



## COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS  
AND APPLIED NUTRITION

# FRHD\*2040 Principles of Program Design for Children

## COURSE OUTLINE – WINTER 2021

### 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.

<b>Credit Weight:</b>	0.5 credits
<b>Course Hours:</b>	3-0 (36 lecture; 0 lab/seminar)
<b>Pre-Requisite(s):</b>	FRHD*2270 or PSYC*2450
<b>Co-Requisites(s):</b>	None.
<b>Restriction(s):</b>	Restricted to students in B.A.Sc. Program (CYF, CYF:C majors).

### 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.

### 3. TIMETABLE

<b>Lecture:</b>	Mondays & Wednesdays, 10:00-11:20 am
<b>Location:</b>	Zoom
<b>Final Exam:</b>	Friday, April 23 <sup>rd</sup> , 2021 from 7:00-9:00 pm

### 4. INSTRUCTIONAL SUPPORT

<b>Course Instructor:</b>	Adam Davies
<b>Email:</b>	adam.davies@uoguelph.ca
<b>Telephone:</b>	519-824-4120 ext. 52421
<b>Office:</b>	MACS, Room 326

**Office Hours:** By appointment.

**Teaching Assistant:** Kim Barton

**Email:** [barton@uoguelph.ca](mailto:barton@uoguelph.ca)

**Office:** Zoom

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**Teaching Assistant:** Kimmaly Dengchampa Baribault

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**Teaching Assistant:** McKaylah Nurse

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**Office:** Zoom

**Office Hours:** By appointment.

## 5. LEARNING RESOURCES

### Required Resource(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).

## 6. LEARNING OUTCOMES

At the completion of the course, successful 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.
9. Apply emergent curriculum concepts to the design of activities for children.

## 7. TEACHING AND LEARNING ACTIVITIES

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
<b>1</b> Jan 11 & 13	<ul style="list-style-type: none"> <li>Foundations of Early Childhood Education &amp; Care</li> </ul>	Brewer – Chapter 1 “Early Childhood Education and Care in Canada” by Johnston, Shoemaker, Land, Di Santo, and Jaggar from <i>Oxford Education Encyclopedia</i>	<ul style="list-style-type: none"> <li>Quiz 1 closes Jan 17 @ 11:59 PM</li> </ul>
<b>2</b> Jan 18 & 20	<ul style="list-style-type: none"> <li>Child Development and Play</li> <li>Developmental Objectives Workshop</li> </ul>	Brewer – Chapters 2 & 5 “Developmental Psychology” by Ameera Ali from <i>SAGE Encyclopedia of Children and Childhood Studies</i>	<ul style="list-style-type: none"> <li>Deconstructing Children &amp; Development Assignment due Jan 20<sup>th</sup> (before class – 9:59 AM)</li> <li>Quiz 2 closes Jan 24 @ 11:59 PM</li> </ul>
<b>3</b> Jan 25 & 27	<ul style="list-style-type: none"> <li>Planning the Curriculum</li> <li>How Does Learning Happen? &amp; ELECT</li> </ul>	Brewer – Chapters 4	<ul style="list-style-type: none"> <li>Developmental Objectives due Jan 27 (before class – 9:59 AM)</li> <li>Quiz 3 closes Jan 31 @ 11:59 PM</li> </ul>
<b>4</b> Feb 1 & 3	<ul style="list-style-type: none"> <li>Practicum Preparation</li> <li>Workshop – Joy Leschiutta</li> </ul>	Brewer – Chapter 7 Joy Leschiutta	<ul style="list-style-type: none"> <li>Quiz 4 closes Feb 7<sup>th</sup> @ 11:59 PM</li> </ul>
<b>5</b> Feb 8 & 10	<ul style="list-style-type: none"> <li>Planning Learning Environments</li> <li>Designing Learning Environments Workshop</li> </ul>	Brewer – Chapter 3	<ul style="list-style-type: none"> <li>Quiz 5 closes Feb 14<sup>th</sup> @ 11:59 PM</li> </ul>

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
Feb 15-19	Week of Feb 15-19: Winter Break!	Week of Feb 15-19: Winter Break!	Week of Feb 15-19: Winter Break!
<b>6</b> Feb 22 & 24	<ul style="list-style-type: none"> <li>Loose Parts Workshop</li> </ul>	Brewer – Chapter 6	<ul style="list-style-type: none"> <li>Activity Plan due Feb 24 (before class)</li> <li>Quiz 6 closes Feb 28<sup>th</sup> @ 11:59 PM</li> </ul>
<b>7</b> Mar 1 & 3	<ul style="list-style-type: none"> <li>Emergent Curriculum</li> <li>Emergent Curriculum in Action Workshop</li> </ul>	Stacey – Chapter 1 Christopher Veaudry Guest Lecture	<ul style="list-style-type: none"> <li>Quiz 7 closes Mar 7<sup>th</sup> @ 11:59 PM</li> </ul>
<b>8</b> Mar 8 & 10	<ul style="list-style-type: none"> <li>Play Schemas</li> <li>Music Workshop</li> </ul>	Brewer – Chapters 9 & 10	<ul style="list-style-type: none"> <li>Quiz 8 closes Mar 14<sup>th</sup> @ 11:59 PM</li> </ul>
<b>9</b> Mar 15 & 17	<ul style="list-style-type: none"> <li>Math &amp; Science</li> </ul>	Brewer – Chapters 11 & 12	<ul style="list-style-type: none"> <li>Optional Resubmission of Activity Plan due Mar 17<sup>th</sup> (before class by 9:59 AM)</li> <li>Quiz 9 closes Mar 21<sup>st</sup> @ 11:59 PM</li> </ul>
<b>10</b> Mar 22 & 24	<ul style="list-style-type: none"> <li>Group Presentations</li> <li></li> </ul>	Brewer – Chapters 13 & 15	<ul style="list-style-type: none"> <li>Quiz 10 closes Mar 28<sup>th</sup> @ 11:59 PM</li> </ul>
<b>11</b> Mar 29 & 31	<ul style="list-style-type: none"> <li>Group Presentations</li> </ul>		
<b>12</b> April 7 <sup>th</sup> & 12 <sup>th</sup>	<ul style="list-style-type: none"> <li>Group Presentations</li> <li>Final Exam Review Session</li> <li><b>Final Exam Friday, April 23<sup>rd</sup>, 2021 from 7:00-9:00 pm on CourseLink</b></li> </ul>		<ul style="list-style-type: none"> <li>Team Project Self &amp; Peer Evaluation due in-class April 12<sup>th</sup> (before class)</li> </ul>

**Note:** This is a tentative schedule; however, due to various unknown factors there may be changes. Any changes will be announced during class and an announcement will be posted on the CourseLink site.

## 8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
Online Mastery Quizzes	#2, 4, 5	Weekly (Weeks 1-10)	20
Deconstructing Children & Development Assignment	#1, 2, 4	Week 2 (January 20)	10
Developmental Objectives	#6	Week 3 – January 24	5
Activity Plan	#3, 6, 7	Week 6 – February 14	25 (*15)
*Optional Resubmission	#3, 6, 7	Week 9 – March 13	(*10)
Team Project	#3, 6, 7, 8	Weeks 10, 11 & 12 (dates to be assigned)	15
Final Examination	#1, 2, 4, 5	April 23 <sup>rd</sup>	25
		<b>Total:</b>	100%

*\*You may choose to revise and resubmit your Activity Plan based on feedback from the first grading with the first submission worth 15% and the second worth 10% (of the 25%): if you are satisfied with the grade you receive on the first submission, you may choose to submit only one plan worth 25%.*

## OVERVIEW OF ASSIGNMENTS (Note: See additional assignment handouts for details)

### Online Mastery Quizzes (15%):

- 10 weekly quizzes corresponding to textbook chapter readings; 3 opportunities to write each quiz with the highest grade recorded
- **NOTE:** Quizzes close at 11:59pm on the Sunday night after each week of content

### Developmental Objectives (5%):

- Due end of week 3 – Friday, January 24, 2020 by 11:59 pm
- Online submission of assignment via CourseLink dropbox

### Activity Plan (25%):

- Due end of week 6 – Friday, February 14, 2020 by 11:59 pm
- Online submission of assignment via CourseLink dropbox
- **Optional Resubmission (10% of activity plan grade if this option is selected):**
  - Due end of week 9 – Friday, March 13, 2020 by 11:59 pm
  - Online submission of assignment via CourseLink dropbox

### Deconstructing Children & Childhood Assignment (10%):

- You will be expected to have read the pieces “Early Childhood Education & Care in Canada”, “Developmental Psychology”, and Chapters 1, 2, and 5 from Brewer.
- Through these readings, you will deconstruct your own understandings of both “children” and “developmental psychology”
- What are preconceptions you hold about children? Where did you get these notions from? How did these readings, particularly the encyclopedia entries, challenge your preconceptions? What ideas and ways of considering children were left out of your developmental psychology courses?
- How has developmental psychology been taken-for-granted in your studies as a “neutral” and “objective” field? Is it so neutral? What other ways of considering childhood and children are left out of developmental psychology?
- Why do you think developmental psychology is so predominant in the field of Early Childhood Education and is this how it should be?
- This is a *critical reflection* assignment – there is no “right” or “wrong” answer, but you will be expected to cite “Early Childhood Education & Care in Canada” and “Developmental Psychology” extensively to back up your opinions. **Please do these readings!! 😊**
- This means both *quoting* these texts and using *in-text citations*.
- Everything and all ideas must be referenced as per APA 7<sup>th</sup> edition.
- See the assignment outline on CourseLink for more details.
- Due in Dropbox before class (9:59 AM) on Wednesday, January 20th

### Team Project – Integrated Activity Planning & Webbing (20%):

- Presentation proposal due two weeks prior to presentation date
- Presentations during weeks 10, 11 & 12 – will be randomly assigned
- Submit Self & Peer Evaluation form (p. 8) in class – Tuesday, March 31<sup>st</sup>, 2020
  - 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

**Final Examination (25%):**

- 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.

## 9. COURSE STATEMENTS

### 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.

### 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 are going to hand an assignment in late, you must contact your course instructor to inform them when you will be submitting your assignment.

### Receipt of 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.](#)

### Grade Reassessment

If you would like to discuss a grade reassessment with the course instructor, there is a three page assignment that should accompany such a request explaining explicitly where you believe the grades were lost. If you would like a copy of this form, please contact the course instructor.

### Turnitin Software:

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through



Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

## **10. UNIVERSITY STATEMENTS**

### **E-mail Communication:**

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

### **When You Cannot meet a course requirement:**

When you find yourself unable to meet in-course requirements due to illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing with name, ID#, and email contact. [See the undergraduate calendar for information on regulations and procedures for Academic Consideration.](#)

### **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.

### **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.

### **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](http://www.uoguelph.ca/sas)

### **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.](#)

**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.

**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.