

APPLIED ARTS DIVISION
School of Health, Education & Human Services
3 Credit Course
Winter, 2020



COURSE OUTLINE

ELCC 122

PROGRAM PLANNING - LEARNING THROUGH PLAY

45 HOURS
3 CREDITS

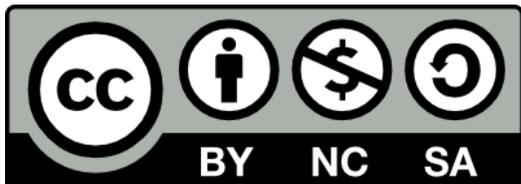
PREPARED BY: Rebecca Fenton, Instructor

DATE: March, 2015

APPROVED BY: Andrew Richardson, Dean

DATE: March, 2015

APPROVED BY ACADEMIC COUNCIL: October 2015



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Version 1.2 revised and approved by Academic Council: April 17, 2019
Academic Council, Governance Office
Academic Council MyYC: Policies, Procedures and Forms

PROGRAM PLANNING - LEARNING THROUGH PLAY

INSTRUCTOR:	Rebecca Fenton	OFFICE HOURS:	By appointment
OFFICE LOCATION:	N/A	CLASSROOM:	A2202
E-MAIL:	rfenton@yukoncollege.yk.ca	TIME:	Wednesdays 6:30 - 9:30 PM
TELEPHONE:	N/A	DATES:	Jan 8 th to April 15 th , 2020

COURSE DESCRIPTION

Students will explore the nature and development of play in the lives of children from birth to twelve years of age. Students will learn how to research, plan, organize and prepare meaningful play experiences to enhance the growth of individual children. Through active exploration with suitable play materials, students will gain a personal appreciation of the functions of play and of their role as adult facilitators in that process.

Ongoing references will be made to appropriate and culturally relevant equipment and materials, and their utilization in both indoor and outdoor environments.

PREREQUISITES

ELCC 111 and ELCC 112

EQUIVALENCY OR TRANSFERABILITY

Please check the following link <http://www.yukoncollege.yk.ca/programs/info/ecd> for information about transferability of Early Childhood Development Courses.

LEARNING OUTCOMES

Upon successful completion of the course, students will be able to:

- identify and support the potential values of play as well as identify the specific learning of individual children in a distinct play episode

- describe their role in the indoor and outdoor play of young children
- describe and evaluate play experiences based on the needs and interests of children, and be able to use this knowledge to develop, plan and extend culturally diverse play experiences
- describe the types and use of play equipment, materials and supplies in young children's play and be able to arrange and equip learning centres
- identify the many possible learning centres that can enhance an early childhood environment and be able to plan meaningful play in these centres to support the overall growth and development of children
- identify and discuss the characteristics of inclusive practices in children's programs.

COURSE FORMAT

This 45-hour course will be delivered in the classroom setting and/or via web-conferencing by the instructor. The presentation of information will be primarily delivered by the instructor and occasionally by guest speaker.

Each lesson will include a variety of teaching/learning experiences. These strategies may include lecture, large and small discussion groups, in-class projects, experiences, simulations, role plays, observations, readings, audio-visual aids, guest speakers, and students' individual assignments.

To find information on Equipment/Software Requirements for Yukon College Systems please see the following link https://www.yukoncollege.yk.ca/information-technology/pages/about_it/it_for_students

ASSESSMENTS

Attendance and Participation

Much of the learning is done in the classroom. Students learn from each other, as well as from the instructor. Therefore, attendance and appropriate participation are essential.

Students are expected to attend and participate in all classes, are expected to be actively involved in discussions, and must take responsibility for their own learning. Their personal experience and thoughts will provide much of the material for discussion. Therefore, it is expected that students are prepared for classes by having completed the requiring readings, assignments and other assigned work. Emphasis will be placed on learning by doing, and on personal reflection on individual experiences.

Professional behaviour is expected. If a class should be missed, the student will

communicate with their instructor ahead of time.

Assignments

Each assignment is designed to help the student synthesize knowledge from class, readings, personal knowledge, and traditional knowledge to build greater understanding. Planned class discussions are enriched when students have completed assigned work at the appropriate time. Material from student assignments also plays an important role in helping the instructor design class activities and lectures to best suit the group of students; therefore, handing in assignments on the due dates is very important.

Assignments will be discussed at the beginning of the course and presented in writing with criteria clearly defined. All students are encouraged to contact the instructor if they have questions or concerns about assignments or their progress. In exceptional circumstances, students may discuss alternate arrangements with their instructor (such as late submission of assignments, etc.).

ALL assignments are expected to be submitted punctually. **Five % will be deducted** for each calendar day that an assignment is late.

Please see additional comments about assignments in the assignment package.

EVALUATION

ASSIGNMENT #	ASSIGNMENT NAME	VALUE
Assignment #1	Let's Reflect	20%
Assignment #2	Let's Share	10%
Assignment #3	Let's Play	35%
Assignment #4	Let's Explore Our Role	10%
Assignment #5	Let's Look at Emergent Curriculum	10%
Assignment #6	Let's Talk Spaces	15%

REQUIRED TEXTBOOKS AND MATERIALS

Reading materials can be found on ELCC 122 Moodle page.

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/Admissions & Registration web page.

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see <https://www.yukoncollege.yk.ca/yukon-first-nations-core-competency>.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 456-8629 or lac@yukoncollege.yk.ca.