



DEPARTMENT OF HUMAN SERVICES  
COURSE OUTLINE - FALL 2019

**CD 1330 UNDERSTANDING CHILDREN'S PLAY 3 (3-0-0) 45 HOURS**

*To be recognized for educational excellence in the fields of  
early learning & childcare and educational assistant training.*

**INSTRUCTOR:** Terrah Lindsay B.Sc., M.S.

**OFFICE:** H134      **PHONE:** 539-2047

**EMAIL:** [tlindsay@gprc.ab.ca](mailto:tlindsay@gprc.ab.ca)

**OFFICE HOURS:** Tuesdays/Thursdays: 12:00 - 12:30, Wednesday 10:00 - 11:00  
or by appointment

**PREREQUISITE(S)/COREQUISITE:**

CD 1000 Child Development 1

**REQUIRED TEXT/RESOURCE MATERIALS:**

Fligh. Albertas' Early Learning and Care Framework. In addition a number of readings/resources will be placed on Moodle; it is your responsibility to become familiar with this learning tool and to check it regularly.

**CALENDAR DESCRIPTION:**

This course provides an introduction to the central role of play in early learning and child care settings, with an emphasis on developmentally appropriate, culturally-sensitive practices. This course focuses on a number of topics including the nature, value, and types of play, as well as important theories and issues regarding play. Students will also learn about the role of the practitioner in play, including the use of appropriate observation and documentation to understand and support children's development through play

**CREDIT/CONTACT HOURS: 3**

"Flight: Alberta's Early Learning and Care Framework", is a leading curriculum for the early learning and child care profession. Each course in GPRC's Early Learning and Child Care program will encompass at least one of the areas from the framework such as: the vision, values, purpose and guiding principles of the framework, the curriculum core concepts from the framework: (The Image of the Child: A Mighty Learner and Citizen, A Practice of Relationships: Your Role as an Early Learning and Child Care Educator which includes curriculum meaning making as co-learners, co-researchers and co-imaginer of possibilities, Mighty Learners: Nurturing Children's Dispositions to Learn, Co-inquiry, Responsive Environments: Time, Space, Materials and Participation, Transitions and Continuities: Supporting Children and Families through Change), discussion of Holistic Play-Based Goals for Children's Responsive Care, Play, Learning and Development and Children's Dispositions to Learn, Reflection and Planning Guides as well as Curriculum Learning Stories.

The concepts will be covered in a variety of different ways depending on the course and may include discussion, readings, and assignments.

### **DELIVERY MODE(S):**

Classroom instruction will include a combination of lectures, as well as small and large group work. Audio-visual material and additional resources will also be used.

### **OBJECTIVES:**

The following areas of play will be discussed: definitions, theories, categories, issues, the importance in children's development and learning and ways in which the early learning practitioner can support play.

### **LEARNING OUTCOMES:**

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

- \*Explain how attitudes perceptions and theories of play have changed over time and how they have influenced practice in Early Learning and Child Care.
- \*Define play and identify examples of play and non-play experiences.
- \*Explain how play based programs meet children's developmental needs.
- \*Classify children's play episodes, using the categories of play identified by Parten and Piaget.
- \*Use appropriate observation and documentation tools and techniques to understand, and interpret children's play.
- \*Articulate the role of the practitioner in facilitating, supporting, and extending children's play.
- \*Discuss current issues regarding children's play.

**TRANSFERABILITY:**

Please consult the Alberta Transfer Guide for more information

(<http://alis.alberta.ca/ps/tsp/ta/tbi/onlinesearch.html?SearchMode=S&step=2>)

**GRADING CRITERIA:**

In order to obtain credit for this course, students must achieve a minimum of a "C-"

Please note that most universities will not accept your course for transfer credit **IF** your grade is less than C-. This means **DO NOT GET LESS THAN "C-" IF YOU ARE PLANNING TO TRANSFER TO A UNIVERSITY.**

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100		C+	2.3	67-69
A	4.0	85-89		C	2.0	63-66
A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79		F		59-0
B	3.0	73-76				
B-	2.7	70-72				

**EVALUATIONS (How do you get marks):** *see the course schedule for due dates*

**MINI Assignments**

Mighty Learner 10%

Types of Play 10%

Learning Story with Holistic Goals 20%

*Assignments may be completed with 1-2 other people (3 people/group).*

**Observation 25%**

**Adult Role 20%**

**In class assignments 15%**

**STUDENT RESPONSIBILITIES:**

It is the right of the student and of the instructor to a favorable learning/teaching environment. It is the responsibility of the student and the instructor to engage in appropriate adult behaviors that positively support learning. This includes treating others with dignity and respect and following the expectations outlined below.

## **CLASSROOM**

**Regular, PUNCTUAL attendance.**

- Learning from other students' notes or from Moodle is not optimal.
- If you are late to class, you miss important information about assignments, homework and quizzes. It is also disruptive to other students' learning.
- Remain in class for the duration.
- If you miss a class, refer to Moodle or check in with another student. You are responsible for your learning.

**Children are not considered to be part of the classroom learning environment, please make alternate arrangements for your child(ren).**

**Turn off cell phones.**

- Studies indicate that cell phones not only interfere with your learning, but also the students around you.

## **QUIZZES/EXAMS**

**Write in-class quizzes/exams on the date and time they are scheduled.**

- If an emergency arises that causes you to be unable to write the quiz, please call or email your instructor to leave a message BEFORE the exam begins.

## **ASSIGNMENTS**

**Hand in assignments via Moodle on the date indicated, by 12 midnight unless otherwise specified.**

- Instructors reserve the right to make exceptions to this rule in extenuating circumstances on a case by case basis.
- ALL assignments will be typed, double-spaced (or follow the provided template) and will include a cover page with your name, course number and assignment name.

## **OUTSIDE OF CLASS**

- Complete assigned readings and assignments, participate in group projects, check Moodle.
- Notes, handouts etc. are on Moodle. It is your responsibility to print these BEFORE class.

- **Email:** Students may contact the instructor by email or phone. Emails will be answered within one *business* day outside of stated office hours.
- **Email correspondence to your instructor must be sent from your GPRC student email account.** Emails should be professionally formatted and include a subject, correct spelling and grammar, and a reference to course material and/or textbook pages, etc.

It is the student's responsibility to become familiar with the basic student rights and responsibilities found in the College calendar.

### **STATEMENT ON PLAGIARISM AND CHEATING:**

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Refer to Plagiarism and Cheating in the Policy on Student Misconduct: Academic and Non-Academic,. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Admission Guide at <https://www.gprc.ab.ca/about/administration/policies/index.html#POL68>

### **COURSE SCHEDULE/TENTATIVE TIMELINE:**

*Please see attached for course schedule (note, the schedule is tentative and subject to revision).*