



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 2019

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.

Credit Weight:	0.5 credits
Course Hours:	3-0 (36 lecture; 0 lab/seminar)
Pre-Requisite(s):	FRHD*2270 or PSYC*2450
Co-Requisites(s):	None.
Restriction(s):	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

Lecture:	Tuesday 7:00-9:50 pm
Location:	MACS 209
Final Exam:	Tuesday, April 16, 2019 from 2:30-4:30pm, Room TBA

4. INSTRUCTIONAL SUPPORT

Course Instructor:	Kimberly Squires
Email:	ksquires@uoguelph.ca
Telephone:	519-824-4120 ext. 58147
Office:	CCLC, Room 101

Office Hours: By appointment.

Teaching Assistant: Deborah Gores

Email: dgores@uoguelph.ca

Office: MACS 321

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).

Recommended Resource(s):

Available on CourseLink site in the Content section.

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
1 Jan 8	<ul style="list-style-type: none">• Foundations of Early Childhood Education & Care	Brewer – Chapter 1	<ul style="list-style-type: none">• Quiz 1 closes Jan 13

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
2 Jan 15	<ul style="list-style-type: none"> Child Development and Play Developmental Objectives Workshop 	Brewer – Chapters 2 & 5 Workshop Guest: D. Gores	<ul style="list-style-type: none"> Quiz 2 closes Jan 20
3 Jan 22	<ul style="list-style-type: none"> Planning the Curriculum How Does Learning Happen? & ELECT 	Brewer – Chapters 4	<ul style="list-style-type: none"> Developmental Objectives due Jan 25 Quiz 3 closes Jan 27
4 Jan 29	<ul style="list-style-type: none"> Practicum Preparation Activity Planning Workshop 	Brewer – Chapter 7 Workshop Guest: J. Leschiutta	<ul style="list-style-type: none"> Quiz 4 closes Feb 3
5 Feb 5	<ul style="list-style-type: none"> Planning Learning Environments Designing Learning Environments Workshop 	Brewer – Chapter 3 Workshop Guest: S. Ruttan	<ul style="list-style-type: none"> Quiz 5 closes Feb 10
6 Feb 12	<ul style="list-style-type: none"> Guiding Children's Behaviour 	Brewer – Chapter 6	<ul style="list-style-type: none"> Activity Plan due Feb 15 Quiz 6 closes Feb 17
Week of Feb 19-23: Winter Break!			
7 Feb 26	<ul style="list-style-type: none"> Emergent Curriculum Emergent Curriculum in Action Workshop 	Stacey – Chapter 1 Workshop Guest: C. Veaudry	<ul style="list-style-type: none"> Quiz 7 closes Mar 3
8 Mar 5	<ul style="list-style-type: none"> Play Schemas 	Brewer – Chapters 9 & 10	<ul style="list-style-type: none"> Quiz 8 closes Mar 10
9 Mar 12	<ul style="list-style-type: none"> Loose Parts Workshop (at the U of G Child Care and Learning Centre) 	Brewer – Chapters 11 & 12	<ul style="list-style-type: none"> Optional Resubmission of Activity Plan due Mar 15 Quiz 9 closes Mar 17
10 Mar 19	<ul style="list-style-type: none"> Group Presentations 	Brewer – Chapters 13 & 15	<ul style="list-style-type: none"> Quiz 10 closes Mar 24
11 Mar 26	<ul style="list-style-type: none"> Group Presentations 		

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
12 Apr 2	<ul style="list-style-type: none"> Group Presentations Final Exam Review Session Final Exam – Tuesday, April 16, 2:30-4:30 pm 		<ul style="list-style-type: none"> Team Project Self & Peer Evaluation due in-class Apr 2

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
Developmental Objectives	#6	Week 3 – January 25	5
Activity Plan	#3, 6, 7	Week 6 – February 15	25 (*15)
*Optional Resubmission	#3, 6, 7	Week 9 – March 15	(*10)
Loose Parts Workshop Activity	#9	Week 9 – March 12	10
Team Project	#3, 6, 7, 8	Weeks 10, 11 & 12 (dates to be assigned)	15
Final Examination	#1, 2, 4, 5	April 16	25
Total:			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 25, 2019 by 11:59 pm
- Online submission of assignment via CourseLink dropbox

Activity Plan (25%):

- Due end of week 6 – Friday, February 15, 2019 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 15, 2019 by 11:59 pm

- Online submission of assignment via CourseLink dropbox

Loose Parts Workshop Activity (10%):

- You will be assigned to a workshop time slot during Week 9
- The workshop occurs at the Child Care and Learning Centre and will involve submission of an in-class, group activity for grading purposes

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, April 2, 2019
 - 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.](#)

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

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.