Course Outline Winter 2016
ELCC 317A Program Planning V

Class Times: Thursday 1:00 - 3:50 PM
Room Number: 1600
Instructor: Theresa Wiart
Contact Information: Office: 2500B Email: theresa.wiart@rdc.ab.ca
FAX: 403-357-3618 Blackboard Mail
Phone: 403-342-3221

Office Hours: Thursday 4:00 – 5:00 PM or by appointment
Available through RDC email, Blackboard Messages or by phone

The official way for the college and ELCC to contact students is through the RDC email account therefore, students must be aware of their responsibility of checking their email.

Course Description:
Expanding experiences in early childhood art, music, creative dramatics, and group times. Planning appropriate environments and experiences for fostering literacy development.

Prerequisites: Early Learning and Child Care Certificate or consent of department.
Credit Hours: 3

I. Learning Outcomes
At the conclusion of this course, the student will:
1. Understand how to enhance the creative development of the child through the arts.
2. Learn to plan and provide effective and appropriate, group gatherings and experiences which enhance young children’s creativity.
3. Understand the value of music and creative dramatics, and appreciate children's natural abilities and interest in them.
4. Identify the patterns of musical development in young children and be able to select appropriate materials and resources to support this development.
5. Identify the elements of music in order to interact knowledgeably with young children and to consider these in planning.
6. Understand the developmental, play-based approach to planning early childhood music and creative drama experiences including:
   - child initiated play
   - guided play
   - group experiences
   - stimuli for learning and play
7. Explore the resources and approaches which stimulate and motivate young children to want to express themselves through the arts.
8. Develop a high level of confidence and enthusiasm for guiding children through group experiences in the arts.

II. Course Topics

   - The importance of drawing, the art-studio, and the “100 Languages of Children”
   - Exploring Reggio projects and documentation
   - Adapting Reggio practice for use in North America.
   - Environments inspired by Reggio Emilia
   - Exploring Waldorf inspired singing games and circles

2. Enhancing the cognitive and creative development of children through the arts with a focus on music and creative dramatics.
   - The nature of creativity and ways to enhance children’s creative development.
   - The importance and value of experiences in the arts through the framework of Howard Gardner’s “Multiple Intelligences”.
   - The range of musical experiences that can be offered to children including those centered around: musical concepts, instruments, movement and dance.
   - Creation of music and responses to music: words, tunes, accompaniments, actions and movements.
   - Adapting our approaches to the music to address cultural concerns and to fully involve children with special needs.
   - Story theatre, puppetry, and creative dramatics.

3. Fostering children’s beginning reading and writing through the arts:
   - The foundations of reading and writing
   - Identification of the levels and stages of reading and writing
   - Guidance of meaningful literacy experiences
   - Involvement of families in emergent literacy programs and promotion.
   - Assessing progress with reading, writing and the development of early literacy skills.

III. Learning Activities

This course will be conducted in class through lectures, discussions, activity-based learning, group work, media, and guest speakers. Some notes, study information, web-links and additional learning opportunities will be available on Blackboard.

IV. Required Texts and Written Materials


V. Material and Special Fees
This course is assessed a special fee of $10 for ELCC Certificate level classes. Students may also be responsible for the purchase of materials as needed to complete hands-on assignments. Such materials could range in price from $5 to about $25 depending on the projects that the student selects. If cost is a factor, students should choose projects that incur minimal or no cost.

VI. Assignments and Anticipated Timelines

<table>
<thead>
<tr>
<th>EVALUATION ACTIVITIES</th>
<th>DUE DATES</th>
<th>VALUE</th>
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</thead>
<tbody>
<tr>
<td>Assignment 1: Emergent Planning: Book Documentation</td>
<td>February 25</td>
<td>35%</td>
</tr>
<tr>
<td>Assignment 2: Story Theatre: An Integrated Literacy Project</td>
<td>March 17</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam: Week of April 16 - 22</td>
<td>TBA</td>
<td>35%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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**Assignment 1: Emergent Planning: Book Documentation**
Identify a worthwhile topic of inquiry to use as a basis for planning you will share with a group of children using a Reggio-inspired “Project Approach”. Document the learning process from the beginning to the end of the project and use it to prepare a book to share with the children and interested adults. Examples of actual books created using Reggio-style documentation will be shown in class to provide you with models of what these types of books include.

**Assignment 2: Story Theatre: An Integrated Literacy Project**
You will be involved in rewriting a short story to make it work for a group or individual ‘Story Theatre’ presentation. The story should be carefully selected to develop your skills and comfort level in drama as well as to match the developmental needs and interests of the group of children who will be present. You will be resourceful in finding and creating aspects of the props, costumes or settings to enhance the story you are enacting for your audience and reflect on what you are learning through each aspect of the project.

**Final Exam:**
The final exam will be a comprehensive exam based on content covered in this course including readings, class discussions and handouts.

Students are strongly encouraged to keep copies of all of their assignments until they are graded, and all of their graded assignments until course grades are finalized at the end of
the term. Discrepancies in grades will only be considered if the student has the original graded copy of the assignment.

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. If you are unable to hand your assignment in 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. Instructor Commitment: Students can expect feedback from assignments within two weeks of their submission.

NOTE: 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.

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, which would then be converted to a number for calculation of a final 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.
- Students may receive a number of points for the assignment.
- Several small assignments or tests may be "clumped" and a single number or letter grade 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 recorded as a 0 in the final grade calculation.
**Final grades** will be given as a letter as per the College policy. The ELCC Department uses the following conversion:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum 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>
</tr>
<tr>
<td>C+</td>
<td>≥68</td>
</tr>
<tr>
<td>C</td>
<td>≥63</td>
</tr>
<tr>
<td>C-</td>
<td>≥58</td>
</tr>
<tr>
<td>D+</td>
<td>≥53</td>
</tr>
<tr>
<td>D</td>
<td>≥50</td>
</tr>
<tr>
<td>F</td>
<td>≤49</td>
</tr>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Performance Details</th>
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</table>
| 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 |
<table>
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<tr>
<th>D - RDC PASS ONLY (not always transferable)</th>
<th>an unacceptable standard with evidence of any of the following:</th>
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<tbody>
<tr>
<td></td>
<td>• little familiarity with the subject</td>
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<tr>
<td></td>
<td>• analytical skills inadequately developed</td>
</tr>
<tr>
<td></td>
<td>• little understanding of the concepts and techniques involved</td>
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<tr>
<td></td>
<td>• little competence in basic skills</td>
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| 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.

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. 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 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 outlines for each of the classes they have completed, as these may be required when transferring to a different program or continuing their education.

IX. Support Services

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

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 www.rdc.ab.ca for information on the following services.

Learning Support Services (Library; 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 Services (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, 2016. The last day to withdraw without academic penalty is April 11, 2016.

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.

Associate Dean: __________________ Date: 05 January, 2016