



**BACHELOR OF APPLIED SCIENCE
EARLY CHILDHOOD
DIPLOMA IN EARLY CHILDHOOD EDUCATION**

WINTER 2012

Section(s): 1

ECS 2020

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Course Title:	Play and Programming in Early Childhood
Pre-requisites:	AHSS 2040
Co-requisites:	ECS 2040
Restrictions:	Registration in the Bachelor of Applied Science - Early Childhood program
Credits:	0.5
Course Website:	http://www.onlineguelphhumber.ca/
Method of Delivery:	2-1 (Lecture/Lab)

Calendar Description

This course will focus on the value of play and its roles in the life of a young child. Play is central for the development of young children. It is through play that children consolidate their knowledge, learn social skills, express their emotions, and most of all have fun. Play allows for creativity and fantasy. Students evaluate play materials then design and implement materials they have created. These play materials must meet the developmental needs of the children. Students study the value of play and the need to advocate for play-based programmes for young children.

Course Rationale

This course allows students to investigate more fully the role of play in the lives of young children. Historical views of play will be discussed both through written texts and art. Students will develop an appreciation of how play is shaped by the environment that surrounds the child. This could be the

people in the environment, the culture and the materials present. Gender differences in play will be discussed as will the play behaviour of children with special needs. The course will have students critically evaluate commercial play materials available to children. Students will use observational methods to watch children at play. They will then design, implement and evaluate play materials they have created. These play materials must meet the developmental needs of the children. Students will understand the value of play and the need to advocate for play-based programmes for young children.

Course Learning Outcomes

On completion of this course the student will be able to:

1. Discuss the history of childhood and historical perspectives on play.
2. Characterize the role of play at various stages in the development of the child: infancy, preschool, school age.
3. Discuss gender differences in play and the role that adults and peers and the environment have on play behaviour.
4. Examine cultural factors that influence play behaviour in young children.
5. Discuss the role played by caregivers, teachers and family in supporting and facilitating play behaviour in young children
6. Explain how play can enhance the cognitive, social, emotional, and physical development of children.
7. Analyze play environments both indoor and outdoor as to their appropriateness in supporting children's development.
8. Utilize observational methods to assess play behaviour and design intervention strategies to further enhance play behaviour.
9. Evaluate the developmental appropriateness of commercial and home made toys to meet developmental needs.
10. Discuss the value of play in supporting the needs of children with special needs and in specialized programs.

Method of Delivery

- | | | |
|---------------------|-------------------------|------------------|
| ◆ Lectures | ◆ In-class activities | ◆ Videos |
| ◆ Class discussions | ◆ Student presentations | ◆ Guest speakers |

Learning Resources

Required Textbooks:

Title: Play Development and Early Education
Author: J. E. Johnson, J. F. Christie, & F. Wardle (2005)
ISBN: 0205394795

Title: Cites & Sources: An APA Documentation Guide, rev. 3rd ed.
Author: Haig, J., MacMillan, V., & Raikes, G. (2010)
Publisher: Nelson Education
ISBN: 13: 978-017-650406-9

Course Schedule

Week(s) / Lesson	Date	Topic	Reading(s)/ Activities
1	Jan. 10	Introduction and overview of course	Ch. 1, p.11-20
2	Jan. 17	Theories of play; Play development and assessment	Chapter 2 & 3
3	Jan. 24	Play's role in development	Chapter 5
4	Jan. 31	Block Week – no class	
5	Feb. 7	Educational play; Enriching play: Materials and Curriculum Observing Play assignment due	Chapter 7 & 8
6	Feb. 14	Enriching classroom play: Teaching strategies & facilitation techniques	Chapter 9
	Feb. 21	Reading Week	
7	Feb. 28	Mid-term test – Lecture afterwards	
8	Mar. 6	Diversity and Individual differences in Play	Chapter 4
9	Mar. 13	Culture and play	Chapter 6
10	Mar. 20	Special needs – guest speaker Toy Project Due	Chapter 10
11	Mar. 27	Media and Play	Chapter 11
12	Apr. 3	Outdoor play	Chapter 12
		Final exam – during exam period	

* Exact order of topics may be modified due to the availability of the guest speaker *

Evaluation and Due Dates

Students will be evaluated in this course through:

Play Observations	Feb. 7	15 %
Midterm Test	Feb. 28	25 %
Toy Project	Mar. 20	30 %
<u>Final Exam</u>	<u>(to be scheduled within final exam period)</u>	
Total		100 %

NOTE: All final exams are 2 hours in length and will be scheduled by Registrarial Services and are available online at <http://guelphhumber.ca/registrar/schedules>

Observing Play of Children (15%)

Students will perform a series of observations on children's play patterns and behaviours. Reflections on child development and theories and categories of play must be considered in analysing the play patterns.

Purpose:

- gain insight into the theories of play as applied to children's play patterns and behaviour
- use reflective thinking in analysing play patterns and behaviour
- develop critical thinking skills in applying assessment tools

Observe children at play:

- All observations except for the Rubin's assessment tool, should be made while carrying on your responsibilities at your placement. You are not to sit with a clipboard and take notes. (Observations can either be quickly jotted down in point form, or written down at breaks.) It is easiest to do if one morning you focus on question 1, another morning focus on question 2, etc.)
- At the top of your assignment, state what age group you are observing. You can use different children within that age group to answer each of the questions. Do not use real names.

Respond to the following questions, with references to the textbook:

1. From the theories of play, which 2 theories seem to fit with the children's play that you observed? Which two don't fit? Discuss 2 theories that fit, and 2 that don't fit, providing examples from observing children to explain your positions. (Chapter 2)
2. Observe children play, reflecting on their symbolic play development. Write about what stages you observe – with specific examples of what you saw them do. Note: a child may exhibit behaviour from two different stages. (Chapter 3)
3. Observe a group of children playing together. Using examples comment on the group dynamics: peer culture, as well as entry skills or play transition. (Chapter 3)
4. Observe two children playing using Rubin's assessment tool. Write down in the appropriate box what each of them are doing during the 5- 10 minutes you observe them. (You may have to sit with the chart for 5-10 min.) You likely will not fill in all the boxes on the chart. Afterwards, answer the following questions: What does this chart tell you about their play? What is this tool useful for? How can you help the child move to a different level/form of play? Attach the chart to the back of your assignment.

Note:

- Reference your textbook correctly. (APA 6th edition; reference included at end)
- Feel free to number the questions, or use headings. Use complete sentences and paragraphs.
- 1800-2000 words

Mid-Semester Test (25%)

The test may consist of true-false, multiple-choice questions, matching questions, fill-in-the-blank questions, short answer questions, and/or essay questions. This test will cover all topics covered during the first half of the semester.

Toy Project (30%)

We are a toy company specializing in toys that express diversity.

Purpose:

- research specific aspects of development
- develop critical thinking in how toys encourage development
- create a toy expressing diversity
- learn to write instructions for parents

Part 1: Create a toy

You will create a toy reflecting diversity, identify which age group it is geared to, and naming what aspects of development play with this toy encourages.

Part 2: Research

You will write a research paper on one of the areas of development the toy encourages. You must use 4 articles from peer-reviewed journals published within the last 5 years. Write a paper summarizing the research, including a paragraph applying this research to your specific toy. Attach the first page of each

article to the back of your paper. Use APA 6th edition referencing and formatting. This should be a formal research paper.

Part 3: Parent handout

Write a handout for parents, with instructions on how to play with the toy and their child in ways that encourage different aspects of development. Use simple language.

See the *course website* for the rubric used for grading which will clarify expectations further.

Final Exam (30%)

The exam may consist of true-false, multiple-choice questions, matching questions, fill-in-the-blank questions, short answer questions, and/or essay questions. It will cover all topics covered from the mid-semester test to the final class of the semester. This includes lecture material, guest speakers, class discussions and textbook readings.

Academic Policies - Important University of Guelph-Humber Academic Regulations

It is the student's responsibility to be familiar with the University's Policies and Academic Regulations. These policies can be found at: <http://www.guelphhumber.ca/registrar/policies>

NOTE: The University of Guelph-Humber Undergraduate Calendar states "Students need to remain aware that instructors have access to and the right to use electronic and other means of detection." Accordingly, instructors may decide to use originality checking services, such as Turnitin.com, to ensure that submitted work conforms with the university's Academic Misconduct policy. Students will be notified of such a requirement in advance by the instructor. More information on Academic Misconduct is included below in this outline.

Drop Box Policy

If late submissions are permitted by the late policy of this course outline, such assignments submitted after the due date must be electronically date stamped and placed in the secure assignment drop box, located on the second floor in the Learning Commons.

Academic Integrity / Academic Honesty

Academic misconduct is behaviour that erodes the basis of mutual trust on which scholarly exchanges commonly rest, undermines the University's exercise of its responsibility to evaluate students' academic achievements, or restricts the University's ability to accomplish its learning objectives.

The University takes a serious view of academic misconduct and will severely penalize students, faculty and staff who are found guilty of offences associated with misappropriation of others' work, misrepresentation of personal performance and fraud, improper access to scholarly resources, and obstructing others in pursuit of their academic endeavours. In addition to this policy, the University has adopted a number of policies that govern such offences, including the policies on Misconduct in Research and Scholarship and the Student Rights and Responsibilities regulations. These policies will be strictly enforced.

It is the responsibility of the University, its faculty, students and staff to be aware of what constitutes academic misconduct and to do as much as possible through establishment and use of policies and preventive procedures to limit the likelihood of offences occurring. Furthermore, individual members of the University community have the specific responsibility of initiating appropriate action in all instances where academic misconduct is believed to have taken place. This responsibility includes reporting such offences when they occur and making one's disapproval of such behaviour obvious.

University of Guelph-Humber students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students should also be aware that if they find their academic performance affected by medical, psychological or compassionate circumstances, they should inform the appropriate individuals, (instructors, Program Advisor) and follow the available procedures for academic consideration outlined in the University's calendar.

Students are encouraged to review the policy in the 2011-2012 Guelph-Humber Academic Calendar at: <http://www.uoguelph.ca/registrar/calendars/guelphhumber/current/c07/c07-amisconduct.shtml>

Grading Procedures

Feedback to students on work completed or in progress is an integral part of teaching and learning in that it allows students to measure their understanding of material and their progress toward achieving learning objectives. Feedback often goes beyond grading and should be an indication of the standard a student has achieved and should to include comments on the particular strengths and weaknesses of a student's performance. While the nature and frequency of such feedback will vary with the course, the University of Guelph-Humber is committed to providing students with appropriate and timely feedback on their work. Faculty members are urged to provide meaningful feedback (approximately 20% of the total course evaluation is the standard), prior to the 40th class day. This is the last day that students are permitted to drop classes without incurring any academic penalties.

Missed Final Exams / Deferred Privileges

When students do not write a required final examination, complete a final assignment, or complete a work term report prior to the last class date, they must request Academic Consideration to be considered for a deferred privilege. When granted, a deferred privilege allows a student the opportunity to complete the final course requirements after the end of the semester, but during established timelines.

Please note that faculty members do not grant deferred privileges. Faculty can only grant academic consideration for work that is due during the semester and cannot grant extensions beyond their deadline for submission of final grades.

The nature of the deferred privilege may take the form of either a deferred condition or a deferred examination. The Admissions and Academic Review Sub-Committee grants deferred privileges on the basis of **medical**, **psychological** or **compassionate** consideration. Please see your Admission and Program advisor for details.

Accommodation Procedures

Students with special needs are accommodated through Humber ITAL Disability Services. Students should make themselves familiar with the policies relating to special accommodations by visiting the website at: <http://www.humber.ca/disabilityservices/>

Students will identify themselves to Disability Services and, where required, provide appropriate documentation of their need. Where appropriate, students will inform individual instructors of their disabilities and academic accommodations required, by distributing the "*DS Memo to Faculty*".

When students require test accommodations, they will:

- Remind instructors at least **one week in advance** of each test or as soon as possible, that they require test accommodations
- Book the test date and time in the DS office or make the appropriate arrangements to write in the Test Centre at least one week in advance of each test, or as soon as possible.

EARLY CHILDHOOD PROGRAM POLICIES

Preamble

Early Childhood Educators wishing to use the registered ECE credential must meet the rigorous requirements of the Ontario College of Early Childhood Educators (CECE). The Early Childhood Program policies are a reflection of the requirements of employers in the human services sector and of the professional college of Early Childhood Educators, as well as legislation governing this profession. All standards referred to below are taken from the CECE Code of Ethics and Standards of Practice (2011).

1. Meeting Deadlines

Standard III (Safe, Healthy and Supportive Learning Environments) requires that Early Childhood Educators obtain and review information relating to children under their professional supervision in a timely manner. Learning to meet deadlines is a critical professional skill.

Evaluation of all assignments will take into account an individual's or group's ability to complete assignments within established deadlines — an important quality in the human services field.

- 1.1 The due date/time and location will be specified by the professor. The due date is the last date to submit an assignment. All assignments must be submitted by the due date/time designated by the professor.
- 1.2 If a student submits an assignment after the designated due date/time, the assignment is considered late.
- 1.3 An assignment deemed late by the professor will receive an immediate deduction of 5% from the total value of the assignment. An additional 5% from the total value of the assignment will be deducted for each subsequent 24 hour period (or part thereof), including weekends, that the assignment is late from the original due date/time.
- 1.4 An assignment will not be accepted for grading after seven (7) calendar days of the original due date/time, unless an extension has been granted by the professor.
- 1.5 An extension to an assignment due date/time may be granted for exceptional reasons deemed acceptable by the professor, if requested by the student **via e-mail** to the professor **at least 24 hours** before the assignment's original due date/time.
- 1.6 An extension may not be granted if supporting evidence for the exceptional circumstance is not provided by the student, if required by the professor.
- 1.7 If an extension is granted, the professor will provide a new date for the assignment. Extension requests will granted for up to seven (7) calendar days beyond the original due date/time, unless for compelling circumstances.
- 1.8 Deductions will not be applied to assignments granted an extension by the professor.

2. Submitting Assignments

- 2.1 Assignments will be submitted according to the method and location specified by the professor.
- 2.2 Late assignments must be submitted to the professor via the Drop Box located in the Learning Commons, Second Floor, unless otherwise specified by the professor.
- 2.3 The following guidelines will help to ensure that assignments are received by the professor: (1) date/time stamp the first page of the assignment using the stamp provided at the Drop Box, (2) place the assignment in a sealed envelope, (3) clearly write the professor's first and last name and course code on the outside of the envelope, (4) date/time stamp the assignment envelope, (5) insert the envelope in the appropriate program's Drop Box slot.
- 2.4 Assignments that are not date/time stamped by the student will be date/time stamped by the Faculty Liaison Officer when the box is emptied at the scheduled times.
- 2.5 If the professor agrees beforehand, students may e-mail an assignment to the professor to establish the date and time of submission. **A hard copy of the identical assignment must be submitted within 24 hours to the professor in order to be accepted as confirming the e-mailed submission's date/time.**

3. Missed Tests (Does not include Final Exams)

Standard III (Safe, Healthy and Supportive Learning Environments) requires that Early Childhood Educators promote a healthy lifestyle including but not limited to nutrition and physical activity. It is critical that students take appropriate steps to reduce their workload if they are unable to meet their academic or professional responsibilities.

3.1 In exceptional circumstances, a student who is absent for a test may be granted the opportunity to do a make-up test upon request, if the reason for the absence is deemed acceptable by the professor. Requests for such make-up tests must be made by telephone or e-mail to the professor, **prior to the date of the test**. Supporting evidence for the exceptional circumstance may be required by the professor.

3.2 If granted, a make-up test is scheduled as close to the date of the original test as possible, by arrangement with the professor.

Students experiencing a significant disruption in their personal lives which is contributing to their not meeting their academic and/or field placement responsibilities are required to take the necessary steps to address their personal issues. This may include reducing their course load, seeking counselling assistance, or taking a leave of absence if appropriate.

4. English Language and APA Citation Style Standards

Standard IV (Professionalism Knowledge and Competence) requires that Early Childhood Educators build effective relationships with colleagues and other professionals by using clear verbal and written communications. It is critical that students learn how to produce legible and accurate assignments, using standards acceptable within the profession. Correct spelling and grammar are important skills required by employers. The correct use of APA citation style is an important requirement for graduate school studies in social work.

4.1 Early Childhood Educators are required to present clear and concise documentation in a variety of formats. To encourage students to develop this skill, all written assignments will be

evaluated using the following parameters of English language usage:

- Spelling
- Sentence structure
- Verb tense and subject-verb agreement
- Punctuation
- Grammar and syntax

4.2 The American Psychological Association (APA) style of documentation is recognized as a standard documentation style for college and university programs in the social and human services. To encourage students to develop this skill, all written assignments will be evaluated using APA citation style standards (6th edition).

5. **Creating an Effective Learning Environment**

Standard IV (Professionalism Knowledge and Competence) requires that Early Childhood Educators work collaboratively with colleagues... [and]...By supporting, encouraging and working collaboratively with their co-workers, Early Childhood Educators enhance the culture of their workplaces.

5.1 Creating an effective learning environment is a key facet of student success. It is incumbent on the students to contribute to the creation of such an environment by:

- First and foremost respecting the rights of others.
- Listening attentively when others are talking.
- Refraining from talking with peers about issues not related to the course.
- Turning cell phones off (do **not** have on vibrate or use text messaging in class).
- Using computers only for course purposes - note taking, accessing PowerPoint, in class and course material (**not** for personal uses – e.g., MSN).
- Arriving on time and remaining for the duration of the class. If there is a need to be late or leave early, do so with minimum disruption to everyone.