

University of Guelph
DEPARTMENT OF FAMILY RELATIONS AND APPLIED NUTRITION
FRHD*4210: Senior Seminar in Early Education and Care
COURSE OUTLINE – Fall 2015

Instructor: Tricia van Rhijn
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Office hours: TBA
Lecture: Tuesday 7:00 – 9:50pm, MINS 103
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 outcome – students will create one of their own 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.

COURSE EVALUATION

Assignment	LOs Addressed	Due Date	Percentage
Personal Learning Journal Assignment:			
<i>Personal Learning Plan</i>	#7, 8	Week 3 (Oct 2)	15
<i>Midterm Assessment (optional)</i>	#1, 2, 4, 5, 6, 7, 8	Week 6 (Oct 30)	(10*)
<i>Personal Learning Final Report</i>	#1, 2, 4, 5, 6, 7, 8	Week 12 (Dec 4)	35 (25*)
Participation:			
<i>In-class Participation Activities</i>	#1, 2, 4, 5, 6	Weeks 2 – 11	15
<i>Participation – Self-Evaluation</i>	#1, 2, 4, 5, 6	Week 12 (Dec 3)	10
Field Visit & Presentation	#3	Weeks 7 – 11	25
		Total:	100%

*If midterm assessment option selected

OUTLINE OF ASSIGNMENTS

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

1. **Personal Learning Plan** – due end of Week 3;
2. **Midterm Learning Journal Assessment** – optional, due end of Week 6;
3. **Personal Learning Final Report** – due end of Week 12.

Participation in this course will be assessed in two ways:

1. **In-class Participation Activities** will occur during class in Weeks 2 to 11 (see evaluation form on p. 4).
2. **Participation – Self-Evaluation** is due during Week 12 class; submit hard copy of evaluation form (p. 5).

Field Visit & Presentation – Working in groups of 2 (or 3), students will conduct field visits of programs serving children. Partners will be chosen during the second class and randomly assigned to a presentation date by Week 3. Presentations will occur during Weeks 7 to 11. See assignment handout for details.

COURSE SCHEDULE

Week	Topics	Assigned Readings & Guest Speakers	Notes
1 - Sept 15	Introduction to course Current issues in ECEC	F & P Introduction Child Care and Early Years Act (2014)	
2 - Sept 22	Current Status of Early Learning in Canada	F & P Chpt 1 Canadian Labour Congress (2013)	In-class participation #1
3 - Sept 29	Party Day (political)!	F & P Chpt 2 & 3	In-class participation #2 DUE Oct 2: Personal Learning Plan
4 - Oct 6	History & Philosophy	F & P Chpt 4 & 5	In-class participation #3
Oct 13	No class – Fall Study Break Day		
5 - Oct 20	ECEC Careers	F & P Chpt 6 & 7 Beach (2013) <i>Guest speaker:</i> K. Squires	In-class participation #4
6 - Oct 27	Full Day Kindergarten	Pascal – Chpt 3 (2009) <i>Guest speakers:</i> B. Smith & S. Caswell	In-class participation #5 DUE Oct 30: Midterm Assessment (optional)
7 - Nov 3	Inclusion in ECEC Field Visit presentations #1	Janmohamed & Campbell (2009)	In-class participation #6
8 - Nov 10	Homeschooling/Unschooling Field Visit presentations #2	Basham, Merrifield & Hepburn (2007)	In-class participation #7
9 - Nov 17	College of ECE Field Visit presentations #3	College of ECE (2011) + Expectations for Practice Module (CourseLink – Week 9 resources)	In-class participation #8
10 - Nov 24	Professional Development Field Visit presentations #4		In-class participation #9
11 - Dec 1	Field Visit Presentations #5		In-class participation #10
12 - Dec 3 (Thursday)	RECE Designation Wrap Up & Celebration		DUE Dec 3 (in class): Participation self-evaluation DUE Dec 4: 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.

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 5 days late without documented grounds will receive a grade of zero. If you know you are going to be handing an assignment in late, you must let me know when you will be submitting your assignment.

TURNITIN SOFTWARE

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. In this course, your instructors will be using Turnitin.com to detect possible plagiarism, unauthorized collaboration, or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences.

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 at:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-grds-proc.shtml>

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>

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 scale points are as follows: 1 = Unacceptable, 2 = Weak, 3 = Adequate, 4 = Good, 5 = Excellent

1. Preparation for class

1-----2-----3-----4-----5

1. Preparation for class (assigned readings completed, prepared for in-class activities);

2. Contribution to conversation

1-----2-----3-----4-----5

2. Contribution to conversation without dominating discussion;

3. Thoughtful, informed contributions

1-----2-----3-----4-----5

3. Thoughtful contributions based on the literature and personal experience that enrich the conversation (demonstration of depth and critical thinking);

4. Respect for others (listening skills)

1-----2-----3-----4-----5

4. Shows an interest in and respect for others' contributions (listening skills); &

5. Active participation

1-----2-----3-----4-----5

5. Active participation in all aspects of the in-class activity.

Participation Self-Evaluation (10% of final grade) – due in class Thursday, December 3, 2015

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# _____