

**GRANDE PRAIRIE REGIONAL COLLEGE
EARLY CHILDHOOD DEVELOPMENT PROGRAM**

CD 2020: ENVIRONMENTS

- DATES:** Winter Semester: January 8th – February 14th 2007
- HOURS:** 30
- CREDITS:** 2
- LOCATION:** H135
- CLASS TIME:** Monday: 1:00 to 3:20 p.m., Wednesday: 1:00 to 2:50 p.m.
- INSTRUCTOR:** Cindy Carter
- Office:** H203
Office Hours: Tuesday: 9:30 a.m. – 12:00 p.m.
Thursday: 8:30 a.m. – 11:00 a.m.
Phone: 539-2786
e-mail: ccarter@gprc.ab.ca
- TEXTBOOK:** None required
- 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: Upon successful completion of the course, the learner will:

1. Be able to describe how the physical environments experienced in childhood contribute to social, cognitive, emotional and physical development.
2. Demonstrate understanding of the potential impact that outdoor spaces (natural and designed) have on the development and behaviour of young children.

3. Be able to use specific design principles and guidelines to plan and evaluate outdoor play spaces for children.
4. Be able to discuss and apply specific design principles and guidelines that work together to create a high quality, indoor play space for children.
5. Be able to design, establish, maintain and evaluate child-centred environments that respond 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 2006/2007 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 appropriate department manual, and student rights and responsibilities outlined in the College Calendar.

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

Date	Topic	Reading	Assignments
Jan. 8	Course Introduction, Environmental Histories		
Jan. 10	Environmental Histories		
Jan. 15	Children’s Play Ranges		
Jan. 17	Children’s Play Ranges		
Jan. 22	Outdoor Play Environments		
Jan. 24	Outdoor Play Environments		
Jan. 29	Indoor Environments		Due Date: Assignment 1
Jan. 31	Indoor Environments		
Feb. 05	Indoor Environments and Aesthetics		
Feb. 07	Goals for the Spring Nursery Environment		
Feb. 12	Elements to Consider When Designing a Pre- school Environment		
Feb. 14	Planning the SN Environment		Due Date: Assignment 2

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

CD 2020: ENVIRONMENTS SUMMARY OF ASSIGNMENTS

Your final grade will be based on the following:

Attendance and Participation: 15%

Regular attendance and participation in class discussion and tasks are critical to your success in this class. It is a very small class; therefore if one or two people do not participate and share their opinions and knowledge, it affects everyone in the class. It is my goal to create a safe and confidential environment where all of you feel able to contribute to class discussions by sharing your thoughts and opinions. Participation also involves getting on with the task at hand and staying on task!

Assignment One: Environmental Biography: 20%

You will complete an environmental biography of places and play experiences, which have had an impact on you as you were growing up.

Guidelines Attached

Due Date: January 29th

Evaluation of an Outdoor Play Environment: 20%

Using the knowledge you have gained in this course and the information you have collected about outdoor play environments, you will evaluate either the Children's Centre or Building Blocks Day Care playgrounds making suggestions for improvement and adding your design ideas.

Guidelines Attached

Due Date: February 14th

Designing Spring Nursery: 45%

This course leads up to your final assignment, which is planning, designing, building and evaluating the Spring Nursery Environment. As a group, you will design the overall environment and as individuals, you will be responsible for a specific learning centre. There are several parts to the assignment and each part will be graded separately.

Due Date: TBA

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. 20 marks
- The understanding that you demonstrate in terms of how your childhood environments may have influenced your development. 20 marks
- The professional presentation (grammar, spelling etc) and academic correctness of your report. 10 marks

Total: 50 Marks

Due Date: January 29, 2007

Assignment Two

Evaluation of Playground

In small groups of four, you will develop a set of criteria with which to evaluate an outdoor playground for young children. (The Children's Centre playground or Building Blocks playground) You will be expected to use the information you have gained in class, as well as other resources from the library and the Internet. Using the criteria developed by the group, you will list the positive and negative features of the playground, including your reasons for identifying them as such. Lastly, you will explain what you would do to make this **an ideal** playground for the children who use it.

Grading Criteria:

Your assignment will be graded on the basis of:

- The accuracy and thoroughness of the evaluation criteria 15 marks
- Positive and negative features of the playground – 15 marks
- Suggestions for improvement – 15 marks
- Professional presentation (grammar, spelling etc.) – 5 marks

Total: 50 marks

Marks for each section will be given according to your demonstrated understanding of how playgrounds should support the development of the whole child and the academic correctness of the information. I will be looking for evidence of your ability to apply the knowledge you have learned about outdoor play spaces for young children to this assignment.

Due Date: February 14, 2007

Assignment Three: Designing Spring Nursery

Assignment guidelines distributed by the end of January.