

University of Guelph
DEPARTMENT OF FAMILY RELATIONS AND APPLIED NUTRITION

FRHD 2040: Program Design for Children
COURSE OUTLINE – Winter 2014

Instructor:	Tricia van Rhijn	T.A.:	Valerie Quinn
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Office hours:	Mondays 9:00 – 10:30am Wednesdays 3:00 – 4:30pm	Office hours:	By appointment

Lecture: Monday, Wednesday, Friday; 1:30 – 2:20pm, MACS 209

Final exam: Thursday April 17, 2014, 7:00pm – 9:00pm, Room TBA

CALENDAR DESCRIPTION

This course will examine the elements involved in planning and implementing quality play-based programs for young children. Some of the issues include: the role of the teacher, meeting developmental needs, the materials and the organization of the environment, and instructional strategies. The course will involve a workshop component.

OVERVIEW

Children learn continuously as they interact with the people and environments around them. Program staff/teachers/adults, through their knowledge of children at various stages of development, can help facilitate growth in areas of physical, emotional, cognitive, and social development. Through knowledge of the materials, of the children and their families, of their own self, and of the content areas, the professional/staff/teacher provides opportunities for children to explore and learn. Communities in which children live provide enriching experiences and caring neighbourhoods and programs that support diverse interests and needs. Families provide love, support, and open communication. In designing quality programs for your children these components must be addressed.

LEARNING OBJECTIVES

This course is designed to expose students to various issues and program development strategies that lay the foundation for quality experiences for children. At the completion of the course, students will be able to:

1. List and describe the key components involved in designing a quality program for children,
2. Compare and contrast differing theories of child development and discuss their implications for designing programs and activities for children,
3. Use an anecdotal record to record children's behaviour, make inferences, relate observations to theory, and reflect on personal experience,
4. Explain the roles played by the professionals in designing programs and supporting children's development,
5. Explain at least four content areas that can form the basis for a program for children,

6. Develop, implement, and critique planned activities/interventions for children that meet their developmental needs and interests,
7. Identify ways to adapt activities/interventions to meet the unique needs of children,
8. Prepare a program for a child/group of children that incorporates the principles of program design discussed in class, and
9. Develop skills in self-evaluation and reflective practice while implementing activities with children.

COURSE STRUCTURE

This course will consist of three, 50-minute lectures per week. During these meetings attention will be given to theoretical issues in developing quality programs for children and families. Students will participate in hands-on, role-play, and interactive experiences with the goal of developing an understanding of the link between theory and practice. Moreover, online discussions and guest speakers will supplement our learning.

REQUIRED TEXTBOOK

Brewer, J. (2007). *Introduction to early childhood education: Preschool through primary grades*. (6th ed.). Toronto, ON: Pearson Education, Inc.

REQUIRED ADDITIONAL READING (selected chapter available via electronic course reserve)

Stacey, S. (2009). *Emergent curriculum in early childhood settings: From theory to practice*. St. Paul, MN: Redleaf Press.

COURSE WEBSITE

There is a course website at <http://courselink.uoguelph.ca>. All components of this course will be housed on the CourseLink site including this course outline, assignments, and links to further resources. Your assignments will be submitted through the dropbox function. Marks and feedback will also be released on the site. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

ACADEMIC MISCONDUCT

Academic misconduct, such as plagiarism, is a serious offence at the University of Guelph. I will not tolerate academic misconduct and will follow the disciplinary guidelines set forth by the university should any violations occur. Please consult the Undergraduate Calendar at: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml> for offences, penalties, and procedures relating to academic misconduct.

ACADEMIC CONSIDERATION

For further information on regulations and procedures for Academic Consideration, please refer to the Undergraduate Calendar at: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

COURSE EVALUATION

Assignment	Due Date	Percentage
Online Mastery Quizzes	Ongoing: Block 1 due February 9 Block 2 due March 30	15
Developmental Objectives	January 24	10
Activity Plan #1	February 14	10
Activity Plan #2	March 7	10
Participation	March 31	10
Team Project	Dates to be assigned	25
Final Examination	April 17	20
Total:		100%

OVERVIEW OF ASSIGNMENTS

(Note: See assignment handouts for details)

Online Mastery Quizzes (15%):

- 14 quizzes corresponding to textbook chapter readings; 3 opportunities to write each quiz with the highest grade recorded
- Due in two blocks (7 quizzes in each block):
 - **Block 1** – Brewer chapters 1, 2, 3, 4, 5, 7 and Stacey chapter 1 – available from week 1 to week 5, closing Sunday, February 9, 2014 at 11:59pm
 - **Block 2** – Brewer chapters 6, 9, 10, 11, 12, 13, 15 – available from week 6 to week 11, closing Sunday, March 30, 2014 at 11:59pm

Developmental Objectives (10%):

- Due end of week 3 – Friday, January 24, 2014 by 11:59pm
- Online submission of assignment via Courselink dropbox

Activity Plan #1 (10%):

- Due end of week 6 – Friday, February 14, 2014 by 11:59pm
- Online submission of assignment via Courselink dropbox

Activity Plan #2 (10%):

- Due end of week 8 – Friday, March 7, 2014 by 11:59pm
- Online submission of assignment via CourseLink dropbox

Team Project – Integrated Activity Planning & Webbing (25%):

- Presentations during weeks 10 & 11 – March 17, 19, 21 & 24, 26, 28, 2014
- Written component due one week following presentation date – online submission of team report via CourseLink dropbox.
- Submit Self & Peer Evaluation form (p. 8) in class – Monday, March 31, 2014
 - This evaluation assesses you and your peers' performance as members of your team.
 - The marks are used in a calculation that will adjust 30% of your final grade on the project.

Participation (10%):

- Submit self-evaluation form (p. 7) in class – Monday, March 31, 2014
- Your grade will incorporate your self-evaluation of your contributions to the course with the instructor's evaluation of your participation.

Final Examination (20%):

- 2 hour final exam during the final examination period
- Multiple choice and short answer questions
- This exam is cumulative, meaning that it will cover the assigned readings and lecture content for whole semester. You will be required to answer questions that integrate material from throughout the semester.
- Short answer questions will be provided ahead of time for preparation purposes.

Late assignments: Late assignments will be accepted up to 5 days following the due date and will receive a penalty of 10% per day EXCEPT under documented grounds for compassionate consideration. Assignments submitted more than one week late without documented grounds will receive a grade of zero. If you know you are going to be handing an assignment in late, you must contact your instructor and teaching assistant to inform them when you will be submitting your assignment.

Grades: After you receive a grade on CourseLink, please review your feedback. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade during this time limit, changes to the grade will not be considered. Grades will be based on the Grading Procedures outlined in the Undergraduate Calendar at:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-grds-proc.shtml>

FRHD*2040 W14 COURSE SCHEDULE

Week	Topic	Readings & Notes
Part 1: Foundations of Early Childhood Learning and Program Design		
1 Jan 6/8/10	<ul style="list-style-type: none"> Monday, Wednesday & Friday: Foundations of Early Childhood Education & Care 	Brewer Ch 1 & 2
2 Jan 13/15/17	<ul style="list-style-type: none"> Monday: Child Development and Play Wednesday: Developmental Objectives – Valerie Quinn Friday: Developmental Objectives Workshop – Valerie Quinn 	Brewer Ch 5
3 Jan 20/22/24	<ul style="list-style-type: none"> Monday & Wednesday: Planning the Curriculum Friday: Activity Planning Workshop – Joy Leschiutta 	Brewer Ch 4 & Stacey Ch 1 *Developmental Objectives due Jan 24
4 Jan 27/29/31	<ul style="list-style-type: none"> Monday: Observing Children and the Role of the Teacher Wednesday: Group Work & Practicum 2014/2015 Preparation Friday: NO CLASS! 	Brewer Ch 7
5 Feb 3/5/7	<ul style="list-style-type: none"> Monday & Wednesday: Planning Play Spaces Friday: Designing Play Spaces Workshop – Ann Wilke 	Brewer Ch 3 *First 7 quizzes must be completed by Feb 9
6 Feb 10/12/14	<ul style="list-style-type: none"> Monday & Wednesday: Guiding Children’s Behaviour Friday: Planning Small Group Activities – Cathy Walters-Gilhuly 	Brewer Ch 6 *Activity Plan #1 due Feb 14
Week of Feb 17-21: Winter Break!		
Part 2: Curriculum and Content Areas		
7 Feb 24/26/28	<ul style="list-style-type: none"> Monday & Wednesday: Language & Literacy Friday: Math & Science 	Brewer Ch 9 & 10
8 Mar 3/5/7	<ul style="list-style-type: none"> Monday: Math & Science Wednesday: Language & Literacy Workshop – Chris Veaudry Friday: Math & Science Workshop – Chris Veaudry 	Brewer Ch 11 & 12 *Activity Plan #2 due Mar 7
9 Mar 10/12/14	<ul style="list-style-type: none"> Monday & Wednesday: Creative Arts & Physical Activity Friday: Arts & Crafts Workshop – Deborah Kayondo 	Brewer Ch 13 & 15
Part 3: Group Presentations		
10 Mar 17/19/21	<ul style="list-style-type: none"> Monday, Wednesday & Friday: Group presentations 	
11 Mar 24/26/28	<ul style="list-style-type: none"> Monday, Wednesday & Friday: Group presentations 	*Final 7 quizzes must be completed by Mar 30
12 Mar 31 & Apr 2/4	<ul style="list-style-type: none"> Monday: Responsive Curriculum – Rachele Campbell Wednesday: Final exam review session Friday: TBA *Final Exam – April 17 	*Participation Self-Evaluation due Mar 31 *Team Project Self & Peer Evaluation due Mar 31

Note: This is a tentative schedule. The schedule for the topics may change based on the pace we cover the material. All attempts will be made to follow this schedule; however, due to various unknown factors there may be changes. Any changes will be announced during lecture periods and an announcement will be posted on the CourseLink site.

CORRESPONDENCE

- As per university regulations, all students are required to check their University of Guelph email account <uoguelph.ca> on a regular basis. All email communication will occur through this account.
- The course instructor is available for inquiries outside of scheduled classes via email on weekdays only. I will respond to your email within 48 hours between Mondays and Fridays.
- Please do not leave your inquiries until the day before your assignments are due as you may not get a response in time.
- I appreciate you using an appropriate subject line and greeting in your email. You may address me by my first name; however, messages without a subject line or greeting, or greetings like 'hey' or 'hey you' are unprofessional and may not be answered. For example, "Subject: FRHD*2040 Activity Plan assignment question" would be appreciated.

YOUR RESPONSIBILITIES

- I expect you to be an active learner in this class. You are responsible for reading and understanding the course outline. Questions about information available on the course outline will not be answered.
- Use the discussion boards on the CourseLink site to ask questions that your fellow students may be able to answer.
- Prepare yourself for each class by doing all the required readings.
- Come to class on time and stay until the end of the class period.
- Check the CourseLink site regularly for important announcements and to obtain class materials.
- Be a responsive and responsible team member to your group. The group assignment takes place over the course of the semester and you will need to work well together in order to be successful. Respond to emails, attend group meetings, contribute to the discussion, follow through, get your part of the work done, and be flexible!
- Within two weeks of grade postings, check CourseLink and email the instructor (or TA) to question any grades, clarify any feedback, and/or correct any potential errors (otherwise the posted grade will stand).
- Use CourseLink to communicate with other students and the instructor. Please use email for confidential inquiries.
- Complete course requirements with integrity.

MY RESPONSIBILITIES

- Clearly communicate course content, expectations and requirements.
- Be prepared for every class.
- Be available to communicate with students about course content, individual assignments, and the group assignment.
- Respond to emails within 48 hours between Monday and Friday.

Participation Self-Evaluation (10% of final grade) – due in class Monday, March 31, 2014

Your participation grade will evaluate your participation during lectures and your ability to contribute to the course and your peers during workshops and group presentations. Evaluation will be based on being an “active participant” in the course. **Note:** This component of your grade is separate from your contribution to your team project. Your grade for this component will incorporate your self-evaluation grade with the instructor’s and TA’s evaluation of your participation.

The **ideal “active participants”** are students who contribute to most of the discussions during nearly every class period (lectures and seminars), or try to contribute by raising their hands often when questions are asked. They share interesting and/or thought-provoking ideas that are relevant to the topic and to the readings, and do not talk simply to hear their own voices. These students are highly engaged and take seriously in-class exercises, using these moments to explore their understanding and thoughts regarding course material. These students are consistently attentive and responsive in lectures, during seminars, and on the course website. They focus on the course material and attend classes prepared in terms of completing assigned readings and/or reviewing postings to the course website by their peers. Ideal active participants engage with course materials outside of class by making links with other course offerings, and processing or relating information learned through a course in other realms of their lives.

Please answer the following questions:

1. Please give yourself a grade out of 10 based on the description of active participation: ____/10
2. Provide a rationale supporting your self-assessed grade. Include in your rationale a description of your “active participation” in FRHD*2040 – this refers to contribution to class sessions, engagement in class exercises and workshops, attentiveness in class sessions, preparation for lectures, support of others’ team projects, and engagement outside of class.
3. How has your participation in FRHD*2040 differed from other classes at UofG?
4. What other elements would you like us to consider in assessing your participation grade?

Full Name: _____

Self and Peer Evaluation for Team Project – due in class Monday, March 31, 2014

At the end of the team project, you must complete the following self and peer assessment. **This assessment is mandatory** and all group members must complete it. If you decide that everyone in your group made equal contributions, you must still complete the assessment and will simply give everyone the same mark.

Remember that you are judging the performance of yourself and others in your team and the other team members are judging your performance. These marks are used to adjust your final grade on the project; it will account for 30% of your Team Project grade. Using the following scale, assign a contribution mark for each team member (including yourself) for each of the five aspects of team functioning listed in the table.

Mark	Level of Contribution	Description of Contribution
3	Major contribution	Better than most of the team in this respect
2	Some contribution	About average for this team in this respect
1	Minor contribution	Not as good as most of the team in this respect
0	No contribution	No help at all in this respect
-1	A hindrance to the team	Detracted from the team process in this respect.

Aspect of team functioning	Your name:	Team member:	Team member:	Team member:	Team member:
Dependable (punctual, prepared for discussions, reliable, follows through on commitments, etc.)					
Team work skills (works well with team, tackles team process issues, shares leadership, leads/follows as necessary to facilitate team work, takes initiative, etc.)					
Organization and planning (self-directed, manages time well, meets deadlines, etc.)					
Decision-making skills (generates ideas, applies knowledge, understands outcomes, etc.)					
Pulls his/her weight (does his/her fair share of the work)					

Full Name: _____

Title of Team Project: _____

Team Member Names: _____
