Red Deer College Early Learning and Child Care

Course Outline
ELCC 212 X: Program Planning I
Winter 2017

Class Times: Asynchronous on RDC Blackboard. This is an online course that is self-paced within winter term guidelines.

Location: Asynchronous on RDC Blackboard

Instructor: Dr. Donna Morrison, donna.morrison@rdc.ab.ca

Contact Information:
Phone:
Email: Please use the Blackboard Messages tool for this course

For emergencies and time sensitive messages: donna.morrison@rdc.ab.ca
Office Hours: By appointment

The official way for RDC to contact students is through RDC email. It is each student’s responsibility to check their RDC email regularly.

Course Description:
This introductory planning course focuses on: Play theories and issues, understanding the role of play in children’s development, the role of adults in guiding and providing play experiences, planning for sensory play, art play, and appropriate infant/toddler developmental experiences.

Prerequisites: No pre-requisites
Credit Hours: 3

Classes: This is an online course where students complete their learning at their own pace and submit tasks and assignments as these are completed; however, all evaluation components MUST be submitted by the end of the term.

I. Learning Outcomes and Topics
At the conclusion of this course, the student will:
1. investigate the world of children’s play and issues related to their play.
2. identify theories that have evolved to explain play.
3. identify the interconnections between children’s play and developmental abilities.
4. observe, analyze and provide play experiences that foster children’s overall development.
5. investigate sensory play, plan for, and facilitate quality sensory experiences.
6. investigate art play and plan for quality art experiences.
7. investigate and plan for quality infant and toddler play.
8. create effective play/learning areas in terms of space, equipment, and materials.
Topics

1. Understanding Play
   a. As a valid medium for children's development and learning.
   b. Theories and foundations: defining play, understanding its importance and establishing a philosophical base.

2. Issues in Play
   a. Play problems
   b. Gender and play
   c. Cultural diversity

3. Planning for and becoming involved with infant/toddler play

4. Roles of the adult in supporting play:
   a. Observing and recording play to determine its developmental potential.
   b. Planning and providing developmentally appropriate play experiences based on children's needs and interests within an area of play.
   c. Arranging the space to create an effective play and learning centers:
   d. Providing for play – materials selection and purchase, organization, clean up and aesthetics of the play environment
   e. Facilitating children's play through attention, initiation, participation, expansion and intervention.
   f. Providing stimulation and motivation for each type of play.

5. Areas of Play:
   a. Sensory Play: natural materials, home-made and other types
   b. Art Play

II. Learning Activities
This is an online course where students complete their learning at their own pace and submit tasks and assignments as these are completed but all evaluation components MUST be submitted by the end of the term – April 11, 2017.

III. Required Texts and Written Materials


IV. Material and Special Fees
There are no additional material or special fees for this course.
V. Assignments and Timelines

This course is delivered as an asynchronous course, which means it is a self-paced course, based on independent study in which you move through the course at your own rate with no set meeting times or due dates for the completion of learning tasks and evaluations. You have a beginning date and a completion date and the rest is up to you!

All evaluations MUST be submitted by the last day of classes – April 11, 2017.

<table>
<thead>
<tr>
<th>EVALUATION ACTIVITIES</th>
<th>DUE DATE</th>
<th>VALUE</th>
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<tbody>
<tr>
<td>Evaluation I – Resource for quality play</td>
<td>You set this, but needs to be submitted prior to April 11, 2017</td>
<td>20%</td>
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<tr>
<td>Evaluation II – Case study analysis activity</td>
<td>You set this, but needs to be submitted prior to April 11, 2017</td>
<td>30%</td>
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<tr>
<td>Evaluation III – Planning sensory play experience</td>
<td>You set this, but needs to be submitted prior to April 11, 2017</td>
<td>30%</td>
</tr>
<tr>
<td>Evaluation IV – Art Play Test</td>
<td>You set this, but needs to be submitted prior to April 11, 2017</td>
<td>20%</td>
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<tr>
<td>TOTAL</td>
<td></td>
<td>100%</td>
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Evaluation Activities

Evaluation I

You will develop a resource for parents, professionals and/or stakeholders to communicate the value and importance of learning through play for children. You will choose the type of resource you wish to design. Guidelines for the creating the resource, an evaluation rubric, and examples of different types of resources are presented in Evaluation I folder on the course web site.

Evaluation II

You will answer questions about three case studies related to the play issues presented and to providing quality programming for infants and toddlers. Guidelines for the analysis will include case studies, as well as tasks and questions that are presented in Evaluation II folder on the course web site.

Evaluation III

You will plan and document a sensory play experience that you also complete with young children. Specific guidelines and procedures for completing this emergent program planning project, along with an exemplar, are presented in Evaluation III folder.

Evaluation IV

You will complete an open book test on Module 7 and 8 outcomes that address concepts related to the information and resources on art play and experiences in the early years.
VI. Evaluation Guidelines

1. This course will be evaluated according to the College Grading System outlined in the RDC Calendar. The Red Deer College Distance Learning Final Examinations Policy will be followed.

2. **Instructor Commitment**: Students can expect individual online assignment marks, as well as feedback within ten working days of their submission.

3. **The Student Misconduct: Academic and Non-Academic Policy (Plagiarism) is in effect**. Please become familiar with what constitutes academic misconduct, as well as the consequences. Plagiarism involves submitting work in a course as if it were the student’s own work. Plagiarism may involve the act of submitting work in which some or all of the phrasing, ideas, or line of reasoning are alleged to be the submitter’s own but in fact were created by someone else.

   The complete policies are available on the RDC policies web site: Appeals Formal Policy, Appeals: Informal Resolution Policy and Student Misconduct: Academic and Non-Academic Policy.

   Individual instructors determine how grades will be assigned to each assignment or test in a course and will communicate this information to students.

   Following are examples of how this may be done:

   - A letter grade may be assigned holistically with written comments to support the evaluative decision.
   - Students may receive a number of points for the assignment, which then would be converted to a letter grade.
   - Grids identifying a percentage grade and/or grade range for each letter grade increment may be developed for a particular assignment and/or test. Points or percentages of several small assignments or tests may be "clumped" and letter grades then assigned.

Final grades will be given as a letter as per the College policy and using the following conversion:

- **A** ....................≥93
- **A-** .................≥88
- **B+** ..................≥83
- **B** ......................≥78
- **B-** .....................≥73
- **C+** ....................≥68
- **C** ......................≥63
- **C-** .....................≥58
- **D+** ...................≥53
- **D** ......................≥50
- **F** ......................≤49
<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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| A - EXCELLENT | outstanding performance with strong evidence of:  
- a comprehensive grasp of the subject matter  
- a good capacity for original, creative, and/or logical thinking  
- an excellent ability to organize and to synthesize ideas and to express these in a coherent and concise manner |
| B - GOOD | above average performance with evidence of:  
- a substantial knowledge of the subject matter  
- a good understanding of and familiarity with the relevant concepts and techniques  
- some capacity for original, creative and/or logical thinking  
- an above average ability to organize and to synthesize ideas and to express these in a coherent and concise manner |
| C - SATISFACTORY | average performance with evidence of:  
- an acceptable basic grasp of the subject matter  
- adequate understanding of and familiarity with the relevant concepts, and techniques  
- many small flaws and/or a major error/omission in the assignment |
| D - RDC PASS ONLY | an unacceptable standard with evidence of any of the following:  
- little familiarity with the subject |
| (not always transferable ) | unacceptable performance with some redeeming value  
- analytical skills inadequately developed  
- little understanding of the concepts and techniques involved  
- little competence in basic skills |
| F - FAIL | inadequate performance in most respects |

+, - will be used to indicate standings within categories.

**NOTE:** A grade of “A” will generally be the top grade in a course, with “A+” being reserved for recognition of exceptional achievement. An “A+” grade will only be given at the end of the term to students with outstanding levels of achievement. No “A+” grades will be given for assignments, quizzes, and tests during the term.

**NOTE:** Plagiarized work may result in the assignment of an F and could also result in expulsion from the course. This of course includes any unreferenced passages taken from the internet. APA referencing is to be used.
VII. Changes to the Course Outline

It is the student’s responsibility to be familiar with the information contained in the course outlines and to clarify any areas of concern with the instructor.

Changes to the Course Outline may be made after the first day of the course. This must be done by class consensus. These changes are then subject to review by the Associate Dean for completeness and consistency with all college policies.

Students should refer to the Appeals: Formal Policy, Appeals: Informal Resolution Policy, and Student Misconduct: Academic and Non-Academic Policy should they have questions or concerns about the Course Outline that cannot be resolved with the Instructor.

_Students should retain course outline for each of the classes they have completed, as these may be required when transferring to a different program or continuing their education._

VIII. Support Services

Classroom Learning Resources may be available to students in alternate formats.

Students should be aware that Personal Counseling, Career, Learning and Disability Services are provided by RDC. Inquire about locations at Information Desk. It is the student’s responsibility to discuss their specific learning needs with the appropriate service provider. All RDC students can access the following free support services:

**Academic Resources on Campus**

Visit the Student Life tab or the Learning Supports tab on the Loop at www.rdc.ab.ca for information on the following services. Learning Support (Library Information Common)

- Writing Skills Centre (403-342-3264)
- Math Skills Centre
- Learning Strategies (note-taking, studying and exam-writing strategies) learn_help@rdc.ab.ca
- Peer Tutoring (one-on-one tutoring by students) http://rdc.libguides.com/peertutors
- Peer-Assisted Study Sessions (PASS) (student-led study groups)
- Prescreening and referral for learning disabilities
- Computer basics

**Disability Resources (Library Information Common; 403-357-3629)**

- Coordination of services (tutoring, alternate format text, note-taking etc.)
- Academic accommodations, including exam accommodations
- Accessibility issues
- Funding information and referral

**Counselling and Career Centre (Room 1402; 403-343-4064)**

- Personal counselling
- Career counselling
- Employment and Career Services (resumes, job postings, etc.)
VI. Add/Drop and Withdrawal Dates
The last day to drop/add is January 11, 2017. The last day to withdraw without academic penalty is April 11, 2017

VII. Prior Learning Assessment
This course may be eligible for Prior Learning Assessment. Students should refer to the RDC College Calendar for a list of excluded courses.

Associate Dean: [Signature] Date: December 23, 2016