

GRANDE PRAIRIE REGIONAL COLLEGE
EARLY LEARNING AND CHILDCARE PROGRAM

CD 2020: ENVIRONMENTS

- DATES:** Winter Semester: January 5th – February 18th 2010
- HOURS:** 30
- CREDITS:** 2
- LOCATION:** H135
- CLASS TIME:** Tuesday: 1:00 to 2:50 p.m., Thursday: 1:00 to 2:50 p.m.
- INSTRUCTOR:** Cindy Carter
- Office:** H203
Office Hours: Monday: 1:00 – 4:00 p.m. Thursday: 9:00 to 11:00 a.m.
Phone: 539-2786
e-mail: ccarter@gprc.ab.ca
- TEXTBOOK:** **Designs for Living and Learning: Transforming Early Childhood Environments.** Deb Curtis and Margie Carter
- COREQUISITE:** CD 2145 Practicum IV

COURSE DESCRIPTION: This course focuses on how the child's physical environments support social, cognitive, physical and emotional development during the early childhood years. Students will analyze specific aspects and components of high quality environments for young children and will learn important principles applied to the design of indoor and outdoor environments for preschool children.

CLASS FORMAT: This class offers students the opportunity to learn on their own, as well as through interaction with their peers, their instructor and other resource people. Learning is supported through the use of group and independent tasks, as well as class lectures, class discussion and audiovisual presentations.

COURSE OBJECTIVES: The learner will:

1. Recognize how the physical environments experienced in childhood contribute to the social, cognitive, emotional and physical development of young children.

2. Research the key components of a well designed outdoor play space for young children through the compilation of resources related to outdoor play spaces for children from infancy through to 8 years of age.
3. Apply specific design principles and guidelines that work together to create a high quality indoor play space for children
4. Design and create a pre-school environment that gives young children and their families a sense of belonging.
5. Be able to design, establish, maintain and evaluate a developmentally appropriate environment that responds to the developmental needs and interests of young children.

ASSIGNMENTS: The assignment package will be distributed during the first week of class. Refer to the package for description of assignments, weightings and due dates.

LATE POLICY: Assignments are to be submitted by 4:30 p.m. on the due date. Late assignments will be docked an initial 5%, then 5 % a week. If the assignment is not received within two weeks of the initial due date, a grade of zero will be given. Assignments that are placed in the instructor’s mailbox must have the time and date recorded by the administrative staff.

GRADING POLICY:

Alpha Grade	4-point Equivalence	Descriptor	Raw Score
A+	4.0	Excellent	90-100
A	4.0	Excellent	85-89
A-	3.7	Excellent	80-84
B+	3.3	Good	76-79
B	3.0	Good	73-75
B-	2.7	Good	70-72
C+	2.3	Satisfactory	67-69
C	2.0	Satisfactory	64-66
C-	1.7	Satisfactory	60-63
D+	1.3	Poor	55-59
D	1.0	Minimal pass	50-54
F	0.0	Fail	Less than 50

ATTENDENCE: Much of the learning in this class occurs through participation in a number of in-class tasks. The student will be required to apply an in-depth knowledge of classroom learning and assigned readings to assignments. Absences will place the student at risk for achieving success. Students are responsible for missed class time, including the gathering of resources handed out during class.

PLAGIARISM: Plagiarism will not be tolerated. Any submitted work may be investigated for this possibility. Please ensure that you have read and understand the College's policy on plagiarism and cheating as published in the 2009/2010 Calendar.

CLASS CONDUCT: 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 of the instructor to engage in appropriate adult behaviors that supports learning. This includes but is not limited to, treating others with dignity and being punctual. The student must be familiar with the student rights and responsibilities outlined in the College Calendar.

CELL PHONES AND OTHER ELECTRONIC DEVICES:

Please turn off all cell phones, blackberries and PDA's prior to the start of class. Cell phones and other electronics are not to be brought into exams. **Texting is NOT allowed during class.**

CLASS SCHEDULE: This schedule is tentative and subject to change.

Date	Topic	Reading	Assignments
Jan. 5	Course Introduction, Environmental Histories		
Jan. 07	Environmental Histories		
Jan. 12	Children's Play Ranges		
Jan. 14	Children's Play Ranges		
Jan. 19	Outdoor Play Environments		
Jan. 21	Outdoor Play Environments		
Jan. 26	Indoor Environments		Assignment 1 Due: January 28 or Feb. 02
Jan. 28	Indoor Environments		
Feb. 02	Indoor Environments and Aesthetics		
Feb. 04	Goals for the Spring Nursery Environment		
Feb. 09	Elements to Consider When Designing a Pre- school Environment		
Feb. 11	Review of Designing, Developing and Maintaining Learning Centres in the Pre-school Environment.		.

Feb. 16	Planning Spring Nursery Environment		Assignment 2 Due: Feb.16 or 18
Feb. 18	Planning the Spring Nursery Environment		

There will be a number of readings assigned from the textbook or handed out during the course of the semester that are related to the topics discussed in class.

CD2020 Assignment One

Environmental Autobiography

Develop an environmental autobiography of places and play experiences, which have had an impact on you as you were growing up. The autobiography may be completed as either a written or taped report, or you may combine drawings/photographs with a written or taped report. Your environmental autobiography must include:

- A description of the places and play experiences that you can remember from childhood. Places might include houses/other buildings, path/trails, outdoor play spaces, hiding and secret places, landmarks such as a special tree/hill/creek/field.
- A description of the play materials used in those places, e.g. natural, man-made, the impact of a bicycle or other form of transportation
- Your emotional reactions to the places described in your report, e.g. How did specific places make you feel? What made you feel that way?
- An explanation of how you think these places shaped your development as a unique individual, e.g. Did certain places help you to acquire valuable skills and knowledge?
- An explanation of how you think some of these places might still be affecting you today, e.g. Do you seek similar places today? Do you avoid certain places because of your past experiences?

Grading Criteria:

Your assignment will be graded on the basis of:

- The thoroughness of your autobiography. (Did you address all of the above questions?) **20 marks**
- The understanding that you demonstrate in terms of how your childhood environments may have influenced your development. (knowledge, skills, attitudes) **20 marks**
- The professional presentation (grammar, spelling etc) and academic correctness of your report. **10 marks**

Total: 50 Marks

Due Date: January 28th or February 02, 2010

CD 2020 Assignment 2 (This assignment may be done in pairs)

This assignment will enable you to develop a resource file that is designed for use by a Board of Directors of a child care facility, a day care director and staff, preschool teacher or any group of individuals who are challenged with the planning and development of an outdoor play space for young children. This resource file should be built to include information about playgrounds for infants/ toddlers as well as young children to age 8

The following will be included in the resource file:

1. A set of specific criteria used to evaluate an outdoor playground for this age group. This is the criteria that you have developed in your small groups. **(15 marks)**
2. Five articles that would be useful to the group responsible for the planning and development of the play space. A paragraph should be attached to each article, explaining how the article may be useful in the process. What information it brings to the group. **(15 marks)**
3. Two resource books that could be purchased by the group to assist them in designing the playground. Print off the information page with synopsis of book. **(6 marks)**
4. Three websites related to play ground design and development. Print off the home page and any other important information from the website that might be useful to the group and include it in the resource file. Please include Randy Keeler's website but it may not be counted as on of the three sites**(15 marks)**
5. Four Canadian distributors of playground equipment, one of which must have an office out of Edmonton or Calgary. Include essential information from the distributor's web page or **order a catalogue** to include in your resource file. Most distributors have toll free numbers and will send you a catalogue free of charge. Look carefully to see that the equipment from the distributor is age appropriate and is meeting the criteria that you identified at the beginning of the assignment. **(16 marks)**
6. Two other items that you believe would be useful to the group in the planning and development of the playground. (safety standards, licensing requirements, accreditation requirements for Alberta, any other useful bits of information) **(4 marks)**

(4 marks for professional presentation, grammar, spelling and organization)

Your assignment will be graded based on the relevance and appropriateness of the resources chosen for the file. If you do this project with a partner, it is important that there is evidence that this was a collaborative effort. If this is not the case, marks will be forfeited.

Due Date: February 16th o 18th, 2010

/75 marks

Assignment Three: Designing Spring Nursery

Assignment guidelines distributed by the end of January.