COLLEGE *of* **SOCIAL AND APPLIED HUMAN SCIENCES**

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRHD*2040 Program Design for Children
COURSE OUTLINE – WINTER 2022

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 the BASc program (CYF, CYF:C, CSTU 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. Students learn how to create inclusive, play-based programming through hands-on and workshop-based approaches in this course.

3. TIMETABLE

Lecture: Tuesday 7:00-9:50pm
Location: CRSC 116* (*We will meet remotely via Zoom for the first two weeks of classes as per UofG policy. The Zoom link will be included on CourseLink.)
Final Exam: Thursday, April 14, 7:00-9:00pm EST

4. INSTRUCTIONAL SUPPORT

Course Instructor: Tricia van Rhijn
Email: tricia.vanrhijn@uoguelph.ca

Telephone:	519-824-4120 ext. 52412
Office:	Macdonald Institute (MINS), Room 245
Office Hours:	By appointment

Teaching Assistant:	Megan Coghill
Email:	mcoghill@uoguelph.ca
Office:	Macdonald Stewart Hall (MACS), Room 329
Office Hours:	By appointment

5. LEARNING RESOURCES

Required Resource(s):

Dietze, B., & Kashin, D. (2019). Playing and learning in early childhood education (2nd ed.). Pearson Canada Inc.

Stacey, S. (2018). Chapter 1 – Emergent curriculum and your teaching journey (pp. 13-36). In *Emergent curriculum in early childhood settings: From theory to practice* (2nd ed.). Redleaf Press. *(Available via electronic course reserve – Ares.)*

Recommended Resource(s):

Best Start Expert Panel on Early Learning. (2007). Early learning for every child today: A framework for Ontario early childhood settings. http://www.cfcollaborative.ca/wp-content/uploads/2010/10/ELECT.pdf

Ontario Ministry of Education. (2014). How does learning happen? Ontario's pedagogy for the early years. http://www.edu.gov.on.ca/childcare/howlearninghappens.pdf

(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. Record children's behaviour, make inferences, relate observations to theory, and reflect on personal experience to use as a foundation for designing programming that incorporates equity, diversity, and inclusion considerations.
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 address biases or barriers in program planning to support a diversity of perspectives and lived experiences.

8. Prepare programming 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	Due Dates
1 **Jan 11**	• Foundations and theories of play	Dietze & Kashin Ch 1 & 2	• Quiz 1 due Jan 16
2 **Jan 18**	• Observing and documenting play • Developmental objectives workshop	Dietze & Kashin Ch 3 ***Workshop guest:*** Megan Coghill	• Quiz 2 due Jan 23
3 **Jan 25**	• Planning play spaces • How Does Learning Happen & ELECT	Dietze & Kashin Ch 5	• Developmental objectives due Jan 28 • Quiz 3 due Jan 30
4 **Feb 1**	• Program planning & introduction to loose parts • Program planning workshop	Dietze & Kashin Ch 6 ***Workshop guest:*** Joy Leschiutta	• Quiz 4 due Feb 6
5 **Feb 8**	• Outdoor & nature play • Designing learning environments workshop	Dietze & Kashin Ch 4 ***Workshop guest:*** Starlene Ruttan	• Quiz 5 due Feb 13
6 **Feb 15**	• Guiding children's behaviour • Technology and child's play	Dietze & Kashin Ch 13	• Program plan due Feb 18 • Quiz 6 due Feb 28*
Week of Feb 21-25: Winter Break!			
7 **Mar 1**	• Emergent curriculum • Emergent curriculum workshop	Stacey Ch 1; Dietze & Kashin Ch 14 ***Workshop guest:*** Chris Veaudry	• Quiz 7 due Mar 6
8 **Mar 8**	• Play schemas • Social justice in ECE workshop	Dietze & Kashin Ch 7 & 8 ***Workshop guest:*** Sabah Hoosein	• Quiz 8 due Mar 13
9 **Mar 15**	• Loose parts workshop (at UofG Child Care and Learning Centre)	Dietze & Kashin Ch 9 & 10 ***Workshop facilitator:*** Kim Squires	• Loose parts activity due in class following workshop Mar 15 • Quiz 9 due Mar 20

Week	Topics	Assigned Readings & Guest Speakers	Due Dates
10 **Mar 22**	• Group presentations	Dietze & Kashin Ch 11 & 12	• Quiz 10 due Mar 27 • Optional program plan resubmission due Mar 25
11 **Mar 29**	• Group presentations		
12 **Apr 5**	• Group presentations (if needed) • Final exam review session $\rightarrow$ ***Final exam – Thurs, Apr 14, 7-9pm***		• Team project self & peer evaluation due in-class Apr 5

*Quiz 6 due Monday, February 28 due to winter break

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 Quizzes	#1, 2, 4, 5	Weekly (weeks 1–10)	20
Developmental Objectives	#3, 6	Week 3 – January 26	5
Program Plan	#3, 6, 7	Week 6 – February 16	25 (*15)
*Optional Resubmission	#3, 6, 7	Week 9 – March 16	(*10)
Loose Parts Workshop Activity	#9	Week 9 – March 15	10
Team Project	#3, 6, 7, 8	Weeks 10, 11 & 12 (dates to be assigned)	15
Final Examination	#1, 2, 4, 5	TBA	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 Quizzes (20%):
- 10 weekly quizzes corresponding to textbook chapter readings
- Lowest quiz grade will be dropped (i.e., top 9 quiz grades will count)
- 10 questions per quiz – multiple choice and true/false format
- **NOTE:** Quizzes close at 5:30pm on the Sunday night after each week of content

Developmental Objectives (5%):
- Due end of week 3 – Friday, January 28, 2022 by 5:30 pm
- Online submission of assignment via CourseLink dropbox

Program Plan (25%):
- Due end of week 6 – Friday, February 18, 2022 by 5:30 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 25, 2022 by 5:30 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 Program Planning & Webbing (15%):
- 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 5, 2022
  - 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 cumulative final exam during the final examination period
- Multiple choice, true/false, and short answer questions
- The exam covers the assigned readings and lecture content for the whole semester
- There will be questions that will 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:

Assignment deadlines have a grace period of 48 hours (with the exception of the online quizzes, in-class loose parts workshop activity & team project presentations). This means that there will not be docked marks if you submit before the extra 48 hours period expires. Please, do not treat the grace period as the deadline, because it is not. The deadline is a hard deadline, and the grace period is in place to account for potential difficulties and life events that can occur at the time of the hard deadline.

Emails asking for late submission during the grace period are not needed and will not be answered: just submit within the grace period. CourseLink will say that it is late, but if it is within 48 hours of the deadline is within the grace period and it is not late.

No extensions over the grace period will be given. You can submit the assignment after the grace period has expired; however, your mark will be docked 10% per day including weekends 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. This policy is in place to guarantee fairness for all students.

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.

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 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. 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 last day of classes; two-semester courses must be dropped by the last day of classes 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 make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

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 outlined 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.

Disclaimer:

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via Courselink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (https://news.uoguelph.ca/2019-novel-coronavirus-information/) and circulated by email.

Illness:

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

COVID-19 Safety Protocols:

For information on current safety protocols, follow these links:

- https://news.uoguelph.ca/return-to-campuses/how-u-of-g-is-preparing-for-your-safe-return/
- https://news.uoguelph.ca/return-to-campuses/spaces/#ClassroomSpaces

Please note, that these guidelines may be updated as required in response to evolving University, Public Health or government directives.

*Self and Peer Evaluation for Team Project – due in class Thursday April 5, 2022

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
4	Major contribution	Better than most of the team in this respect
3	Some contribution	About average for this team in this respect
2	Minor contribution	Not as good as most of the team in this respect
1	Very little contribution	Well below most of the team in this respect
0	No contribution or hindrance to the team	No help at all or 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.)					
Teamwork skills (works well with team, tackles team process issues, shares leadership, leads/follows as necessary to facilitate teamwork, 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 their weight (does their fair share of the work)					

Full Name: _____

Group Number: _____

Team Member Names: _____

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