



The University of Southern Queensland

## Course specification

### Description: Child Studies II

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
ECE	1002	34685	2, 2004	EXT	1.00	TWMBA

<b>Academic group:</b>	FOEDU
<b>Academic org:</b>	FOE004
<b>Student contribution band:</b>	1
<b>ASCED code:</b>	070101

### STAFFING

Examiner: Lyn Bower

Moderator: Lindy Austin

### RATIONALE

Children's development and behaviour do not occur in isolation but in response to the context of each situation. The learning environment influences children's ability to benefit from experiences, and their individual background modifies their perception and interpretation of events. These issues are highlighted in the work of Bronfenbrenner on the importance of the range of ecological contexts within which the child develops.

### SYNOPSIS

This course will focus on many aspects of early childhood environments in which children find themselves. It will investigate human interactive processes, organisation of space and time and the context of physical environments and the influence of these factors on the planning of appropriate programs within social and cultural contexts.

### OBJECTIVES

On successful completion of this course students will be able to:

1. consider the wide range of ecological contexts within which a child develops;
2. identify and organise important learning areas in early childhood settings;
3. create learning environments which are responsive to the children's abilities and interests, and which consider their social and cultural background;
4. demonstrate their knowledge of the overall interplay between the way in which play spaces are organised and the effect of interpersonal relationships;
5. design indoor and outdoor environments which are safe, aesthetic and responsive.

## TOPICS

	Description	Weighting (%)
1.	Introduction to a range of ecological contexts in which young children are exposed	10.00
2.	Identification of important learning areas	10.00
3.	Consideration of Government regulations on physical environments	10.00
4.	Creation of indoor learning environments and selection of equipment and materials	25.00
5.	Creation of outdoor learning environment and selection of equipment and materials	25.00
6.	Aesthetics and the creation of responsive environments	10.00
7.	Programming and developing learning environments	10.00

## TEXT and MATERIALS required to be PURCHASED or ACCESSED:

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

Greenman, J 1988, *Caring Spaces, Learning Places: Children's Environments That Work*, Exchange Press, Redmond, USA.

## REFERENCE MATERIALS:

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Arthur, L, Beecher, B, Docket, S & Death, E 1996, *Programming and Planning in Early Childhood Settings*, 2nd edn, Harcourt Brace, Sydney.

Berry, P 2001, *Playgrounds That Work: Creating Outdoor Play Environments for Children Birth to Eight Years*, Pademelon Press, Sydney.

Carlson, A 2000, *Aesthetics and the Environment: The Appreciation of Nature, Art and Architecture*, Routledge, London.

Derman-Sparks, L 1989, *The Anti-bias Curriculum*, NAEYC, Washington, DC.

Feeney, S, Christensen, D & Moravcik, E 2001, *Who am I in the Lives of Children: An Introduction to Teaching Young Children*, 6th edn, Merrill, Englewood Cliffs, NJ.

Gordon, A & Browne, K 2000, *Beginnings and Beyond*, 5th edn, Delmar, New York.

- Hendricks, BE 2001, *Designing for Play*, Ashgate, Burlington, VT.
- Immig, J 2000, *The Toxic Playground: A Guide to Reducing the Chemical Load in Schools and Childcare Centres*, Total Environment Centre, Sydney.
- Isbell, RT 2001, *Early Learning Environments that Work*, Gryphon House, Beltsville, MD.
- Morrison, GS 2001, *Early Childhood Education Today*, 8th edn, Merrill, Upper Saddle River, NJ.
- Seefeldt, C 2000, *Active Experiences for Active Children: Social Studies*, Merrill, Upper Saddle River, NJ.
- Taylor, B 2001, *Early Childhood Program Management: People and Procedures*, 4th edn, Merrill, New York.
- Walsh, P 1988, *Early Childhood Playgrounds: Planning an Outside Learning Environment*, Martin Educational, Albert Park, Vic.
- Wortham, S 2002, *Early Childhood Curriculum: Developmental Bases for Learning and Teaching*, 3rd edn, Merrill Prentice Hall, Upper Saddle River, NJ.

## STUDENT WORKLOAD REQUIREMENTS:

ACTIVITY	HOURS
Assessment	30.00
Directed Study	90.00
Private Study	45.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
ASSIGNMENT 1	999.00	40.00	03 Sep 2004 (see note 1)
ASSIGNMENT 2	999.00	60.00	25 Oct 2004

### NOTES:

1. 999 indicates that this course will be graded using one of the following letter grades: HD, A, B, C, F, or Incomplete. Plus and minus may be used with each of these letter grades.

## IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
  - (a) There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- 2 Requirements for students to complete each assessment item satisfactorily:

To complete each of the assignments satisfactorily, students must obtain at least a grade of C- for each assignment.

- 3 Penalties for late submission of required work:  
If assignments are submitted after the due date without an approved extension of time, University penalties may be applied.
- 4 Requirements for student to be awarded a passing grade in the course:  
(c) To be assured of receiving a passing grade a student must achieve at least a C grade of the available weighted marks for the summative assessment items.
- 5 Method used to combine assessment results to attain final grade:  
The final grades for students will be assigned on the basis of the weighted aggregate of the grades obtained for each of the summative assessment items in the course.
- 6 Examination information:  
(e) There is no examination in this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:  
(d) There will be no Deferred or Supplementary examinations in this course.
- 8 University Regulations:  
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

## **ASSESSMENT NOTES**

- 1 Letter grades will be used for summative assessment items in this course.
- 2 Students must retain a copy of each item submitted for assessment. This must be produced if required by the Examiner.
- 3 In accordance with University's Assignment Extension Policy (Regulation 5.6.1), the examiner of a course may grant an extension of the due date of an assignment in extenuating circumstances.
- 4 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media.
- 5 The Faculty will NOT accept submission of assignments by facsimile.