



DEPARTMENT OF HUMAN SERVICES

COURSE OUTLINE - WINTER 2011

CD 2020 - ENVIRONMENTS YOUNG CHILDREN

INSTRUCTOR: Cindy Carter **PHONE:** 780 539 2786
OFFICE: H203 **E-MAIL:** ccarter@gprc.ab.ca

Monday 1:00 to 4:00 p.m. ; Thursday: 3:30 to 5:00 p.m.

OFFICE HOURS: or by appointment

PREREQUISITE(S)/COREQUISITE: Completion of all first year courses and second year first semester courses or permission of the Department

REQUIRED TEXT/RESOURCE MATERIALS: Curtis, D. Carter, M. (2003) *Designs for Living and Learning: Transforming Early Childhood Environments*. St. Paul, MN: Red Leaf Press.

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.

CALENDAR 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.

CREDIT/CONTACT HOURS: 2 Credits (2-0-0) 30 Hours

DELIVERY MODE(S): 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.

OBJECTIVES:

1. Recognize how the physical environments experienced in childhood contribute to the social, cognitive, emotional and physical development of young children.
2. Identify 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. Identify the key components of a well designed indoor play space for young children from infancy through to 12 years of age
4. Apply specific design principles and guidelines that work together to create a high quality indoor play space for children
5. Design and create a pre-school environment that gives young children and their families a sense of belonging.
6. Design, construct, maintain and evaluate a developmentally appropriate environment that responds to the developmental needs and interests of young children.

TRANSFERABILITY:

** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability

GRADING CRITERIA:

GRANDE PRAIRIE REGIONAL COLLEGE			
GRADING CONVERSION CHART			
Alpha Grade	4-point Equivalent	Percentage Guidelines	Designation
A ⁺	4.0	90 – 100	EXCELLENT
A	4.0	85 – 89	
A ⁻	3.7	80 – 84	FIRST CLASS STANDING
B ⁺	3.3	77 – 79	
B	3.0	73 – 76	GOOD
B ⁻	2.7	70 – 72	
C ⁺	2.3	67 – 69	SATISFACTORY
C	2.0	63 – 66	
C ⁻	1.7	60 – 62	
D ⁺	1.3	55 – 59	MINIMAL PASS
D	1.0	50 – 54	
F	0.0	0 – 49	FAIL
WF	0.0	0	FAIL, withdrawal after the deadline

EVALUATIONS: The student’s final grade will be based on the following:

Attendance and Participation: 10%

Assignments: 90% See assignment package for weightings of each assignment.

Late Policy: Assignments are to be submitted by 4:30 p.m. on the due date. Unless arrangements have been made by the instructor prior to the assignment 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 date recorded by the administrative staff. There is an assignment drop box outside H 206.

STUDENT RESPONSIBILITIES: The College expects students' conduct to be in accordance with basic rights and responsibilities. Please refer to page 47 of the College calendar regarding rights and responsibilities.

STATEMENT ON PLAGIARISM AND CHEATING:

Please refer to pages 49-50 of the College calendar regarding plagiarism, cheating and the resultant penalties. These are serious issues and will be dealt with severely.

COURSE SCHEDULE/TENTATIVE TIMELINE:

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

Date	Topic	Reading	Assignments
Jan. 6	Distribution of course outline, assignment package and assigned reading.		
Jan. 11	Mind mapping: What do you already know about setting up a physical environment for children? Effects of physical environments on humans. Environmental messages.		
Jan. 13	Essential elements of physical environments. Curtis and Carter: Elements to consider when planning your space for children.		
Jan. 18	Children's play ranges		

Jan. 20	Outdoor environments		
Jan. 25	Outdoor environments.		
Jan. 27	Designing indoor environments		
Feb. 01	Designing indoor environments		
Feb. 03	Indoor environments and aesthetics		
Feb. 08	Back to Curtis and Carter: Elements to consider when designing your indoor play space: How will you do it?		.
Feb. 10	Review: Designing, developing and maintaining learning centres in the preschool/day care/after school care environment.		
Feb. 15	Down to Business: Begin to design the physical environment		
Feb 17.	Down to Business: Begin to design the physical environment		