



Creating Curriculum with Young Children 1 – ECED 137
Child, Youth and Family Studies Program/
Early Childhood Education Specialty

Course Outline

COURSE IMPLEMENTATION DATE: May 2001
OUTLINE EFFECTIVE DATE: September 2022
COURSE OUTLINE REVIEW DATE: April 2027

GENERAL COURSE DESCRIPTION:

This course introduces participants to the foundations of creating curriculum using a hands-on self-exploration approach. Participants explore a variety of ways to blend and balance literature, music, art, tactile/sensory and dramatic play. The emphasis is on expanding children’s initiatives in play-based environments.

Program Information: This course is required for Child, Youth and Family Studies Program: Early Childhood Education Specialty.

Delivery: This course is delivered face-to-face and online.

COTR Credits: 3

Hours for this course: 45 hours

Typical Structure of Instructional Hours:

Instructional Activity	Duration
Lecture Hours	45
Seminars / Tutorials	
Laboratory / Studio Hours	
Practicum / Field Experience Hours	
Other Contact Hours	
Total	45

Practicum Hours (if applicable):

Type of Practicum	Duration
On-the-job Experience	N/A
Formal Work Experience	N/A
Other	N/A
Total	

Course Outline Author or Contact:

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Signature

APPROVAL SIGNATURES:

Department Head
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Department Head Signature

Dean Signature

EDCO

Valid from: September 2022 – April 2027

Education Council Approval Date

COURSE PREREQUISITES AND TRANSFER CREDIT:

Prerequisites: Minimum 65% in either English Studies 12, English First Peoples 12, ENGL 090, or equivalent (refer to Course Equivalency Information on the College website)

Corequisites: None

Flexible Assessment (FA):

Credit can be awarded for this course through FA Yes No

Learners may request formal recognition for flexible assessment at the College of the Rockies through one or more of the following processes: External Evaluation, Worksite Assessment, Demonstration, Standardized Test, Self-assessment, Interview, Products/Portfolio, Challenge Exam. Contact an Education Advisor for more information.

Transfer Credit: For transfer information within British Columbia, Alberta and other institutions, please visit <http://www.cotr.bc.ca/Transfer>.

Students should also contact an academic advisor at the institution where they want transfer credit.

Prior Course Number: N/A

Textbooks and Required Resources:

Textbook selection varies by instructor and may change from year to year. At the Course Outline Effective Date the following textbooks were in use:

Daly, L. & Beloglosvsky, M. (2018). *Loose parts 3 inspiring culturally sustainable environments*. St. Paul MN: Red Leaf Press.

Mayesky, M. (2015). *Creative activities for young children* (11th ed.). Belmont, CA: Cengage Learning.

Stacey, S. (2018). *Emergent curriculum in early childhood settings* (2nd ed.). St. Paul, MN.: Redleaf Press.

Haig, J., & Sutherland, V. (2021). *Cites and sources: A student guide to APA style* (6th ed.). Toronto, Ontario: Nelson Publishing.

Please see the instructor's syllabus or check COTR's online text calculator <http://go.cotr.bc.ca/tuition/tCalc.asp> for a complete list of the currently required textbooks.

LEARNING OUTCOMES:

Upon the successful completion of this course, students will be able to

- discuss the role of the early childhood educator in relation to facilitating creative experiences for children;
 - demonstrate critical thinking skills and methods for promoting these skills in young children;
 - plan creative, diverse and inclusive experiences/activities that promote social, physical, intellectual, creative, and emotional development for a variety of ages and developmental stages;
 - identify the types of information needed to create and/or adapt a curriculum that meets individual and group needs;
 - explore personal beliefs, attitudes and value systems regarding children's activities. Incorporate a play-based perspective;
 - use a variety of "invitation" strategies to encourage participation;
 - build awareness in establishing genuine and trusting relationships with children and others;
 - discuss the link between the Early Learning Framework and curriculum activities; and
 - understand the connection between observation, children's interests and planning activities.
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COURSE TOPICS:

- Aesthetics
- Creativity
- Setting Up Play Spaces
- Transitions
- Group Times
- Music
- Art
- Literature

- Storytelling
- Dramatic Play
- Tactile/Sensory Explorations

See instructor’s syllabus for the detailed outline of weekly readings, activities and assignments.

EVALUATION AND ASSESSMENT (Face-to-Face and Online Delivery):

Assignments	% Of Total Grade
Resource Files	40%
Documentation Project	20%
Class Activities	20%
Dramatic Play Kit	<u>20%</u>
Total	100%

Please see the instructor’s syllabus for specific classroom policies related to this course, such as details of evaluation, penalties for late assignments and use of electronic aids.

EXAM POLICY:

Students must attend all required scheduled exams that make up a final grade at the appointed time and place.

Individual instructors may accommodate for illness or personal crisis. Additional accommodation will not be made unless a written request is sent to and approved by the appropriate Department Head prior to the scheduled exam.

Any student who misses a scheduled exam without approval will be given a grade of “0” for the exam.

COURSE GRADE:

Course grades are assigned as follows:

Grade	A+	A	A-	B+	B	B-	C+	C	F
Mark (Percent)	≥ 90	89-85	84-80	79-76	75-72	71-68	67-64	63-60	< 60

ACADEMIC POLICIES:

Late Policy: Assignments received up to one week past their due date will receive a penalty of 10%. Assignments received after the first week late will not be marked and the student will receive a zero for that assignment. Weekly discussion forums must be completed in the designated week and late postings will not be marked. Note that no assignments will be accepted after the last day of the semester

See www.cotr.bc.ca/policies for general college policies related to course activities, including grade appeals, cheating and plagiarism.

COURSE CHANGES:

Information contained in course outlines is correct at the time of publication. Content of the courses is revised on an ongoing basis to ensure relevance to changing educational, employment and marketing needs. The instructor will endeavour to provide notice of changes to students as soon as possible. The instructor reserves the right to add or delete material from courses.