



FRHD*2040 Principles of Program Design for Children

Winter 2018

Sections(s): C01

Department of Family Relations & Applied Nutrition

Credit Weight: 0.50

Version 1.00 - January 02, 2018

1 Course Details

1.1 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.

Pre-Requisite(s): FRHD*2270 or PSYC*2450

Restriction(s): Restricted to students in B.A.Sc. Program (CYF, CYF:C majors).

1.2 Course Description

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.

1.3 Timetable

Class times: Tuesday & Thursday, 10:00-11:20am

Location: MAC 149

1.4 Final Exam

Friday, April 13, 2018 from 2:30-4:30pm; Room TBA

2 Instructional Support

2.1 Instructor(s)

Tricia van Rhijn PhD, RECE

Email: tricia.vanrhijn@uoguelph.ca
Telephone: +1-519-824-4120 x52412
Office: MINS 215
Office Hours: Tues 1:00-2:00pm; Wed 2:00-3:00pm

2.2 Teaching Assistant(s)

Teaching Assistant: Deborah Gores BAsc
Email: dgores@uoguelph.ca
Office: MACS 321
Office Hours: By appointment

3 Learning Resources

3.1 Required Resources(s)

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

Stacey, S. (2009). Chapter 1 - Emergent curriculum and your teaching journey (pp. 11-31). In Emergent curriculum in early childhood settings: From theory to practice. St. Paul, MN: Redleaf Press. (Readings)

Available via electronic course reserve (Ares).

4 Learning Outcomes

4.1 Course Learning Outcomes

By the end of this course, you should 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.
9. Apply emergent curriculum concepts to the design of activities for children.

5 Teaching and Learning Activities

5.1 Lecture

Week 1

Topic(s): Foundations of Early Childhood Education and Care

Week 2

Topic(s): Child Development and Play

Week 3

Topic(s): Planning the Curriculum

Week 4

Topic(s): Practicum Preparation & Activity Planning

Week 5

Topic(s): Planning Play Spaces

Week 6

Topic(s): Guiding Children's Behaviour

Week 7

Topic(s): Emergent Curriculum & Music Workshop

Week 8

Topic(s): Loose Parts Workshop

*You will be assigned to a time slot during either the Tuesday or Thursday workshop at the University of Guelph Child Care and Learning Centre.

Week 9

Topic(s): Play Schemas & Emergent Curriculum in Action

Week 10

Topic(s): Group Presentations

Week 11

Topic(s): Group Presentations

Week 12

Topic(s): Group Presentations & Exam Preparation

6 Assessments

6.1 Assessment Details

Online Mastery Quizzes (20.00%)

Due: Weekly (weeks 1-10)

- 10 weekly quizzes corresponding to textbook chapter readings;
- 3 opportunities to write each quiz with the highest grade recorded.

Learning Outcomes: 2, 4 & 5

Developmental Objectives (5.00%)

Date: Fri, Jan 26, 11:59 PM

- See assignment handout for details;
- Due end of week 3;
- Online submission of assignment via CourseLink dropbox.

Learning Outcome: 6

Activity Plan (25.00%)

Date: Fri, Feb 16, 11:59 PM

- See assignment handout for details;
- Online submission of assignment via CourseLink dropbox;
- **Optional Resubmission (10% of activity plan grade if this option is selected):**
 - Due end of week 9
 - Online submission of assignment via CourseLink dropbox

Learning Outcomes: 3, 6 & 7

Loose Parts Workshop Activity (10.00%)

Date: Week 8

- See assignment handout for details;
- You will be assigned to a workshop date during Week 8;
- The workshop occurs at the Child Care and Learning Centre and will involve submission of an in-class, group activity for grading purposes.

Learning Outcome: 9

Team Project: Integrated Activity Planning & Webbing (15.00%)

Date: Presentations during Weeks 10, 11 & 12

- See assignment handout for details;
- Presentation dates will be randomly assigned;
- Submit Self & Peer Evaluation form in class – Thursday, April 5, 2018
 - This 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.

Learning Outcomes: 3, 6, 7, 8 & 9

Final Examination (25.00%)

Date: Fri, Apr 13, 2:30 PM - 4:30 PM, TBA

- 2-hour final exam during the final examination period;
- Multiple choice and short answer questions;
- This exam is cumulative, covering 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.

Learning Outcomes: 1, 2, 4 & 5

7 Course Statements

7.1 Late Policy

Late assignments will be accepted up to 5 days (including weekends) following the due date and will receive a penalty of 10% per day EXCEPT under documented grounds for compassionate consideration. Assignments submitted more than 5 days 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.

7.2 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>

7.3 Turnitin Software

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. In this course, your instructors will be using Turnitin.com to detect possible plagiarism, unauthorized collaboration, or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences. A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing misconduct.

7.4 Correspondence

- As per university regulations, all students are required to check their University of Guelph email account <mail.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.

7.5 Student 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.

7.6 Course Instructor 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.
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8 University Statements

8.1 Email Communication

As per university regulations, all students are required to check their e-mail account regularly: e-mail is the official route of communication between the University and its students.

8.2 When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The regulations and procedures for [Academic Consideration](#) are detailed in the Undergraduate Calendar.

8.3 Drop Date

Courses that are one semester long must be dropped by the end of the fortieth class day; two-semester courses must be dropped by the last day of the add period in the second semester. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

8.4 Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

8.5 Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance, and not later than the 40th Class Day.

More information: www.uoguelph.ca/sas

8.6 Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The [Academic Misconduct Policy](#) is detailed in the Undergraduate Calendar.

8.7 Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

8.8 Resources

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

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FRHD*2040 W18 COURSE SCHEDULE

Week	Topic	Readings & Notes
1 Jan 9/11	<ul style="list-style-type: none"> • Tuesday & Thursday: Foundations of Early Childhood Education & Care 	Brewer Ch 1 *Quiz 1 closes Jan 14
2 Jan 16/18	<ul style="list-style-type: none"> • Tuesday: Child Development and Play • Thursday: Developmental Objectives Workshop – Deborah Gores 	Brewer Ch 2 & 5 *Quiz 2 closes Jan 21
3 Jan 23/25	<ul style="list-style-type: none"> • Tuesday: Planning the Curriculum • Thursday: How Does Learning Happen & ELECT 	Brewer Ch 4 *Developmental Objectives due Jan 26 *Quiz 3 closes Jan 28
4 Jan 30 Feb 1	<ul style="list-style-type: none"> • Tuesday: Practicum Preparation • Thursday: Activity Planning Workshop – Joy Leschiutta 	Brewer Ch 7 *Quiz 4 closes Feb 4
5 Feb 6/8	<ul style="list-style-type: none"> • Tuesday: Planning Play Spaces • Thursday: Designing Play Spaces Workshop – Ann Wilke 	Brewer Ch 3 *Quiz 5 closes Feb 11
6 Feb 13/15	<ul style="list-style-type: none"> • Tuesday: Guiding Children’s Behaviour • Thursday: TBA 	Brewer Ch 6 *Activity Plan due Feb 16 *Quiz 6 closes Feb 18
Week of Feb 19-23: Winter Break!		
7 Feb 27 Mar 1	<ul style="list-style-type: none"> • Tuesday: Emergent Curriculum • Thursday: Music Workshop – Maria Cabal Garces 	Stacey Ch 1 *Quiz 7 closes Mar 4
8 Mar 6/8	<ul style="list-style-type: none"> • Tuesday or Thursday: Loose Parts Workshop (at UofG Child Care and Learning Centre – Kim Squires) 	Brewer Ch 9 & 10 *Quiz 8 closes Mar 11
9 Mar 13/15	<ul style="list-style-type: none"> • Tuesday: Play Schemas • Thursday: Emergent Curriculum in Action – Chris Veaudry 	Brewer Ch 11 & 12 *Optional Resubmission of Activity Plan due Mar 16 *Quiz 9 closes Mar 18
10 Mar 20/22	<ul style="list-style-type: none"> • Tuesday & Thursday: Group presentations 	Brewer Ch 13 & 15 *Quiz 10 closes Mar 25
11 Mar 27/29	<ul style="list-style-type: none"> • Tuesday & Thursday: Group presentations 	
12 Apr 3/5	<ul style="list-style-type: none"> • Tuesday: Group presentations • Thursday: Final exam review session • *Final Exam – Friday, April 13, 2:30-4:30pm 	*Team Project Self & Peer Evaluation due in-class Apr 5

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.