



DEPARTMENT of Human Services

COURSE OUTLINE – Winter 2016

CD2020 (A3): Environments for Young Children – 2 (4.5-0-0) 30 Hours

INSTRUCTOR: Kimberly Living **PHONE:** 780-539-2786
OFFICE: H135 **E-MAIL:** kliving@gprc.ab.ca
OFFICE HOURS: Tuesday and Thursday 11:30-12:30, or by appointment

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.

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. (2015) *Designs for Living and Learning: Transforming Early Childhood Environments (2nd ed.)*. 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

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

COURSE OBJECTIVES:

1. Students will gain an understanding of how the child's physical environments support cognitive, physical and emotional development during the early childhood years.
2. Students will analyze specific aspects and components of high quality environments.
3. Students will study principles applied to the design of indoor and outdoor environments of preschool children.

LEARNING OUTCOMES:

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

TRANSFERABILITY:

Please consult the Alberta Transfer Guide for more information
(<http://alis.alberta.ca/ps/tsp/ta/tbi/onlineSearch.html?SearchMode=S&step=2>)

**** 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**

EVALUATIONS:

The student's final grade will be based on the following requirements

Attendance and Participation: 10%

- Assignments:**
1. 10%
 2. 20%
 3. 15%
 4. Designing Spring Nursery - 45%

See Assignment Package for detailed information regarding assignments.

All assignments must be submitted in order to have the opportunity to receive credit in CD2020.

GRADING CRITERIA:

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**. This means **DO NOT GET LESS THAN "C-" IF YOU ARE PLANNING TO TRANSFER TO A UNIVERSITY.**

*****In ELCC, you must have a C- or higher to pass.*****

Alpha Grade	4-point Equivalent	Percentage Guidelines	Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100	C+	2.3	67-69
A	4.0	85-89	C	2.0	63-66
A-	3.7	80-84	C-	1.7	60-62
B+	3.3	77-79	F	0.0	00-59
B	3.0	73-76			
B-	2.7	70-72			

COURSE SCHEDULE/TENTATIVE TIMELINE:

Date	Topic	Assignment
Wednesday, January 6 1 - 2:50	Distribution of course outline, assignment package and assigned reading. Discuss text. Mind Mapping: What do we already know about setting up a physical environment for young	Assignment #1 Resource Room maintenance and supply. Due: ongoing throughout course

	children?	
Monday, January 11 1 – 3:20	Effects of physical environments on human beings Environmental messages. Essential elements of physical environments. Curtis and Carter: Elements to consider when planning your space for children	
Wednesday, January 13	Power of physical environments – research. Children’s play ranges.	
Monday, January 18	Power of Physical Environments Children’s play ranges	
Wednesday, January 20	Outdoor Environments – components of well-designed play spaces	
Monday, January 25	Outdoor environments continued	
Wednesday, January 27	Designing indoor environments	Assignment #2 Environmental Biography Due: Wednesday, January 28 4:30
Monday, February 1	Indoor environments: The psychology of arrival, creating a sense of belonging and aesthetics	Discuss lay out of Spring Nursery space
Wednesday, February 3	Indoor environments and aesthetics continued. Curtis and Carter: Elements to consider	Decide who is doing what centre. Discuss Aesthetic challenge.
Monday, February 8	Review : Designing, developing, and maintaining the physical environment in a day care, preschool and after school setting	

Wednesday, February 10	Finish indoor environment Review Final Assignment	Assignment #3 Resource File for Outdoor Play Environments Due: Wednesday, February 11
Mon/Wed, Feb 15/17	Family Day/Reading Week	No Classes
Monday, February 22	Down to business: Work on Spring Nursery Physical environment	
Wednesday, February 24	Work on Spring Nursery Physical Environment	Assignment #4 Designing Spring Nursery Due Monday, March 30

STUDENT RESPONSIBILITIES:

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 the instructor to engage in appropriate adult behaviors that positively support learning. This includes, but is not limited to treating others with dignity and respect. Cell phones are to be used outside of class time.

It is your responsibility to become familiar with the basic student rights and responsibilities found in the College calendar. Students are responsible for missed class times, including the gathering of resources handed out during class.

Grande Prairie Regional College expects “student’s conduct to be in accordance with basic rights and responsibilities” <http://www.gprc.ab.ca/programs/calendar>

STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at www.gprc.ab.ca/about/administration/policies/**

**Note: all Academic and Administrative policies are available on the same page.