarps, tools</p>	<p>Sandseter, E. (2009). Children's expressions of exhilaration and fear in risky play. <i>Contemporary Issues in Early Childhood</i> 10(2) pp92-104</p> <p>Finch, K. (2012). But... isn't it dangerous? Risk and reward in nature play. <i>Ecology Kids</i>. <a href="http://www.greenheartsinc.org/uploads/lisn_1_It_Dangerous_stand-alone_V2.pdf">http://www.greenheartsinc.org/uploads/lisn_1_It_Dangerous_stand-alone_V2.pdf</a></p> <p>B.C. Government. <i>Child care licensing regulations</i>.</p>
	<p>Animating nature; creating a somatic understanding of, and relationship with, nature</p> <p>Practical knowledge: knots, gadgets, outdoor curriculum</p>	<p>Bai, H. (2009). Reanimating the universe: Environmental education and philosophical animism. In McKenzie, M., Hart, P., Bai, H., &amp; Jickling, B. (Eds). <i>Fields of green: Restorying culture, environment, and education</i>. (pp135-151) Cresskill, NJ: Hampton Press.</p>
	<p>Aboriginal ways of knowing</p> <p>Storytelling in/with nature</p>	<p>Kimmerer, R. (2013). <i>Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants</i>. Minneapolis: Milkweed Editions. Pages 3-10, 22-32, 48-59</p> <p>Waters, P. (2011). Trees talk: Are you listening? Nature, narrative and anthropocentric place-based play. <i>Children, Youth and Environments</i>. 21(1), pp243-252.</p>
	<p>Naming things.</p> <p>Group project work off campus</p>	<p>Kind, S., Pacini-Ketchabaw, V., Kocher, L., Wapenaar, K., Kim, B. (2014). <i>Material encounters: Capilano University studio art gallery</i></p> <p>Riedelsheimer, T. (Director). (2001). <i>Rivers and Tides</i> [motion picture]. UK: Cinefrance</p>
	<p>Rituals and routines; invitations for participation/wonder</p> <p>Practical knowledge: knots, shelters, tools, fire</p>	<p>Chawla, L. (2006). Learning to love the natural world enough to protect it. <i>Norsk senter for barneforskning Barn</i> nr. 2pp 57-78.</p> <p>Louv, R. (2012). <i>The nature principle</i>. NY: Workman Publishing. pp240-269.</p>
	<p>outdoor curriculum continued; Reflective moments in/with nature</p> <p>Group project presentations</p>	

**EVALUATION PROFILE**

Reflective journal	20%
Reading Responses	30%
Group project	20%
Final project	30%
TOTAL	100%

**GRADING PROFILE:**

A+ = 90 - 100	B+ = 77 - 79	C+ = 67 - 69	D = 50 - 59
A = 85 - 89	B = 73 - 76	C = 63 - 66	F = 49 and below
A- = 80 - 84	B- = 70 - 72	C- = 60 - 62	

**ASSIGNMENTS:**

See Attached. Please note it is strongly recommended that students make a copy of all assignments in the event than an assignment is misplaced.

**OPERATIONAL DETAILS**

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Cheating and Plagiarism, Academic Probation and other educational issues. These and other policies are available on the University website

- Attendance:** Attendance is essential for the successful completion of this course. In the event of an absence from class, the student will inform the course instructor.  
A student who misses 10% of classes may not receive credit for this course.
- Punctuality:** Punctuality is essential given the professional nature of this program.
- Academic Responsibility:** Each student is responsible for the material covered in class and for any work required for the following class. If a student misses a class, they have the responsibility to contact a peer and obtain the notes, handouts and work for future classes.  
All ECCE students are expected to maintain the program's standards of academic achievement and professional behaviour. The quality of work should provide both adequate depth and breadth so as to demonstrate a commitment to your professional development and that the competencies required of the course have been successfully met
- Missed Presentations** Students will be allowed to make up presentations under the following conditions:  
If a doctor's certificate of hospitalization is provided; or, in the case of the death of a close family member, a death certificate may be requested.

Late Assignments:	All assignments are due <u>at the specified time on the due date</u> . Late assignments will receive a deduction in marks of 5% per day up to five days. <b>Assignments handed in more than 5 days late will receive a mark of 0.</b>
Cheating & Plagiarism:	<p>Cheating is an act of deceit, fraud, distortion of the truth, or improper use of another person's effort to obtain an academic advantage.</p> <p>Plagiarism is the presentation of another person's or source's words and/or ideas as if they were one's own. It ranges from an entire assignment which is not the student's own work to specific passages within an assignment taken from a source without appropriate acknowledgement.</p> <p>Students are responsible for ensuring that they understand and follow the principles of proper documentation and scholarship. If in doubt about these matters, students should consult their instructor, the Writing Centre, or the Library. Students are responsible for ensuring that they understand what constitutes cheating and plagiarism and that these violations of proper academic practice have serious consequences</p> <p>The instructor has the right to assign a grade of "0" on the examination or assignment, or, at the instructor's discretion, a letter grade "F" on the course.</p> <p>Second incidents of cheating or plagiarism, or first incidents deemed by a department/instructor to be particularly serious, will be dealt with according to the University policy available on the University website.</p>
Incomplete Grades:	"I" Grades will be given only when <b>prior</b> arrangement has been made in writing between the instructor and the student specifying the exact nature of the work to be done and the date it is to be received.
English Usage:	All assignments are marked for correct English usage, proofreading, and formatting. At the instructor's discretion, any assignment not reaching these standards may be returned for revision and resubmission. Maximum grade assigned for a revised assignment is "C."
Writing Style:	All assignments will adhere to APA stylistic guide for avoiding bias in language use and a manner that reflects the spirit and values inherent in the ECEBC Code of Ethics and the BC Early Learning Framework. At the instructor's discretion, any assignment not reaching these standards may be returned for revision and resubmission. Maximum grade assigned for a revised assignment is "C."
Professionalism:	All ECCE students are expected to maintain the program's standards of academic achievement and professional behaviour. In practicum centres and in the classroom, students will adhere to ECEBC's Code of Ethics at all times.
Emergency Procedures	Please read the emergency procedures posted on the wall of the classroom