



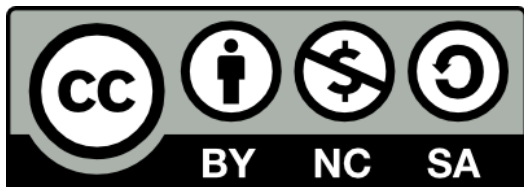
COURSE OUTLINE

ELCC 122
PROGRAM PLANNING – LEARNING THROUGH PLAY
3 CREDITS

PREPARED BY: Rebecca Fenton, Instructor
DATE: March 1, 2015

APPROVED BY: Andrew Richardson Dean
DATE: March 1, 2015

APPROVED BY SENATE: October 1, 2015



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PROGRAM PLANNING – LEARNING THROUGH PLAY

INSTRUCTOR:	Rebecca Fenton	OFFICE HOURS:	By appointment
OFFICE LOCATION:	N/A	CLASSROOM:	Online via Zoom
E-MAIL:	rfenton@yukonu.ca	TIME:	Wednesday 6:30 – 9:30 PM
TELEPHONE:	N/A	DATES:	Feb 10 th to Apr 28 th , 2021

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

RELATED COURSE REQUIREMENTS

It is highly recommended that all students have access to a computer or other device and Internet to do their studies. The minimum specifications for a student device are as follows:

Requirement	Windows-based PC	Apple Mac/macOS-based PC
Operating System	Windows 10	macOS X

Web Browser	Firefox, Edge or Google Chrome	Firefox, Edge or Google Chrome
RAM/Memory	4 GB	4 GB
Storage	5 GB of available space	5 GB of available space

EQUIVALENCY OR TRANSFERABILITY

Please check the following link <https://www.yukonu.ca/programs/early-learning-and-child-care> for information about transferability of Early Learning and Child Care 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 delivered primarily by the instructor and occasionally by guest speakers.

Each lesson will include a variety of teaching/learning strategies. 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.

ASSESSMENTS:

Attendance & 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 from 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 required readings, assignments, and other assigned work. Emphasis will be placed on learning by doing, and on personal reflection on individual experiences.

It is the responsibility of the student to collect the information from classmates if they are absent from all or a portion of a class. Students are responsible for obtaining handouts and completing assignments for any classes missed.

Professional behaviour is expected. The student must advise the instructor of any scheduled absences from class.

Assignments

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

they have questions or concerns about assignments or their progress. In exceptional circumstances, students may discuss alternate arrangements with their instructor (such as late submissions of assignments, etc.)

ALL assignments must also be submitted punctually. **5% will be deducted** for each calendar day that an assignment is late.

Each assignment is designed to help students 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. **Therefore, handing in assignments on the due dates is very important.**

Please see additional comments about assignments in the assignment package.

EVALUATION:

ASSIGNMENT #	ASSIGNMENT NAME	VALUE
Assignment #1	Let's Reflect	7%
Assignment #2	Let's Share	23%
Assignment #3	Let's Play	35%
Assignment #4	Let's Explore Our Role	10%
Assignment #5	Let's Talk Play Spaces	10%
Assignment #6	Let's Look at Emergent Curriculum	10%

	Block Workshop Participation	5%
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REQUIRED TEXTBOOKS AND MATERIAL

Reading materials can be found on the 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 University.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon University 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 University program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukonu.ca/yfnccr.

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 University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, they should contact the Learning Assistance Centre (LAC): lac@yukonu.ca .