Appalachian State University
Department of Family and Consumer Sciences
FCS 3110 Enriching Experiences and Programming for School-Age Children (3 s.h.)
Spring Semester 2014

Instructor: Hunter Varipapa
Lecture: W 3:30 – 6:10
Office: TBA
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Lab: TBA
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Room: 329

Course Description: Planning, developing, and implementing developmentally enhancing experiences to meet the total needs of children, 5-12 years of age, in a variety of programs, including afterschool programs, summer camps and institutes, YMCAs, etc. Lecture three hours, laboratory 30 hours per semester. Prerequisite: FCS 3109.

Required Texts and Other Materials:


Objectives: Students successfully completing this course will be able to

1. Develop an understanding of the variety of settings and types of programming for school-age children.

2. Apply the principles of child development as a basis for planning, implementing, and evaluating enriching experiences across all developmental domains for 5- to 12-year-old children.

3. Develop skill in observing, analyzing and planning experiences for school age children.

Course Requirements

Assignments (40 @ 10 points each) = 400 points
Exams (2 @ 40 points each) = 80 points
Lab Participation (12 days @ 10 points each) = 120

Total Points Possible: 600

Grading: Grades will be determined using the following scale

A = 600 - 558 points
A- = 557 - 540 points
B+ = 539 - 510 points
B = 509 - 497 points
B- = 496 - 481 points
C+ = 480 - 450 points
C  =  449 - 438 points  
C- =  437 - 420 points  
D+ =  419 - 390 points  
D  =  389 - 378 points  
D- =  377 - 360 points  
F  =  below 360 points

**Attendance Policy:** Attendance at all classes and lab sessions is required. Absences will be reflected in lowered grades on late assignments, and in your performance on examinations.

If you must miss a **class or lab session**, you are responsible for the following:

- Send me an email message before class starts so I know what the problem is.
- Arrange to have your study partner get you copies of any handouts for that day and share class notes. **Print the name, telephone number and email of your study partner here:**

- If you have questions about the notes or handouts after you have reviewed them, come see me during my office hours before the next class.

**Academic Integrity:** As a community of learners at Appalachian State University, we must create an atmosphere of honesty, fairness, and responsibility, without which we cannot earn the trust and respect of each other. Furthermore, we recognize that academic dishonesty detracts from the value of an Appalachian degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form and will oppose any instance of academic dishonesty. This course will follow the provisions of the Academic Integrity Code, which can be found on the Office of Student Conduct Web Site: [www.studentconduct.appstate.edu](http://www.studentconduct.appstate.edu).

**Cell Phones/PDAs/Beepers:** Electronic devices should be turned to **VIBRATE** during class. The only electronic device that may be used is a computer, which should be used for recording information shared in class and not outside work. In an emergency situation, with instructor permission, the student will leave the room before talking on the phone. No text messaging in class.

**Classroom Decorum:** Everyone is expected to be respectful of other students, other opinions, other cultures, and children at all times. Diversity of all areas will be honored in class and in course assignments.

Students are also expected to be attentive and prepared in class. They are expected to arrive on time. Sleeping in class is not permitted and will result in loss of points. Also, students who work on outside assignments for this or other courses will lose points.

**Inclement Weather:** Please refer to the ASU website for class cancellations. If classes are not cancelled, the instructor will make every effort to be present for class. If there are class cancellations, the instructor will send an email to the class via their ASU email accounts at least two hours before class.
**Instructor/Student Contact:** Students can contact the instructor during posted office hours or via phone message or via email message. If the instructor needs to contact students, contact will be made via your ASU email accounts.

**Disabilities:**

Appalachian State University is committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. If you have a disability and may need reasonable accommodations in order to have equal access to the University’s courses, programs and activities, please contact the Office of Disability Services (828.262.3056 or [www.ods.appstate.edu](http://www.ods.appstate.edu)). Once registration is complete, individuals will meet with ODS staff to discuss eligibility and appropriate accommodations.

**Late Assignments:** Assignments that are not turned in by the beginning of class on the noted due date are considered late. Each day an assignment is late results in a loss of 5 points. Assignments will NOT be accepted beyond 5 days late.

**Recommended Readings:**

Carlson, F. M. (2011). *Big body play: Why boisterous, vigorous, and very physical play is essential to children’s development and learning*. Washington, DC: NAEYC.


Course Assignments:
Lab Component: Students will be required to participate in programming for young children. Students must complete a minimum of 30 hours on-site. Lab participation will be worth 120 points.

Weekly Assignments: Each weekly assignment will be worth 10 points. Post all weekly assignments to ASULearn unless otherwise noted.

Exams: There will be a mid-term and final exam.

Week 1:
Research Assignment: Make a list of school age programs that interest you. Select one to research. Create a PowerPoint presentation that includes the following:
- Full Description of the Program (Mission, Goals, Age Group(s), Content Covered, Activities, etc.)
- Requirements Needed to Work for the Program
- Give contact information of a possible guest speaker
(Prepare to share your list of programs that interest you and your PowerPoint presentation in class)

Chapter Assignment: Read Chapters 1, Review Questions

Assignment: Read the full text of the NAEYC’s Code of Ethical Conduct. http://www.naeyc.org/files/naeyc/file/positions/PSETH05.pdf Simply post a sentence stating you have read this document on ASULearn

Week 2:
Lab: Email your site supervisors. Introduce yourself. Inquire about the details you will need prior to starting your first day. Inquire about what requirements are needed/desired to have a job at their site. Be professional and courteous. Thank your site supervisor for giving you this opportunity. Copy the contents of your email to this assignment on ASULearn.

Chapter Assignment: Read Chapters 2, Review Questions

Week 3:
Lab: Observe children at your lab site. Notice how they group themselves. Are there mixed-gender or single-gender groups? How many children are in each group? What are they playing? Write a short paper describing your observations, and relate what you saw to the information in the chapter.

Lab: Observe family members as they pick up their child from your program. Write a short paper on your impressions of family member-teacher-child relationships.

Chapter Assignment: Read Chapter 3, Review Questions

*You will begin your lab experiences this week.*
Week 4:
Lab: Ask the children in your child care group to draw a picture of themselves and one best friend. Bring the pictures to class. Choose two to share with classmates. During class, you will be asked to show the pictures and tell what you think the pictures say about the children’s self-esteem.

Chapter Assignment: Read Chapter 4, Review Questions

Week 5:
Lab: Observe a group of school-age children. Can you recognize any models the children are using to pattern their own behavior? Are the models real people (familiar adults or their peers) or characters from television, films, or computer games? Why do you think they have chosen these particular models? Post these questions and answers to ASULearn.

Chapter Assignment: Read Chapter 5, Review Questions

Additional Assignment: Write a paragraph describing your appearance when you were six. Include the kinds of activities you were engaged in during you out-of-school time. Next, describe yourself when you were 11. In what ways did your development follow the description in this chapter? In what ways did it differ?

Week 6:
Lab: Observe a caregiver and notice the methods he or she uses to promote cooperation among the children at your site. Write a short paper noting your observation.

Chapter Assignment(s): Read Chapter 6 & 7, Review Questions

Additional Assignment: Imagine that you have just enrolled a first-grade child with autism in your program. Develop a plan for learning about the child and his disability. What strategies will you use to ensure the child is included in small group activities and is accepted and respected by the other children.

Week 7:
Lab: Talk to school-age children (select different genders and ages). Find out what they are interested in by asking what they do after school, what they read, and what they watch on television. Is there a difference between boys’ interests and girls’ interests? Are there age-level differences?

Chapter Assignment(s): Read Chapter 8 & 9, Review Questions

Week 8:
Lab: Select one of the “Activities That Foster Self-Esteem” from Chapter 7. Plan and implement the activity at your lab site. Be prepared to share your experience in class.

Assignment: Prepare for Mid-Term Examination: Chapters 1-9

Additional Assignment: Draw a floor plan of an ideal indoor space for a group of 20 children from ages six to 11. Use the list of things to include in an indoor environment discussed in Chapter 9. How might you adapt your plan to accommodate a child in a wheelchair? (Bring this assignment to class. Do not post to ASULearn.)

Week 9:

Lab: Make one of the games described in Chapter 10. Identify strategies you would use to support an English language learner. Try it out with a group of adults and children together. Did both the adults and children enjoy the game? How do you think the participants benefited from playing the game? Describe how you planned and implemented the game. Was it the game successful? If not, why? Post to ASULearn and be prepared to share your experience in class.

Chapter Assignment(s): Read Chapter 10, Review Questions

Week 10:

Lab: Plan and implement one of the activities suggested in Chapter 11. Write an evaluation of this experience. Were there things you could have done differently? If so, how? Post to ASULearn and be prepared to share your experience in class.

Chapter Assignment(s): Read Chapter 11, Review Questions

Week 11:

Lab: Plan one of the activities described in Chapter 12 and implement with a group at your site. Identify strategies you would use to support an English language learner. Record your observations of the children as they participate in the activity. What did they do and say? Write plan, observations and evaluation of the activity on ASULearn. Bring the materials and observations to class and share them with your fellow students.

Chapter Assignment(s): Read Chapter 12, Review Questions

Additional Assignment: Research one of the “Web Resources” located at the end of Chapter 12. Be prepared to present the site with your fellow students in class.

Week 12:
**Lab:** Plan and implement one literacy writing activity with a group of school-age children. Record your observations of the children. Evaluate your observations of at least two of the children and determine the child’s developmental level of writing. Identify strategies you would use to support an English language learner. Post to ASULearn and be prepared to share your experience in class.

**Chapter Assignment(s):** Read Chapter 13, Review Questions

**Additional Assignment:** Create a file of songs and chants appropriate for school-age children that encourage children’s phonemic awareness. Email a copy to your fellow students. Select one of the songs or chants to teach the children at your site and be prepared to demonstrate it in class.

**Week 13:**

**Lab:** Survey your childcare group concerning what they want to be when they grow up. Ask the children how they intend to prepare for their desired job. Are their interests similar or different from those discussed in Chapter 14.

**Chapter Assignment(s):** Read Chapter 14, Review Questions

**Additional Assignment:** Research the website [http://www.careerplanning.about.com](http://www.careerplanning.about.com) - how would you use this resource with children?

**Week 14:**

**Lab:** Have a group of school-age children make a list of their favorite foods. Get them to evaluate whether each food is healthful and how many are unhealthful. Simply post a sentence on ASULearn that states you completed this activity.

**Chapter Assignment(s):** Read Chapter 15 & 16, Review Questions

*This will be your last week at lab sites.

**Week 15:**

**In Class Assignment Lab:** Log on to the National Afterschool Association website ([http://www.naaaweb.org](http://www.naaaweb.org)) and print out the standards for accreditation. Work with other students in small groups to discuss one of the sections. Would the afterschool program you examined be different if it were applying for accreditation by this organization? Describe the center’s environment, both indoors and outdoors. Delineate ways that interactions would be fostered. Describe what is being done to foster good health and nutrition. Be prepared to present this information in class. You will not post this assignment to ASULearn. It will be completed in class.

**Chapter Assignment(s):** Read Chapter 17, Review Questions
**Additional Assignment:** Prepare for Final Exam: Chapters 10 - 17

## Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course Introduction, SACERS, Research Project</td>
</tr>
<tr>
<td>Week 2</td>
<td>Caregivers</td>
</tr>
<tr>
<td></td>
<td>Introduction to Lab Experiences</td>
</tr>
<tr>
<td></td>
<td>Research Project Presentation</td>
</tr>
<tr>
<td>Week 3</td>
<td>The Children</td>
</tr>
<tr>
<td></td>
<td>Begin Lab Experiences</td>
</tr>
<tr>
<td>Week 4</td>
<td>Families: Where Children Are Nurtured</td>
</tr>
<tr>
<td>Week 5</td>
<td>Development in Middle Childhood: Physical</td>
</tr>
<tr>
<td>Week 6</td>
<td>Development in Middle Childhood: Cognitive</td>
</tr>
<tr>
<td>Week 7</td>
<td>Development in Middle Childhood: Psychosocial and Moral</td>
</tr>
<tr>
<td></td>
<td>Helping Children Develop Social Competence</td>
</tr>
<tr>
<td>Week 8</td>
<td>Program Planning</td>
</tr>
<tr>
<td></td>
<td>Creating an Environment</td>
</tr>
<tr>
<td>Week 9</td>
<td>Mid-Term Exam: Chapters 1-9</td>
</tr>
<tr>
<td>Week 10</td>
<td>Games and Other Fun Things To Do</td>
</tr>
<tr>
<td>Week 11</td>
<td>Imagination and the Arts</td>
</tr>
<tr>
<td>Week 12</td>
<td>Science and Math</td>
</tr>
<tr>
<td>Week 13</td>
<td>Helping Children Develop Literacy Competency</td>
</tr>
<tr>
<td>Week 14</td>
<td>Preparing Children for Adult Roles</td>
</tr>
<tr>
<td></td>
<td>Getting Fit, Staying Fit</td>
</tr>
<tr>
<td>Week 15</td>
<td>Final Exam: Chapters 10 - 17</td>
</tr>
</tbody>
</table>