

University of Guelph
DEPARTMENT OF FAMILY RELATIONS AND APPLIED NUTRITION

FRHD*4210: Senior Seminar in Early Education and Care
COURSE OUTLINE – Fall 2016

Instructor:	Tricia van Rhijn	Teaching Assistant:	Sarah Ranby
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Office hours:	Wed 10-11am; Thurs 4:30-5:30pm	Office hours:	TBA
Lecture:	Thursday 7:00 – 9:50pm, CRSC 116		
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 Assignments:			
<i>Personal Learning Plan</i>	#7, 8	Week 3 (Sept 25)	15
<i>Learning Journals (4 due for grading)</i>	#1 - 8	Weeks 2, 4, 6, 8, 10	20
<i>Personal Learning Final Report</i>	#1, 2, 4, 5, 6, 7, 8	Week 12 (Nov 27)	20
In-class Participation Activities	#1, 2, 4, 5, 6	Weeks 2 – 11	15
Field Visit & Poster Presentation			
<i>Verbal Presentation</i>	#3	Week 9 or 10 (TBA)	10
<i>Poster Content & Design</i>	#3	Week 9 or 10 (TBA)	20
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.
2. **Weekly Learning Journals** – due Weeks 2, 4, 6, 8, and 10. You will submit 4 journals for grading; in addition, you may submit 1 extra journal and your lowest mark will be dropped.
3. **Personal Learning Final Report** – due end of Week 12.

In-class Participation Activities will occur during class in Weeks 2 to 11 (see evaluation form on p. 4). There will not be an opportunity to “make up” missed in-class participation assignments. Please note that the lowest grade will be dropped.

Field Visit & Poster Presentation – Working in groups of 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. Poster presentations will occur during Weeks 9 and 10. See assignment handout for details.

COURSE SCHEDULE

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
1 Sept 8	Course Introduction Current Issues in ECEC	F & P Introduction	
2 Sept 15	History & Philosophy	F & P Chpt 1 & 4 Canadian Labour Congress (2013)	In-class participation #1 DUE Sept 18: Learning Journal #1
3 Sept 22	Current Status of Early Learning in Canada	F & P Chpt 2 & 3	In-class participation #2 DUE Sept 25: Learning Plan
4 Sept 29	ECEC Careers	Beach (2013) Guest: K. Squires	In-class participation #3 DUE Oct 2: Learning Journal #2
5 Oct 6	Professional Development College of ECE & Ethics	College of ECE (2011) + Expectations for Practice Module Guest: C. Osborne	In-class participation #4
6 Oct 13	Importance of Play <i>*If time – Politics & Advocacy</i>	F & P Chpt 5, 6 & 7 Guest: K. Hunter	In-class participation #5 DUE Oct 16: Learning Journal #3
7 Oct 20	Inclusion in ECEC	Janmohamed & Campbell (2009)	In-class participation #6
8 Oct 27	Full Day Kindergarten	Pascal – Chpt 3 (2009) Guests: B. Smith & S. Caswell	In-class participation #7 DUE Oct 30: Learning Journal #4
9 Nov 3	Field Visit Poster Session #1		In-class participation #8
10 Nov 10	Field Visit Poster Session #2		In-class participation #9 DUE Nov 13: Learning Journal #5
11 Nov 17	Homeschooling/Unschooling	Basham, Merrifield & Hepburn (2007)	In-class participation #10
12 Nov 24	RECE Designation Wrap Up & Celebration		DUE Nov 27: Final Report

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.

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.