Course Outline: Winter 2015
ELCC 215B: Program Planning II

Class Times: Monday 12:00-2:50 PM
Room Number: 1600
Off Campus Class: Monday, January 26, 2015
Red Deer Public Children's Library, Downtown Branch
9:30-11:20 AM

Instructor: Theresa Wiart

Contact Information: Office: 2500B
FAX: 403-357-3618
Phone: 403-342-3221
Email: on Blackboard or theresa.wiart@rdc.ab.ca

Office Hours: Monday or Wednesday 3:00-4:00 PM or by appointment

Prerequisites: Admission to RDC
Credit Hours: 3


I. Learning Outcomes
At the end of this course you will:

1. Understand how the young child’s language development is a foundation for emergent literacy.
2. Identify and become acquainted with quality children’s literature.
3. Examine ways in which adults can provide developmentally appropriate literature, language and literacy experiences, both in the home and the early childhood center.
4. Examine the relationship between language development, dramatic play, and emergent literacy.
5. Explore controversial issues and become familiar with professional readings in the fields of dramatic play and emergent literacy.
6. Understand the importance and the development of dramatic play
7. Examine ways in which adults can provide developmentally appropriate dramatic play environments.
II. *Course Topics*

1. *Presenting literature to children*
   - Supportive environments for sharing books
   - Reading aloud
   - Traditional storytelling
   - Alternate forms of story presentation
   - Using books to stimulate play experiences
   - Promoting conversation
   - Fostering language growth

2. *Exploring children’s literature*
   - Importance of children’s literature for children’s development
   - Evaluating the quality of children’s literature
   - Classifying children’s books according to genre
   - Selecting books that are responsive to children’s needs and interests

3. *Developing dramatic play development*
   - Importance of dramatic play in children’s development
   - Stages and levels of dramatic play
   - Observation and evaluation of dramatic play
   - Creating a supportive dramatic play environment
   - Fostering language development within the dramatic play environment
   - Adult role in dramatic play interactions

III. *Learning Activities*

This course will be conducted in class through lectures, discussions, activity-based learning, group work, and media. One class will take place at the downtown Red Deer Public Children’s Library. Some notes, study information, and additional learning opportunities may be available on Blackboard through the RDC Loop.

IV. *Required Texts and Written Materials*


V. *Material and Special Fees*

There is a $10.00 Material and Special Fee included in this course to cover the costs of early literacy materials.
VI. Assignments and Anticipated Timelines

<table>
<thead>
<tr>
<th>EVALUATION ACTIVITIES</th>
<th>DUE DATE</th>
<th>VALUE</th>
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</thead>
<tbody>
<tr>
<td>Assignment 1: Quality Children’s Literature (Library)</td>
<td>January 26</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment 2 - Sharing Literature with Children</td>
<td>February 9</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment 3: Storytelling</td>
<td>February 23, March 2 or 9</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment 4: Supporting Dramatic Play (Prop Box)</td>
<td>March 30</td>
<td>25%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>TBA (April 15-21)</td>
<td>30%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>100%</td>
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Assignment 1: Quality Children’s Literature (Class at the Library) Value: 10%
In this assignment, you will explore and assess quality children’s literature at the Downtown Red Deer Public Library during our off campus class. The assignment will be given to you to complete at the library.

Assignment 2: Sharing Literature with Children Value: 20%
You will choose a book for a specific group of children, analyze the book, write a book annotation, and explain why it is quality literature. Then you will prepare to read it aloud, plan a literature lesson, practice, and then read the story to your chosen group of children. You will analyze and evaluate your read-aloud and storytelling skills. You will plan follow-up activities in your literature lesson that may or may not be implemented. Specific criteria will be presented in detailed assignment guidelines.

Assignment 3: Storytelling Value: 15%
In groups you will plan a literature lesson plan, prepare a story script, practice and share a story with the class using an alternative method of storytelling; for example, a felt story, a puppet show, an oral story with sound effects, a clothesline story, a drawing story, etc. Specific criteria will be presented in detailed assignment guidelines.

Assignment 4: Supporting Dramatic Play (Prop Box) Value: 25%
You will select, create, present and evaluate the use of props and literature to support dramatic play with children in your practicum setting, or with children in a volunteer or work situation. First, you will observe the children for interests and needs. Second, based on these observations and on discussions with staff members, you will develop a prop box related to a topic of observed interest. Third, you will implement and analyze your experiences in a written report. Specific criteria will be presented in detailed assignment guidelines.

Final Exam Value: 30%
The final examination will focus on course concepts from the entire course.

Students are strongly encouraged to keep all of their graded assignments until they receive their final grade at the end of the term. Discrepancies in grades will only be considered if the student has the original graded copy of the assignment or exam.
VII. Evaluation Guidelines

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

2. Late Assignment Policy: Assignments are due at the beginning of class on the required date and written work will be submitted using the Blackboard Assignment tool and in class. If you are unable to submit your assignment at that time, you must ask permission to hand it in late, preferably at least one day in advance. The instructor may decide not to allow a late submission. If permission is granted, an automatic deduction of one full grade or 10% will be made (i.e. from B down to C, from 78% down to 68%, from 16/20 to 14/20).

3. Attendance Policy: Attendance and participation is expected and valued. Failure to attend classes regularly may result in the reduction of your final mark, including the possibility of failure.

4. The RDC Academic Misconduct Policy (Plagiarism) is in effect.

   Please be 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.

   NOTE: Plagiarized work may result in the assignment of an F and could also result in expulsion from the course.

5. Instructor Commitment: Students can expect feedback from assignments within two weeks of their submission.

   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.
Students must achieve 50% in order to receive a minimal pass in each assignment and test. **Any assignment or test that receives less than 50% will be counted as a zero in the final grade calculation.**

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
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<tbody>
<tr>
<td>A</td>
<td>≥93</td>
</tr>
<tr>
<td>A-</td>
<td>≥88</td>
</tr>
<tr>
<td>B+</td>
<td>≥83</td>
</tr>
<tr>
<td>B</td>
<td>≥78</td>
</tr>
<tr>
<td>B-</td>
<td>≥73</td>
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<tr>
<td>C+</td>
<td>≥68</td>
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<tr>
<td>C</td>
<td>≥63</td>
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<tr>
<td>C-</td>
<td>≥58</td>
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<tr>
<td>D+</td>
<td>≥53</td>
</tr>
<tr>
<td>D</td>
<td>≥50</td>
</tr>
<tr>
<td>F</td>
<td>≤49</td>
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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** *(not always transferable)*

*unacceptable performance with some redeeming value*

- an unacceptable standard with evidence of **any** of the following:
  - little familiarity with the subject
  - analytical skills inadequately developed
  - little understanding of the concepts and techniques involved
  - little competence in basic skills
+, - 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.

VIII. 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. Students should refer to the Student Dispute, Appeal and Misconduct Processes Policy and Standard Practice should they have any questions or concerns about the Course Outline that cannot be resolved with the instructor.

Changes to the Course Outline may be made after the first class. This must be done during a regular class, by class consensus, with all the students who are in attendance on that day. These changes are then subject to review by the Program Chairperson for completeness and consistency with all college policies.

IX. Support Services

All RDC students can access the following free support services:

- Services for students with disabilities (students are responsible for registering for these services early in the term)

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 Services (Library Information Common; 403-342-3264)

- Writing Skills Centre
- 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
- Computer Basics
- Peer-Assisted Study Sessions (PASS) (student-led study groups)
- Prescreening and referral for learning disabilities

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.)

X. Add/Drop, Withdrawal
The last day to drop/add is January 13, 2015. The last day to withdraw without academic penalty is April 10, 2015.

XI. 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.

[Signature]
Jane Proudlove, Chair
Early Learning and Child Care