



Course Outline

CHILDHOOD STUDIES

**ELCC 307E
Program Integration
Fall, 2014**

**2 CREDITS
2 HOURS PER WEEK**

INSTRUCTOR: Hope Moffatt

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OFFICE NUMBER: 210A

OFFICE HOURS:

Monday	3:00 – 5:00 PM
Tuesday	4:00 – 5:00 PM
Wednesday	Noon – 1:00 PM
Thursday	3:00 – 4:00 PM

HOURS OF INSTRUCTION:

Mondays 7:30 – 9:30 PM Room 216

COURSE DESCRIPTION:

This course is designed to enable students to increase their understanding of child-centered, developmentally appropriate programming. Methods of curriculum planning and record keeping will be examined, with an emphasis on play-based emergent curriculum. Current topics and issues related to early childhood curriculum will be addressed. **Being able to fulfill planning assignments in a program setting for which you are partially responsible is required.**

PRE-REQUISITE(S):

ELCC certificate

COURSE OUTCOMES:

The student will be able to:

1. Examine and compare/contrast approaches for planning and evaluating developmentally appropriate programs: theme-based, developmental-based, High/Scope, Aboriginal Head Start, Montessori, Reggio Emilia, and Pacific Oaks emergent curriculum.
2. Enhance and refine observation skills to assess the children's progress and as a basis for planning.
3. Explore and adapt recommended record-keeping methods for planning, documenting and evaluating early childhood curriculum.
4. Plan, provide and implement a developmentally appropriate program for children for an extended period of time.
5. Discuss and practice ways to celebrate the works and wonders of children.
6. Formulate a personal philosophy and approach to early childhood programming.

REQUIRED RESOURCES:

Stacey, S. (2009). *Emergent curriculum in early childhood settings: From theory to practice*. St. Paul, MN: Redleaf Press.

TOPICS TO BE COVERED:**Please Note:**

This course outline may be modified to facilitate unforeseen time constraints. Time allotted to each topic is subject to change.

- ❖ Overview of course & Stacey book – *Emergent Curriculum in Early Childhood Settings*
- ❖ Emergent Curriculum
- ❖ Observing to Capture Children's Ideas
- ❖ The Role of Time
- ❖ Documentation – making learning visible
- ❖ Reflective practice
- ❖ From reflection to curriculum
- ❖ Teacher as Researcher
- ❖ Other curricular approaches
- ❖ Putting it all together
- ❖ Emergent Curriculum as a creative act
- ❖ Your philosophy of early care & education

MOODLE

Go to <http://ilearn.keyano.ca>

This course is supported through Moodle. Assignments, readings and handouts will be posted on Moodle. Login information will be provided by your instructor. For further instructions please see the Moodle handout.

EVALUATION:

The minimum standard for passing this course is a grade of D (50%).

Assignment 1: Curricular Approaches**Value: 40%**

As you move into the Early Childhood field, you may find yourself in programs that use a different approach to planning curriculum for young children than what you have learned here. It is important that you recognize and understand the philosophies and elements of the various approaches that constitute our profession to know whether your beliefs and the program's philosophies are a good fit.

You may work independently or with a partner to research, report your findings about your chosen approach, and present them to your classmates, for their increased understanding. Details to be discussed in class.

Due: November 17th or 23rd, 2014. Written report is due the day you present

Assignment 2: Integrated Planning Project**Value: 40%**

Your understanding and use of a specific planning format is key to you adopting this skill into your daily/weekly work with young children as an early childhood educator. The purpose of this assignment is to have you document your own journey into emergent curriculum and develop the tools that will support you in this process – so that it will become your way of planning for all aspects of young children’s living and learning in your classroom well beyond this course.

Using Susan Stacey’s book, Emergent Curriculum, and other articles and book chapters on emergent curriculum as inspiration, you will record how you follow and provide for children’s interests – by observing, reflecting, documenting, discussing, reflecting, providing, observing, reflecting, discussing, documenting, and so on and so forth... over the course of **at least five weeks**. (You **must**, therefore, **begin your Planning Project** by the **week of October 27th** at the latest! **October 20th** would give you more reflection time)

Due: Documentation and written reflections of at least 5 weeks of planning - reports due: Dec 8th, 2014

Assignment 3: Personal Philosophy and Approach to Early Childhood Education**Value: 20%**

This will be an in-class task in our final class on December 9th. We will have been discussing this topic on an ongoing basis throughout the semester, so that you will not be doing this cold, but after much consideration. You will write/draw/demonstrate your own philosophy of early care & education and include the elements that constitute your beliefs about how young children learn and the role that adults should take in their care and education.

Due: December 8th, 2014

GRADING SYSTEM:

Letter Grade	Description	Grade Points
A+		4
A	Excellent	4
A-		3.7
B+		3.3
B	Good	3
B-		2.7
C+		2.3
C	Satisfactory	2
C-		1.7
D+		1.3
D	Minimal Pass	1
F	Failure	0

Students intending to transfer to other institutions require a ‘C-’ as a minimum grade. Transfer information on each course is available at the [Alberta Council on Admission and Transfers](#).

PERFORMANCE REQUIREMENTS:

Course assignments have set due dates to manage both instructor and student workloads. Changes to due dates may occur to adjust overall student workload based on class consensus.

The department performance requirements (revised 2014) regarding student evaluation states that:

- Assignments are to be submitted in class on their respective due dates. If a student is absent from class, the assignment will be considered late.
- Individual extensions require students to contact and ask permission from the instructor prior to the assignment due date. In addition, a signed request for extension, including the extenuating circumstances must be submitted at that time or as soon as possible.
- For assignments that are late without written permission:
 - a grade will be deducted for assignments up to 3 days late. e.g. a B assignment will become a B-
 - an additional grade will be deducted for assignments that are 4 – 7 days late; ie: An assignment with a grade of B now becomes a C+
 - no assignments will be accepted after 1 week past the due date.
- **No assignments will be accepted after the beginning of the class on final date of the course. The final due date for this course is December 8, 2014**
- Since final exams are not a component of ELCC or EA courses and because learning is participatory, attendance and participation are part of the course grade. **80% attendance and word-processed assignments when required by the instructor, are necessary to achieve a final grade of B or higher in ELCC and EA courses.**
- A grade of B on an assignment recognizes that the student has met the basic requirements and knows the applicable content thoroughly enough to be able to apply it. A grade of less than B brings attention to the student that there are gaps in understanding the content and skills required for that assignment. Students should use the criteria for assignments to guide assignment work.
- A grade of B+ or higher acknowledges excellence in quality and quantity of work. The student's assignment is above the basic requirements.

Students who do not complete all the required work should not expect to pass the course.

Students should consult:

<http://keyano.ca/current-students/students/exams>

IMPORTANT DATES for Fall, 2014:

September	
Tuesday, 2	Orientation day
Wednesday, 3	Fall semester begins
Tuesday, 9	Last day to add courses for academic programs
	Tuition for Fall semester is due. Late fee of \$100 charged on any

Tuesday, 16	outstanding balance after this date
Tuesday, 30	Last day to drop courses for academic programs. Last day to waive health and dental benefits. Fall Awards application deadline
<u>October</u>	
Friday, 10	Last day to withdraw from courses with 50% refund of tuition fees.
Monday, 13	Thanksgiving Day, College closed.
Friday, 24	Last Day to withdraw from courses without academic penalty
<u>November</u>	
Tuesday, 11	Remembrance Day, No classes
Thursday, 25	Keyano College Student Awards ceremony
<u>December</u>	
Friday, 12	Last day of Classes for Childhood Studies programs.
Wednesday, 21	Fall grades due to Registrar by 4:30 p.m.
	**Winter term Classes resume on Monday, January 5, 2015

COLLEGE POLICIES

Equality, Equity and Respect

The Keyano College is committed to providing an environment of equality, equity and respect for all people within the College community. All members of this community are considered partners in developing teaching and learning contexts that are welcoming to all. Faculty, staff, and students are encouraged to use inclusive language to create a classroom atmosphere in which students' experiences and views are treated with equal respect and valued in relation to their gender, ethnic and cultural background, and sexual orientation.

Students should consult:

<http://keyano.ca/current-students/individual-rights>

Plagiarism and Cheating

Every student expects to be treated and evaluated fairly in a course. Plagiarism and cheating robs everyone of this right.

No student may submit words, ideas or data of another student or person as his or her own in any writing, project, assignment, quiz, electronic presentation, exam etc. Any work used that is not the student's own must be clearly cited as belonging to someone else. There are penalties for using other's work and not citing it. The Student's Rights & Responsibilities document clearly outlines these penalties and the appeal process.

- No learner can obtain information from another student during an exam.
- No learner can bring unauthorized information (paper or electronic) into an exam or quiz.
- No student can submit work done in another course for grading in this course without the written prior approval of the course instructor.

- No student can submit copyright protected or commercially produced materials as part or all of an assignment without proper citation & permission.

Student Rights & Responsibilities

Students should consult the Keyano College Credit Calendar or online at:

<http://www.keyano.ca/Media/Collections/Calendars/Keyano.Calendar1112-10-full.pdf>

Specialized Supports and Duty to Accommodate

Disability Support Services: Learner Assistance Program

If you have a documented disability or you think that you would benefit from some assistance from a Disabilities Counsellor, please call or visit the Disability Supports Office 780-792-5608 to book an appointment (across from the library). Services and accommodations are intended to assist you in your program of study, while maintaining the academic standards of Keyano College. We can be of assistance to you in disclosing your disability to your instructor, providing accommodations, and supporting your overall success at Keyano College.

Specialized Supports and Duty to Accommodate

Specialized Support and Duty to Accommodate are aligned with the office of Disability Support Services: Learner Assistance Program (LAP) guided by federal and provincial human rights legislation, and defined by a number of Keyano College policies. Keyano College is obligated by legislation to provide disability-related accommodations to students with identified disabilities to the point of undue hardship.



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2 HOURS PER WEEK**

Hope Moffatt, Instructor

Date

Reviewed and approved by:

Vincella Thompson, Dean

Date