Course Outline

ELCC 218A

Winter 2017

Program Planning III

Class Times: Friday 9:00 – 11:50 AM
Room Number: 1600

Instructor: Lisa Palmer
Contact Information: Office: 2500E Email: lisa.palmer@rdc.ab.ca
FAX: 403-357-3618 Blackboard Mail
Phone: TBA

Office Hours: Friday 8:00 – 9:00 AM or by appointment.

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:
Planning for play including environments, schedules, and group times. Exploration of physical, construction, woodworking, manipulative, and outdoor play. Introduction to music and song.

Prerequisites: No prerequisites required
Credit Hours: 3

I. Learning Outcomes

At the conclusion of this course, the student will:

1. Develop an appreciation for children’s play and the powerful role of play in enhancing children’s development.
2. Recognize the developmental value of music for young children.
3. Lead vocal and rhythmic music experiences.
4. Plan and manage effective group gatherings.
5. Plan for and facilitate experiences in construction, woodworking, manipulative, physical, and outdoor play.
6. Plan effective indoor play environments.
7. Assess and plan playgrounds.
8. Incorporate all areas of play into the daily schedule based upon varied program types.
9. Identify the fundamentals of planning play-based curriculum.
II. Course Topics

1. Introduction to Music and Group Gatherings
   a. The value of music for young children.
   b. Planning developmentally appropriate musical experiences based in song, rhythm and listening.
   c. Providing musical experiences for infants and toddlers.
   d. Planning the music center.

2. Planning and Managing Group Gatherings
   a. Values of group gatherings (circle times).
   b. Planning group gatherings that are developmentally appropriate.
   c. Leading group gatherings that engage children in positive ways.

3. Understanding & Facilitating Play
   a. The importance of Physical Play at each stage of development.
      • Physical Play Space and Equipment and how to use it.
      • Games: Cooperative and Traditional.
   b. Construction Play.
   c. Woodworking.
   d. Manipulative Play (Including miniature role play).

4. Outdoor Play
   b. Bringing the Indoors Outside.

5. Planning Effective Indoor Environments
   a. Organizing principles for arranging the playroom environment.
   b. Appreciating how these spaces impact learning and behavior.

6. Planning play-based curriculum for young children
   a. Organizing the schedule for varied program types while maximizing play.
   b. Planning effective routines and transitions.
   c. Creating effective transitions between activities and routines.
   d. Planning for play – an introduction to early childhood curriculum.

III. Learning Activities

This course will be conducted in class through lectures, discussions, activity-based learning, group work, media, and a guest speaker. Some notes, study information, 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.
### VI. Assignments and Anticipated Timelines

<table>
<thead>
<tr>
<th>EVALUATION ACTIVITIES</th>
<th>DUE DATE</th>
<th>VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Musical Group Time</td>
<td>February 10</td>
<td>25%</td>
</tr>
<tr>
<td>Assignment 2: Enhancing Physical Play</td>
<td>March 3</td>
<td>25%</td>
</tr>
<tr>
<td>Assignment 3: Analyzing Manipulative and Woodworking Play</td>
<td>March 31</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam TBA</td>
<td>Exam Week (April 17 - 22)</td>
<td>25%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Assignment 1: Musical Group Time**
You will observe a group time for children aged 3 to 8 in an approved early childhood setting and interview staff about what these experiences typically entail. You will describe these experiences and use what you have learned about effective group times to plan one for the same group of children that you observed. You will complete the musical experiences from your plan, teach one musical experience to the class, and reflect on what you learned from completing this assignment.

**Assignment 2: Enhancing Physical Play**
You will investigate gross motor play through structured and unstructured play experiences, analyze these based on what you are learning about programming for physical play, and provide a series of age-appropriate activities to enhance children’s physical skills.

**Assignment 3: Analyzing Manipulative and Woodworking Play**
You will observe manipulative play with children aged 3 to 8 in an approved early childhood setting. You will describe these experiences, analyze them based on what you are learning about through programming for manipulative play, and provide ideas to enhance the play. You will complete three anecdotal observations of the manipulative play, and provide suggestions for woodworking play.

**Exam**
The exam will be a test of key course information and its application to early learning and child care practice. Exams are difficult to reschedule, so it is important and required that you write the exams on the dates indicated. The purpose for the test is twofold:
- They give you motivation to review the course materials and to organize them in ways that allow you to integrate them with prior learning.
- They allow the instructor to gauge your level of understanding of key course content.
- The RDC Final Examination Policy will be followed with respect to the final exam. Please review this document to ensure you understand the contents and implications of the policy.
VII. Evaluation Guidelines

a. 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.

b. 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).

c. 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.

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

e. The RDC Policy Student Misconduct: Academic and Non-Academic 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.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - EXCELLENT</td>
<td>outstanding performance</td>
<td>with strong evidence of:</td>
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<tr>
<td></td>
<td></td>
<td>• a comprehensive grasp of the subject matter</td>
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<td></td>
<td></td>
<td>• a good capacity for original, creative, and/or logical thinking</td>
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<tr>
<td></td>
<td></td>
<td>• an excellent ability to organize and to synthesize ideas and to express</td>
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<tr>
<td></td>
<td></td>
<td>these in a coherent and concise manner</td>
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<tr>
<td>B - GOOD</td>
<td>above average performance</td>
<td>with evidence of:</td>
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<tr>
<td></td>
<td></td>
<td>• a substantial knowledge of the subject matter</td>
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<td></td>
<td></td>
<td>• a good understanding of and familiarity with the relevant concepts</td>
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<tr>
<td></td>
<td></td>
<td>and techniques</td>
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<tr>
<td></td>
<td></td>
<td>• some capacity for original, creative and/or logical thinking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• an above average ability to organize and to synthesize ideas and to</td>
</tr>
<tr>
<td></td>
<td></td>
<td>express these in a coherent and concise manner</td>
</tr>
<tr>
<td>C - SATISFACTORY</td>
<td>average performance</td>
<td>with evidence of:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• an acceptable basic grasp of the subject matter</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• adequate understanding of and familiarity with the relevant concepts,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and techniques</td>
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<tr>
<td></td>
<td></td>
<td>• many small flaws and/or a major error/omission in the assignment</td>
</tr>
<tr>
<td>D - RDC PASS ONLY</td>
<td>unacceptable performance with some redeeming value</td>
<td>an unacceptable standard with evidence of any of the following:</td>
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<tr>
<td></td>
<td></td>
<td>• little familiarity with the subject</td>
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<tr>
<td></td>
<td></td>
<td>• analytical skills inadequately developed</td>
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<tr>
<td></td>
<td></td>
<td>• little understanding of the concepts and techniques involved</td>
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<tr>
<td></td>
<td></td>
<td>• little competence in basic skills</td>
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<tr>
<td>F - FAIL</td>
<td></td>
<td>inadequate performance in most respects</td>
</tr>
</tbody>
</table>

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

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

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.
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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Percentage</th>
</tr>
</thead>
<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>&gt;50</td>
</tr>
<tr>
<td>F</td>
<td>≤49</td>
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</tbody>
</table>

**VIII. Changes to the Course Outline**

It is the student’s responsibility to be familiar with the information contained in the course outline 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 outline 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

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. Students are responsible for registering for disability services early in the term. 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 Services (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](http://rdc.libguides.com/peertutors)
- Computer Basics
- Peer-Assisted Study Sessions (PASS) (student-led study groups)
- Pre-screening 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 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.
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: December 23, 2016