



## 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 2021

### 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 6:30-9:20pm

**Location:** MACS 209

**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:** Kim Barton  
**Email:** barton@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* (2<sup>nd</sup> ed.). Retrieved from [https://www.college-ece.ca/en/documents/code\\_and\\_standards\\_2017.pdf](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
<b>1</b> <b>Sept. 9</b>	Course Introduction Current Issues in ECEC	Chapter 6 – Experiencing Education in the Early Years	
<b>2</b> <b>Sept. 16</b>	Party Day (political)!	TBA	In-class participation #1 <b>DUE Sept. 19:</b> Learning Journal #1
<b>3</b> <b>Sept. 23</b>	History & Philosophy	Chapter 1 – Awāsisīwiwin: Early Childhood Education and Indigenous Ways of Knowing  Chapter 7 – The Great Debate Applied to Developmentally Appropriate Practice (DAP): Moving beyond Dichotomies in the Early Years	In-class participation #2 <b>DUE Sept. 26:</b> Learning Plan
<b>4</b> <b>Sept. 30</b>	Current Status of Early Learning in Canada	Chapter 9 – Children in Society – Thinking Sociologically about Children and Childhood in a Canadian Context	In-class participation #3 <b>DUE Oct. 3:</b> Learning Journal #2

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
<p><b>5</b> <b>Oct. 7</b></p>	<p>Professional Development</p> <p>Book Study Night: Developing Our Professional and Pedagogical Identities</p>	<p><b>Guest:</b> C. Osborne</p> <p>You will sign up to read <u>one</u> of the following chapters:</p> <ul style="list-style-type: none"> <li>• Chapter 5 – Holistic Education: Teaching and Learning, Planning and Reflecting with the Whole Child in Mind</li> <li>• Chapter 11 – Refiguring Early Childhood Education: Common Worlding Pedagogies</li> <li>• Chapter 14 – There Are Relationships Beyond the Classroom: A Nature Kindergarten</li> <li>• Chapter 15 – Young Children Using Digital Technology: The Case of Belle</li> </ul>	<p>In-class participation #4</p>
<p><b>6</b> <b>Oct. 14</b></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><b>Guest:</b> P. Hohenadel</p>	<p>In-class participation #5 <b>DUE Oct. 17:</b> Learning Journal #3</p>
<p><b>7</b> <b>Oct. 21</b></p>	<p>The Impact that You Can Have: ECEC Careers</p>	<p>Chapter 8 – Children’s Rights: Raising Awareness Amongst Professionals Working with and for Children</p>	<p>In-class participation #6</p>
<p><b>8</b> <b>Oct. 28</b></p>	<p>Inclusion in ECEC</p>	<p>Chapter 12 – Empathy and Rubber Sushi Are Not Enough: How Disability Can Help Us Get to Social Justice</p> <p><b>Guest:</b> A. Davies</p>	<p>In-class participation #7 <b>DUE Oct. 31:</b> Learning Journal #4</p>

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
<b>9</b> <b>Nov. 4</b>	Field Visit Poster Session #1		In-class participation #8
<b>10</b> <b>Nov. 11</b>	Field Visit Poster Session #2		In-class participation #9
<b>11</b> <b>Nov. 18</b>	College of ECE & Ethics RECE Designation	College of ECE (2017) + Expectations for Practice Module	In-class participation #10
<b>12</b> <b>Nov. 25</b>	Looking to the Future/Advocacy - Wrap Up & Celebration	Chapter 13 – Nurturing the Seeds of Indigenous Early Learning and Child Care in Canada	<b>DUE Nov. 28:</b> 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. 26)	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 (Dec. 5)	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 &amp; Design</i>	#3	Week 9 or 10 (TBA)	20
<b>Total:</b>			100%

## 9. COURSE STATEMENTS

### 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 in-course requirements due to illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing with name, ID#, and email contact. [See the undergraduate calendar for information on regulations and procedures for Academic Consideration.](#)

**Drop date:**

Students have until the last day of classes to drop courses without academic penalty. 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 book their exams at least 7 days in advance, and not later than the 40th Class Day.

More information: [www.uoguelph.ca/sas](http://www.uoguelph.ca/sas)

**Academic misconduct:**

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.

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

**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.