



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRHD*4210 Senior Seminar in Early Education and Care

COURSE OUTLINE – FALL 2022

1. 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.

Credit Weight: 0.5 credits

Course Hours: 3-0 (36 lecture; 0 lab/seminar)

Pre-Requisite(s): FRHD*3200

Co-Requisites(s):

Restriction(s):

2. COURSE DESCRIPTION

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.

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.

3. TIMETABLE

Lecture: Thursday 7:00-9:50 pm

Location: CRSC 116

Final Exam: There is no final exam for this course.

4. INSTRUCTIONAL SUPPORT

Course Instructor: Kimberly Squires
Email: ksquires@uoguelph.ca
Telephone: 519-824-4120 ext. 58147
Office: CCLC, Room 101
Office Hours: By appointment.

Teaching Assistant: Megan Coghill
Email: mcoghill@uoguelph.ca
Office Hours: By appointment.

5. LEARNING RESOURCES

Required Resource(s):

Jagger, S. (Ed.). (2019). *Early years education and care in Canada: A historical and philosophical overview*. Canadian Scholars.

College of Early Childhood Educators. (2017). *Code of ethics and standards of practice* (2nd ed.). Retrieved from https://www.college-ece.ca/en/documents/code_and_standards_2017.pdf

Recommended Resource(s):

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

6. LEARNING OUTCOMES

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!

7. TEACHING AND LEARNING ACTIVITIES

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
1 Sept. 8	Course Introduction Current Issues in ECEC	Chapter 6 – Experiencing Education in the Early Years	
2 Sept. 15	History & Philosophy	Chapter 1 – Awāsisīwiwin: Early Childhood Education and Indigenous Ways of Knowing	In-class participation #1 DUE Sept. 18: Learning Journal #1
3 Sept. 22	Current Status of Early Learning in Canada	Chapter 7 – The Great Debate Applied to Developmentally Appropriate Practice (DAP): Moving beyond Dichotomies in the Early Years	In-class participation #2 DUE Sept. 25: Learning Plan
4 Sept. 29	Examining the Canada-wide Early Learning and Child Care (CWELCC) Agreement Inclusion in ECEC	Chapter 12 – Empathy and Rubber Sushi Are Not Enough: How Disability Can Help Us Get to Social Justice	In-class participation #3 DUE Oct. 2: Learning Journal #2
5 Oct. 6	The Impact that You Can Have: ECEC Careers	Chapter 8 – Children’s Rights: Raising Awareness Amongst Professionals Working with and for Children	In-class participation #4

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
<p>6 Oct. 13</p>	<p>Professional Development</p> <p>Book Study Night: Developing Our Professional and Pedagogical Identities</p>	<p>Guest: C. Osborne</p> <p>You will sign up to read <u>one</u> of the following chapters:</p> <ul style="list-style-type: none"> • Chapter 5 – Holistic Education: Teaching and Learning, Planning and Reflecting with the Whole Child in Mind • Chapter 11 – Refiguring Early Childhood Education: Common Worlding Pedagogies • Chapter 14 – There Are Relationships Beyond the Classroom: A Nature Kindergarten • Chapter 15 – Young Children Using Digital Technology: The Case of Belle 	<p>In-class participation #5 DUE Oct. 16: Learning Journal #3</p>
<p>7 Oct. 20</p>	<p>How Our Image of the Child Impacts Our Work with Children and Families</p>	<p>Chapter 10 – Thinking and Doing Otherwise: Reconceptualist Contributions to Early Childhood Education and Care</p> <p>Guest: P. Hohenadel</p>	<p>In-class participation #6</p>
<p>8 Oct. 27</p>	<p>How Society Impacts Our Work with Children and Families</p>	<p>Chapter 9 – Children in Society – Thinking Sociologically about Children and Childhood in a Canadian Context</p> <p>Guest: M. Coghill</p>	<p>In-class participation #7 DUE Oct. 30: Learning Journal #4</p>
<p>9 Nov. 3</p>	<p>Field Visit Poster Session #1</p>		<p>In-class participation #8</p>
<p>10 Nov. 10</p>	<p>Field Visit Poster Session #2</p>		<p>In-class participation #9</p>

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
11 Nov. 17	College of ECE & Ethics RECE Designation	College of ECE (2017) + Expectations for Practice Module	In-class participation #10
12 Nov. 24	Looking to the Future/Advocacy - Wrap Up & Celebration	Chapter 13 – Nurturing the Seeds of Indigenous Early Learning and Child Care in Canada	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.

8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
Personal Learning Journal Assignments:			
<i>Personal Learning Plan</i>	#7, 8	Week 3 (Sept. 25)	15
<i>Learning Journals (best 3 out of 4 contribute to final grade)</i>	#1 - 8	Weeks 2, 4, 6, 8	20
<i>Personal Learning Final Report</i>	#1, 2, 4, 5, 6, 7, 8	Week 12 (Nov. 27)	25
In-class Participation Activities	#1, 2, 4, 5, 6	Weeks 2 – 11	10
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%

9. COURSE STATEMENTS

Land Acknowledgement:

We acknowledge that the University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer our respect to our Anishinaabe, Haudenosaunee and Métis neighbours as we strive to strengthen our relationships with them. Acknowledging them reminds us of our important connection to this land where we learn, work, and play.

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:

All in-class activities must be completed on the day they are due, given the participatory nature of these assignments (i.e., In-Class Participation Activities, Field Visit Presentation). The Personal Learning Journal Assignments have a grace period of 48 hours. 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. You do not need to e-mail the TA or course instructor if you submit within the grace period - just submit to the CourseLink Dropbox as usual. CourseLink will say that your assignment is late, but if it is within 48 hours of the deadline it is within the grace period and it is not late. Barring exceptional circumstances, 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 designed to keep you organized, to ensure that all students have the same amount of time to work on assignments, and to help to return graded materials to you in the shortest possible time.

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.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

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 [Academic Misconduct Policy](#) is outlined in the Undergraduate Calendar.

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.

Instructors **shall not** determine if academic misconduct has occurred. This is up to the Associate Dean Academic's office. Instructors shall not assign a grade of zero even if they believe that the student has committed some form of academic misconduct (e.g., copied material from a website like CourseHero) on an assignment or exam.

Instructors **can** determine if a student has poorly paraphrased and/or improperly cited material and can provide a grade accordingly as long as this is clearly identified as part of the assessment criteria via a rubric or other assessment tools.

For more information about Academic Integrity resources and how to prevent Academic Misconduct see: <https://csahs.uoguelph.ca/faculty-research/hub-teaching-learning-excellence/academic-integrity>

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.