

**Grande Prairie Regional College
Human Service Department**

Early Learning and Child Care

**CD1011
INTRODUCTION TO EARLY CHILDHOOD**

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Semester: Fall 2007-2008
Credits: 2
Hours: 30
Dates: Sept. 10 – Nov. 14
Days: Monday and Wednesday
Times: 1:00 – 2:20
Location: H135
Instructor: Karen Kennedy
Phone: 539.2040
Office: H210
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Office Hours: posted or by appointment

COURSE DESCRIPTION:

This course examines programs and services for young children and their families. Aspects of high quality early childhood programs including their evolution, philosophy, practices, and the role of the early childhood practitioner will be introduced.

PREREQUISITES:

None
Note: Credit will be granted for CD1010 or the combination of CD1011 and CD1370

TEXTS:

Dietze, B. (2006). *Foundations of Early Childhood Education: Learning environments and child care in Canada*. Toronto, ON: Pearson
CD1011 supplementary Reading Package available in the bookstore

OBJECTIVES:

- On successful completion of this course, you should be able to:
- Discuss the contributions of historical and contemporary theorists and philosophers
 - Discuss the origins and development of child care centers, nursery schools, and kindergartens and influences on the field of early childhood
 - Describe the characteristics of a variety of early childhood programs

- Describe the components of high quality early childhood programs
- Identify how and why developmentally appropriate practice influences the experiences, materials, and environments provided for children
- Discuss the role of the early childhood practitioner
- Describe effective strategies to establish positive relationships between young children and their caregivers
- Discuss the importance of play to children's development
- Demonstrate an understanding of practices that best support young children's development

TEACHING METHODS:

Lectures will incorporate A.V. materials, discussion, in-and out-of-class activities.

GRADING POLICY:

A final grade of D (1.0) must be obtained in order to pass this course. The final grade is based on: Assignments (95%) and Attendance/Participation (5%). CD1011 is a prerequisite course for CD1145, CD1350 and required for 2nd year courses.

Final grades are based on the following 4-point grading system

Alpha Grade	4-point Equivalence	Percentage
A+	4.0	90-100
A	4.0	85-89
A-	3.7	80-84
B+	3.3	76-79
B	3.0	73-75
B-	2.7	70-72
C+	2.3	67-69
C	2.0	64-66
C-	1.7	60-63
D+	1.3	55-59
D	1.0	50-54
F	0.0	0-49

ASSIGNMENTS:

All work, unless specified, should be typewritten (or neatly handwritten in black ink), double-spaced, single-sided. Refer to the College Calendar for assignment submission guidelines.

CLASS POLICIES:

"It is the right of the student and of the instructor to a favorable learning/teaching environment. It is the responsibility of the student and the instructor to engage in appropriate adult behaviors that positively support learning. This includes, but is not limited to, treating others with dignity and respect."

The College expects intellectual honesty from its students. Intellectual honesty demands that the contribution of others be acknowledged. To do less is to cheat. Intellectual dishonesty undermines the quality of academic activity and accordingly, the College

has adopted appropriate penalties for student misconduct with respect to plagiarism and cheating. Penalties are levied according to the degree of the infraction. Students who are unsure whether a particular course of action might constitute plagiarism are advised to consult with the instructor.

It is your responsibility to become familiar with the basic student rights and responsibilities found in the College calendar and the following policies for this class.

THE BASICS:

- Demonstrate your commitment to learning by attending all classes, arriving on time and leaving when the class is dismissed.
- Use class time to its best by being prepared for each class, contributing thoughtfully to discussion, and participating actively and appropriately in class.
- Keep your discussion related to the topic or activity. Side conversations are very distracting. Whether the instructor or a classmate “has the floor”, please refrain from conversing with your neighbors.
- Regular attendance and active class participation help you understand the content and be a successful student. Absence from 20% and over of the class hours will result in a grade of 0 for attendance/participation.
- You do not need to ask for permission to be absent. If it is necessary for you to miss a class, I will assume that you have made the best decision for the circumstances and that you accept the consequences of your decision. Arrange to obtain copies of handouts, lecture notes, and other information you may need from a fellow student.
- Asking if you will “miss anything important” when you must be absent or leave early is insulting to instructors. If class time were not important, there would be no reason to hold it.
- Submit your assignments on time. On time means at the end of class or, at the latest, 4:30 on the due date. Late assignments will be penalized – an initial 10% and 1% per day. Assignments will receive a grade of 0% after 10 days (including weekends) late.
- Any assignment turned in and considered not to be your own work will result in the assignment being graded “0” and no opportunity to makeup the assignment or missed points.
- I will begin and end classes as scheduled, be prepared, and endeavor to make each class time worthwhile.
- Graded assignments will normally be returned within 2 weeks
- I will make time available to help you as best I can outside of class time to address any concerns, questions, difficulties . . . by phone, e-mail, or in person.

If you have any questions concerning these policies or expectations. . . PLEASE ASK

TOPICS:

The following topics, although not necessarily in the listed order, will be covered in this course.

1. The Field of Early Childhood
 - a. Overview of the profession and the issues
2. The Roots of Early Childhood
 - a. Influential people in the history of early learning and child care
 - b. The evolution of early learning and child care in Canada
 - c. Issues in Early Learning and Child Care in Canada and Alberta

3. Early Childhood Programs
 - a. Types and purposes
4. Quality in Early Childhood programs
 - a. Components of high quality programs
 - b. The impact of quality (or lack of quality) on children's development
5. The Early Childhood practitioner
 - a. Personal qualities
 - b. Roles and responsibilities
6. Creating positive relationships with children
7. Child-centered programs
8. The Importance of Play

CLASS SCHEDULE:

This is a **TENTATIVE** schedule of the course content and assignment due dates. The schedule MAY CHANGE based on your needs or mine. Any changes will be discussed with you in class.

Date	Topic and Reading	Assignments/Quizzes /Tasks
Sept. 10	Introduction to CD1011	
Sept. 12	The Field of Early Childhood Text Chapter 1	
Sept. 17	The Foundations of Early Learning and Child Care	
Sept. 19		
Sept. 24	Early Childhood Programs & Services Text Chapter 2	
Sept. 26		
Oct. 1	Quality in Early Childhood programs Text Chapter 8	
Oct. 3		
Oct. 8	<i>Thanksgiving Day No Class</i>	
Oct. 10		
Oct. 15	The Early Childhood practitioner – characteristics, roles, and responsibilities	
Oct. 17		
Oct. 22	Creating positive relationships	Assignment #1
Oct. 24		
Oct. 29	Child centered & Developmentally appropriate practice	
Oct. 31		
Nov. 5	Play, learning and development Text Chapter 5	
Nov. 7		
Nov. 12		
Nov. 14	Last Class	Assignment #2

ASSIGNMENTS:

Assignment #1

weight: 30%

Due Date: October 22

Quality Care and Early Education

1. Research the Internet to learn how quality is defined and what features are characteristic of a quality program. Review the information on at least five different Web sites. Submit a bibliography citing the sources you have used for researching this topic.
2. Compile a list of at least ten indicators associated with quality programs and the ways in which each of these indicators affects children's development.
3. From your reading and class notes, develop a brochure to help parents assess the quality of an early childhood program. The brochure should be a six panel brochure (fold a piece of 8 ½ x 11 in. paper in thirds) with all panels used for information. Include the addresses of several web sites where parents can locate additional information.
4. Describe why quality must be a major concern in all early childhood programs, especially those serving children birth to age 5.

This assignment will be evaluated on:

Presentation:

- ◆ spelling, grammar, punctuation (2 points)
- ◆ citations (5 points)
- ◆ attractive (2 points)
- ◆ organized (2 points)

Content:

- ◆ thorough descriptions of the importance of quality and the indicators of quality early childhood programs (30 points)

Citing internet sources:

If you are using a word-processing program, the easiest way to transcribe a URL correctly is to copy it directly from the address window in your browser and paste it into your paper (make sure the automatic hyphenation feature of your word processor is turned off). Do not insert a hyphen if you need to break a URL across lines; instead, break the URL after a slash or before a period. *Whenever possible, a URL should link directly to the article.*

For example:

- **A web document**

American Psychological Association. (2001). *Electronic references*. Retrieved November 1, 2001, from <http://www.apastyle.org/elecref.html>

Mann, B. (n.d.). *Singing through the day*. Child & Family Canada. Retrieved December 21, 2003, from http://cfc-efc.ca/docs/cafrp/00011_en.htm

- **Stand alone document, no author identified, no date**

GVU's 8th WWW user survey. (n.d.). Retrieved August 8, 2001, from <http://www.cc.gatech.edu/gvu/usersurveys/survey1997-10/>

- If the author of a document is not identified, begin the reference with the title of the document.

- **A Journal Article retrieved from a database**

Schrader, A. (1999). Internet censorship: Issues for teacher-librarian. *Teacher Librarian*, 26 (5). Retrieved November 1, 2001, from Academic Search Premier database.

- **A Web Site**

No reference entry is needed; give the URL of the site in text.

For example, 2Learn is a very useful Web site for teachers.
<http://www.2Learn.ca/mapset/mapset.html>

Assignment #2**weight: 30%****Due Date: November 14****The Value of Play**

Create a set of 7 posters (minimum size 8 ½ x 11 in. maximum size 24 x 24 in.) explaining how children's development is promoted through play. Each poster should show a child or children engaged in play and describe the learning/development that is acquired through play. Each developmental domain must be depicted in the posters (gross and fine motor, cognitive, creative, language, social and emotional)

This assignment will be evaluated on:

- Clear illustrations of children's play (10 points)
- Thorough descriptions of learning/development (10 points)
- Presentation – Attractive/appealing (2 points)
- Professional presentation (2 points)

Assignment #3**weight: 35%****Due Date: varies throughout the semester**

Throughout the semester you will submit a minimum of 5 learning activities based on text or course readings or lecture content. The format and content will vary.