

- 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. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page <http://www.transferalberta.alberta.ca>.

**** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

EVALUATIONS:

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|----------------------------|-----|
| Quiz 1 | 15% |
| Quiz 2 | 15% |
| Assignment #1 | 15% |
| Assignment #2 | 20% |
| Assignment #3 | 25% |
| Attendance / Participation | 10% |

Assignment details and specific instructions will be discussed in class and provided on MyClass. Assignments must be submitted in the dropbox on MyClass by the date and time indicated. **ALL** assignments and tests **MUST** be completed and turned in to pass the course.

Unless arrangements have been made with the instructor prior to the due date, late assignments will be docked 5% per day. If the assignment is not received within 10 days of the due date, a grade of 0 will be given.

GRADING CRITERIA:

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

| Alpha Grade | 4-point Equivalent | Percentage Guidelines | Alpha Grade | 4-point Equivalent | Percentage Guidelines |
|-------------|--------------------|-----------------------|-------------|--------------------|-----------------------|
| A+ | 4.0 | 95-100 | C+ | 2.3 | 67-69 |
| A | 4.0 | 85-94 | C | 2.0 | 63-66 |
| A- | 3.7 | 80-84 | C- | 1.7 | 60-62 |
| B+ | 3.3 | 77-79 | D+ | 1.3 | 55-59 |
| B | 3.0 | 73-76 | D | 1.0 | 50-54 |
| B- | 2.7 | 70-72 | F | 0.0 | 00-49 |

COURSE SCHEDULE/TENTATIVE TIMELINE:

| Date | Topic | Text Readings | Assignments / Quizzes |
|---------|---|---------------|-----------------------|
| Sept 5 | Intro to Course Course Outline | | |
| Sept 7 | History of Play | | |
| Sept 12 | History of Play | | |
| Sept 14 | What is Play Based Learning? | Chapter 3 | |
| Sept 19 | What is Play Based Learning? | Chapter 3 | |
| Sept 21 | Outdoor Play | Chapter 4 | |
| Sept 26 | Holistic Play Based Goals: Well-Being & Play and Playfulness | Flight | |
| Sept 28 | Holistic Play Based Goals: Communication & Literacies and Diversity & Social Responsibility | Flight | |
| Oct 3 | Quiz 1 | | Quiz 1 |
| Oct 5 | Current Issues: Looking Ahead | Chapter 12 | Assignment # 1 Due |
| Oct 10 | Current Issues: Looking Ahead | | |
| Oct 12 | Play and Development: Developmentally Appropriate Practice | | |
| Oct 17 | Play and Development Piaget: Play and Cognitive Development: Functional, Constructive, and Symbolic Play | | |

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|-------------|--|-----------|--------------------|
| Oct 19 | Play and Development Parten: Social Development | | |
| Oct 24 | Play and Development: Time, Space, and People | Chapter 7 | |
| Oct 26 | Creating Responsive Environments | Flight | |
| Oct 31 | Current Issues Debate | | Assignment #2 Due |
| Nov 2 | Current Issues Debate | | |
| Nov 7 | The Role of the Practitioner: Intentional Teaching | Chapter 9 | |
| Nov 9 | Quiz 2 | | Quiz 2 |
| Nov 14 & 16 | Fall Break – No Classes | | |
| Nov 21 | Learning Stories: Group C & D Observation: Group A | | |
| Nov 23 | Learning Stories: Group A & B Observation: Group C | | |
| Nov 28 | Dispositions to Learn: Group C & D Observation: Group B | Flight | |
| Nov 30 | Dispositions to Learn: Group A & B Observation: Group D | Flight | |
| Dec 5 | Dispositions to Learn: Group C & D Observation: Group A | | |
| Dec 7 | Dispositions to Learn: Group A & B Observation: Group C | | |
| Dec 12 | Dispositions to Learn: Group C & D Observation: Group B | | |
| Dec 14 | Dispositions to Learn: Group A & B Observation: Group D | | Assignment # 3 Due |

STUDENT RESPONSIBILITIES:

Northwestern Polytechnic expects students' conduct to be in accordance with basic rights and responsibilities. Please refer to the NWP calendar regarding rights and responsibilities.

STATEMENT ON ACADEMIC MISCONDUCT:

Academic Misconduct will not be tolerated. For a more precise definition of academic misconduct and its consequences, refer to the Student Rights and Responsibilities policy available at <https://www.nwpolytech.ca/about/administration/policies/index.html>.

**Note: all Academic and Administrative policies are available on the same page

DEPARTMENT OF EDUCATION EXPECTATIONS FOR STUDENT LEARNING

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 for classes

- Learning from other students' notes or from MyClass is not optimal.
- You must be present in CD 1330 to write both quizzes and to complete in-class activities.
- If you are late to a class, you miss important information about assignments, homework and quizzes. It is also disruptive to other students' learning.
- If you miss a class, refer to MyClass or check in with another student.

Turn off cell phones and close other tabs/applications on your device.

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

QUIZZES/EXAMS

Write quizzes 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 MyClass on the date indicated.

- 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, regularly review material, check MyClass frequently.

