

University of Guelph
DEPARTMENT OF FAMILY RELATIONS AND APPLIED NUTRITION

FRHD 4210; Senior Seminar in Early Education and Care
COURSE OUTLINE – Fall 2014

Instructor: Tricia van Rhijn
Office: MACS 228
Phone: 519-824-4120 ext. 52412
E-mail: tvanrhij@uoguelph.ca
Office hours: Tuesdays & Wednesdays, 9:00-10:00 am
Lecture: Thursday 7:00 – 9:50pm, MINS 300
Final exam: There is no final exam for this course

CALENDAR DESCRIPTION

The course offers a study of the historical and philosophical basis of programs for young children evaluated from a developmental perspective. Emphasis will be on current approaches and programs and contemporary issues in early childhood programming.

OVERVIEW

The overall focus of the course will be on children's right to quality programs in early education and care. The issue of quality will be viewed from multiple perspectives including families, practitioners, leaders, communities, and government. The present state of early education and care in Ontario and other jurisdictions will be the platform from which to consider social, political and historical contexts. The work of historical philosophers and educators as well as that of contemporary writers and researchers will inform the discussions.

LEARNING OUTCOMES (LOs)

At the completion of the course, successful students will be able to:

1. Evaluate varying approaches and philosophies used in early education and care through discussions;
2. Appraise the current social and political contexts of early education and care in Ontario and Canada through discussions and critical reflection;
3. Interpret the historical and philosophical bases of program development in early education and child care through participation in and presentation of a collaborative group project;
4. Compare and contrast Canadian provincial care and education policies to each other and those in other selected jurisdictions (e.g., New Zealand) through discussions and critical reflection;
5. Assess emergent issues relating to early childhood leadership, families, and communities through discussion of current events and critical reflection;
6. Examine guiding principles for professional practice as per the College of Early Childhood Educators' Code of Ethics and Standards of Practice through in-class case studies;
7. Formulate a personal philosophy for working with young children through personal reflection and by developing and modifying a personal philosophy statement over the course of the semester; and
8. Personal learning outcomes – students will create one or two at the beginning of the course!

COURSE STRUCTURE

This course consists of one, 2 hour and 50 minute class per week. Although this course will include a mix of lecture-style discussion, group presentations, and guest speakers who are authorities in their field, the focus of the course will be on active learning strategies. The most effective learning takes place through an active and constructive process (as opposed to a passive process). Students are therefore expected to do more than simply memorize material presented by the instructor; instead, the students and instructor will be constructing the course together. Students are invited to bring to class current examples from the media, personal experience, or other courses pertaining to current approaches and programs and contemporary issues in early childhood programming.

REQUIRED TEXTBOOK

Friendly, M., & Prentice, S. (2009). *About Canada: Childcare*. Winnipeg, MB: Fernwood Publishing.

ADDITIONAL REQUIRED AND OPTIONAL READINGS

Listed in course schedule section of this outline and available on CourseLink site in the Content section.

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.

ACADEMIC MISCONDUCT

Academic misconduct, such as plagiarism, is a serious offence at the University of Guelph. I will not tolerate academic misconduct and will follow the disciplinary guidelines set forth by the university should any violations occur. For offences, penalties, and procedures relating to academic misconduct, please consult the Undergraduate Calendar at: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

ACADEMIC CONSIDERATION

If you cannot meet a course requirement due to illness or compassionate reasons, please advise me as soon as possible prior to the due date. For further information on regulations and procedures for Academic Consideration, please refer to the Undergraduate Calendar at: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

COURSE EVALUATION

Assignment	LOs Addressed	Due Date	Percentage
Personal Learning Journal Assignment:			
<i>Personal Learning Plan</i>	#7, 8	September 19	15
<i>Midterm Assessment (optional)</i>	#1, 2, 4, 5, 6, 7, 8	October 10	(10*)
<i>Personal Learning Final Report</i>	#1, 2, 4, 5, 6, 7, 8	November 28	35 (25*)
Participation:			
<i>In-class Participation Activities</i>	#1, 2, 4, 5, 6	Weeks 2, 4, 5, 7, 9	(5 x 3%) 15
<i>Participation – Self-Evaluation</i>	#1, 2, 4, 5, 6	Week 12	10
Field Visit & Presentation	#3	Weeks 10 & 11	25
<i>*If midterm assessment option selected</i>			Total: 100%

OUTLINE OF ASSIGNMENTS

Personal Learning Journal Assignment has three parts (see assignment handout for details):

1. **Personal Learning Plan** – due end of Week 3 (September 19);
2. **Midterm Learning Journal Assessment** – optional, due end of Week 6 (October 10);
3. **Personal Learning Final Report** – due end of the semester (November 28).

Participation in this course will be assessed in two ways:

1. **In-class Participation Activities** will occur during class in Weeks 2, 4, 5, 7, 9. Your participation in and contribution to our in-class activities will be graded at 5 points (see evaluation form on p. 5).
2. **Participation – Self-Evaluation** is due during Week 12 class; submit hard copy of evaluation form (p. 6).

Field Visit & Presentation – Students will pair up to conduct field visits of programs serving children. Partners will be chosen during the second class meeting and randomly assigned to a presentation date by Week 3. Presentations will occur during Weeks 10 & 11. See assignment handout for full details.

COURSE SCHEDULE

Week	Topics	Assigned Readings & Guest Speakers	Notes
1 - Sept 4	Introduction to course Current issues in ECEC	F & P Introduction	
2 - Sept 11	History & Philosophy	F & P Chpt 1 <i>Guest speaker: Andrea Breen</i>	In-class participation #1
3 - Sept 18	Current Status of Early Learning in Canada	F & P Chpt 2 & 3 Canadian Labour Congress (2013) <i>Guest speaker: Donna Lero</i>	DUE Sept 19: Personal Learning Plan
4 - Sept 25	Current Status of Early Learning in Canada	F & P Chpt 4 & 5	In-class participation #2
5 - Oct 2	College of ECE Professional Development	College of ECE (2011) + review College of ECE website <i>Guest speaker: Valerie Quinn</i>	In-class participation #3
6 - Oct 9	ECEC Careers Advocacy	F & P Chpt 6 & 7 Beach (2013) <i>Guest speaker: Kimberly Squires</i>	DUE Oct 10: Midterm Assessment (optional)
7 - Oct 16	Full Day Kindergarten	Pascal – Chpt 3 (2009) <i>Guest speakers: Maria Cabal Garces & Stefanie Palmer</i>	In-class participation #4
8 - Oct 23	Inclusion in ECEC	Halfon & Friendly (2013)	
9 - Oct 30	TBD* + group work time	TBD	In-class participation #5
10 - Nov 6	Field Visit presentations		
11 - Nov 13	Field Visit presentations		
12 - Nov 20	Wrap Up		DUE Nov 20 (in class): Participation self-evaluation DUE Nov 28: Personal Learning Final Report

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 class and an announcement will be posted on the CourseLink site.

***WEEK 9 CONTENT**

We will decide as a group what content we would like to cover for this week. It could be related to an emergent issue in the field, personal interests of the group, or ideas that we have generated during our class discussions. Some initial ideas include:

- **Children with special needs** – Is inclusion of children with special needs really working? What are the challenges for multiple perspectives? Should segregated programs be an option? How is this being addressed in FDK? How is the transition from child care to school based programming being managed?
- **Cultural diversity** – Do ECEC programs meet the needs of culturally-different populations in Canada or Ontario? What is current practice? What issues need to be addressed?
- **Early literacy** – There is a big push to supporting early literacy development. Discuss research on early literacy and identify various approaches to supporting literacy development.
- **Emergent programming** – Discuss the roots of the emergent approach to curriculum development in ECEC. What are the philosophical bases for this approach? What are the challenges for teachers?
- **Home schooling/Unschooling** – Why do families choose this option? How can families ensure safety and quality? Why is this trend more evident than 20 years ago?
- **Infant care** – What is the best situation for ECE for infants? What are the unique issues that apply to infant group care; cost, regulations, training of staff etc.? Should they even be in group child care?
- **International report cards of achievement** – How does Canada do academically when compared educationally to other countries? What can we learn about education from other places in the world?
- **Parent involvement and community-based programming for children and youth** – What are the pedagogical reasons for this trend? How do they operate? What are the benefits and costs from multiple perspectives?
- **Poverty and education** – How are the needs of children in shelters and who live on the streets being addressed?
- **Private schools** – There seems to be more evidence that parents are choosing private schooling for their children. Why is this happening? What are the advantages and limitations of this apparent movement from multiple perspectives?
- **Resiliency** – Some children seem to be able to overcome poor environments and parenting to become productive, self-supporting, successful people. What makes the difference and how can early education environments contribute to children's resiliency?
- **Supporting aboriginal children and families** – Explore a historical perspective on this and present current trends/programs and new directions for the future of education of Native Canadians.

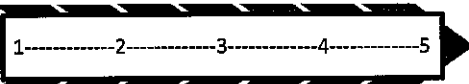
IN-CLASS PARTICIPATION ACTIVITY – EVALUATION FORM

Full Name _____ Student ID# _____

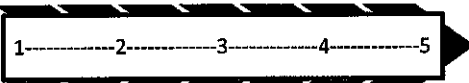
Please rate your participation in and contribution to today's class for each of the following items along a 5 point scale. The points along the scale are as follows:

1 = Unacceptable, 2 = Weak, 3 = Adequate, 4 = Good, 5 = Excellent

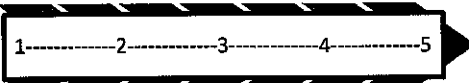
1. Preparation for class



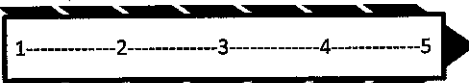
2. Contribution to conversation



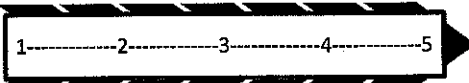
3. Thoughtful, informed contributions



4. Respect for others (listening skills)



5. Active participation



Full criteria for each item:

1. Preparation for class (assigned readings completed, prepared for in-class activities);
2. Contribution to conversation without dominating discussion;
3. Thoughtful contributions based on the literature and personal experience that enrich the conversation (demonstration of depth and critical thinking);
4. Shows an interest in and respect for others' contributions (listening skills); and
5. Active participation in all aspects of the in-class activity.

Participation Self-Evaluation (10% of final grade) – due in class Thursday, November 20, 2014

Your participation grade will evaluate your participation during class and your ability to contribute to the course and your peers during guest lectures and presentations. Evaluation will be based on being an “active participant” in the course. Your grade for this component will incorporate your self-evaluation grade with the instructor’s evaluation of your participation.

The **ideal “active participants”** are students who contribute to most of the discussions during nearly every class period (lectures and seminars), or try to contribute by raising their hands often when questions are asked. They share interesting and/or thought-provoking ideas that are relevant to the topic and to the readings, and do not talk simply to hear their own voices. These students are highly engaged and take seriously in-class exercises, using these moments to explore their understanding and thoughts regarding course material. These students are consistently attentive and responsive in lectures, during seminars, and on the course website. They focus on the course material and attend classes prepared in terms of completing assigned readings and/or reviewing postings to the course website by their peers. Ideal active participants engage with course materials outside of class by making links with other course offerings, and processing or relating information learned through a course in other realms of their lives.

Please answer the following questions:

1. Please give yourself a grade out of 10 based on the description of active participation: ____/10
2. Provide a rationale supporting your self-assessed grade. Include in your rationale a description of your “active participation” in FRHD*4210 – this refers to your contribution, engagement, attentiveness, preparation, and support of others during class activities, lectures, guest lectures, presentations, and outside of class (i.e., discussions with others in person and on the CourseLink site).
3. How has your participation in FRHD*4210 differed from other classes at UofG?
4. What other elements would you like me to consider in assessing your participation grade?

Full Name _____

Student ID# _____