



COURSE OUTLINE

ELCC 212

PROGRAM PLANNING - LITERACY AND CREATIVE EXPRESSION

**45 HOURS
3 CREDITS**

PREPARED BY: Brooke Alsbury

DATE: March 16, 2015

APPROVED BY: Andrew Richardson

DATE:

APPROVED BY ACADEMIC COUNCIL: May 25, 2015

RENEWED BY ACADEMIC COUNCIL:

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Yukon College
P.O. Box 2799
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APPLIED ARTS DIVISION
Program Planning - Literacy and Creative Expression
3 Credit Course
Winter, 2017

PROGRAM PLANNING - LITERACY AND CREATIVE EXPRESSION

INSTRUCTOR: Brooke Alsbury	OFFICE HOURS: Mondays 10am -12pm
OFFICE LOCATION: A2208	CLASSROOM: C1511/Fuze and Moodle
E-MAIL: balsbury@yukoncollege.yk.ca	TIME: Tuesdays, 7:30 - 9 pm
TELEPHONE: (867) 668-8845	DATES: Jan 10 - April 18, 2017

COURSE DESCRIPTION

This course will focus on approaches that support literacy and creativity within a developmentally appropriate program for early learning and child care with particular focus on northern and First Nations knowledge. Focus will be given to children's literature, storytelling, music, visual arts, dramatic play, and creative movement. Students are given a theoretical basis as well as strategies and methods for planning, implementing, and evaluating experiences for children in culturally and developmentally diverse environments.

PREREQUISITES

Completion of Early Learning and Child Care Certificate *or* permission of instructor.

EQUIVALENCY OR TRANSFERABILITY

Please check the following link <http://www.yukoncollege.yk.ca/programs/info/ecc> for information about transferability of Early Learning and Child Care courses.

LEARNING OUTCOMES

Upon successful completion of the course, students will

- Define and explain the basic fundamentals of literacy and creative expression, with particular focus on northern and First Nations knowledge, as curricular areas for young children
- Demonstrate the ability to recognize literacy development and creative

expression in children's play

- Explain the sequence of children's growth and development in the areas of literacy and creative expression
- Applying an emergent curriculum process demonstrate the ability to plan, implement, and evaluate developmentally appropriate literacy and creative expression experiences, including use of materials or resources
- Demonstrate the ability to incorporate cultural and developmental diversity into children's literacy and creative expression experiences including northern and First Nations examples

COURSE FORMAT

This 45-hour course will be delivered in the classroom setting and/or via web-conferencing. The presentation of information will be delivered primarily by the instructor and occasionally by guest speakers.

Each lesson will include a variety of teaching and learning strategies. These strategies may include lecture, large and small discussion groups, in-class projects, experiences, simulations, role plays, observations, readings, audio-visual aids, guest speakers, and students' individual assignments.

ASSESSMENTS

Attendance and Participation

Much of the learning is done in the classroom. Students learn from each other, as well as from the instructor; therefore, attendance and appropriate participation are essential.

Students are expected to attend and participate in all classes, are expected to be actively involved in discussions, and must take responsibility for their own learning. Their personal experience and thoughts will provide much of the material for discussion; therefore, it is expected that students are prepared for classes by having completed the required readings, assignments and other assigned work. Emphasis will be placed on learning by doing and on personal reflection on individual experiences.

As stated in Yukon College's Academic Regulations: "Students in all program areas are expected to attend classes and will be informed of any specific attendance requirements for their course by their instructors at the beginning of the term." It is the responsibility of students to collect information from classmates if they are absent from all or a portion of a class. Students are responsible for obtaining handouts and completing assignments for any classes missed.

Professional behaviour is expected. If a student expects to miss a class, students will communicate with their instructor ahead of time.

Note: If a student becomes absent from more than 10% of the course, the instructor may designate make-up assignment(s), which would be designed to demonstrate the student’s understanding of content missed. This opportunity is at the discretion of the instructor and, if undertaken, will be accompanied by an assignment contract.

Assignments

Each assignment is designed to help the student synthesize knowledge from class, readings, personal knowledge, and traditional knowledge to build greater understanding. Planned class discussions are enriched when students have completed assigned work at the appropriate time. Material from student assignments also plays an important role in helping the instructor design class activities and lectures to best suit the group of students. Therefore, handing in assignments on the due dates is very important.

Assignments will be discussed at the beginning of the course and presented in writing with criteria clearly defined. All students are encouraged to contact the instructor if they have questions or concerns about assignments or their progress. In exceptional circumstances, students may discuss alternate arrangements with their instructor (such as late submission of assignments, etc.). **ALL** assignments must also be submitted punctually. **5% will be deducted** for each calendar day that an assignment is late. Please see additional comments about assignments in the assignment package.

EVALUATION

Assignment Number	Topic	Grade
Assignment #1	Literacy Development Observation	15%
Assignment #2	Supporting Literacy Development	20%
Assignment #3	Bringing a Story to Life	20%
Assignment #4	Creative Observation	15%
Assignment #5	Creative Development and Emergent Curriculum	30%
Total		100%

REQUIRED TEXTBOOKS AND MATERIALS

Mayesky, M. (2011). *Creative activities and curriculum for young children* (11th ed.). Stanford, CT: Cengage Learning.

Wien, C.A. (2014). *The power of emergent curriculum: Stories from early childhood settings*. Washington, DC: NAEYC Books.

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukoncollege.yk.ca/yfnccr.

ELCC 100 Cultural Competencies in ELCC meets the Yukon First Nations Core Competency requirement.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations

(available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca.

WRITING CENTRE

All students are encouraged to make the Writing Centre a regular part of the writing process for coursework. Located in C2231 (adjacent the College Library), the Writing Centre offers half-hour writing coaching sessions to students of all writing abilities. Coaching sessions are available in person and through distance technologies (e.g., email plus Skype or phone). For further information or to book an appointment, visit the Centre's website: www.yukoncollege.yk.ca/student_info/pages/writing_centre.

TOPIC OUTLINE

CLASS	TOPIC	READINGS
1	Introduction to Instructor, Classmates, Course, and Assignments	
2	Emergent Curriculum	Emergent Curriculum Ch 1&3 Online Readings
3	Literacy Development: Emergent Literacy and Emergent Curriculum	Ch 18 Online Readings
4	Literacy across Cultures	Online Readings
5	Storytelling: Literacy and Creative Expressive Connect	Ch 18 Section 18-3, 18 -4 Online Readings
6	Bringing a Story to Life	Assignment 3 Presentations
7	Puppetry: Literacy and Creative Expression Connect	Ch 15 pages 348-352
8	Creative Expression Theory	Chapter 1 & 2 Ch 4 & 6 Emergent Curriculum Ch 7
9	Creative Expression: The Practice Visual Arts	Ch 12, 13 & 14
10	Creative Expression: The Practice Music	Ch 17
11	Creative Expression: The Practice Movement	Ch 9 & 16
12	Creative Expression: The Practice Drama	Ch 10 Emergent Curriculum Ch 5
13	Diversity and Creative Expression	Ch 5 Section 5-6, 5-7 Ch 6 Section 6-7 Ch 7 Section 7-5 Ch 11
14	Wrap Up	