

SEP 19 2000

**GRANDE PRAIRIE REGIONAL COLLEGE  
EARLY CHILDHOOD DEVELOPMENT**

**CD 2010  
HISTORICAL PERSPECTIVES & CONTEMPORARY ISSUES**

**SEMESTER:** Fall 2000-2001

**CREDITS:** 2

**CREDIT HOURS:** 30

**DATES:** Sept. 8-Dec. 15

**DAYS:** Tuesdays

**TIMES:** 1:00-4:00

**LOCATION:** ECD Classroom H 135

**INSTRUCTOR:** Karen Kennedy (B. Ed)

**OFFICE:** H128

**PHONE:** 539-2040

**E-Mail:** Kennedy@gprc.ab.ca

**OFFICE HOURS:** After class by  
appointment or Monday & Wednesday p.m.

**COURSE DESCRIPTION:** This course includes an exploration of historical influences on early childhood programs, contemporary program models, discussion of current issues, and the development of a personal philosophy regarding the care and education of young children.

**PREREQUISITES:** Completion of the first year of the Early Childhood Development Program or consent of the department

**TEXT:** None

**ADDITIONAL EXPENSES:** You will incur expenses for photocopying.

**COURSE OBJECTIVES:** On successful completion of this course, you will be able to:

- ☐ describe the historical influences on contemporary early childhood programs
- ☐ describe and contrast the philosophies and characteristics of a variety of contemporary program models
- ☐ identify current issues affecting the field of early childhood education
- ☐ articulate an emerging personal philosophy of early childhood based on the theories and ideas examined in this course.

**TEACHING METHODS:** Lecture incorporating audio-visual materials, handout readings, in- and out-of class assignments.

**GRADING POLICY:** In order to pass this course a final grade of 4 is required. Grades will be determined according to the following criteria.

Assignments -(3)	95%
Attendance & Participation	5%

### CLASS POLICIES:

- Assignments are due by 4:30 on the assigned due date. Privacy, misplaced assignments and other problems can be avoided by handing the assignments in during class. After class, assignments may be dropped off on my office door. I would prefer that assignments be submitted in class on the due date.
- Please type (12 point font, 1 inch margin, double-spaced) or neatly hand-write (dark ink, double-spaced) all assignments Refer to the Student Handbook for submission guidelines.
- Late assignments will be docked an initial 5% and 5% per week late. Late assignments not received by 4:30 two weeks after the due date will be given a grade of 0.
- Graded assignments will normally be returned within 2 weeks.
- Eating in class is messy and distracting. Please limit snacking to before or after class or the break.
- If it is necessary to miss a class, it is your **responsibility** to obtain handouts, notes, and independently view AV material.
- Absences from over 6 hours of class will result in a grade of 0 for attendance/participation
- Come to class prepared. Ensure that any assigned readings have been done prior to class.
- The withdrawal deadline for this course is \_\_\_\_\_. WF on the final transcript will be assigned for withdrawals after that date.

### TENTATIVE SCHEDULE

This is a **tentative** schedule for topics, readings, and assignments for this course. Any changes to the schedule based on your needs or mine will be discussed with you in class.

DATE	TOPIC	READING/AV/ETC	ASSIGNMENTS
Sept. 8	Historical Perspectives - Introduction		
Sept. 12	Historical Perspectives - View of the child - Historical Figures	'Childhood Through the Ages' 'The Child Yesterday, Today, and Tomorrow' 'The History of Child Development'	
Sept. 15	Historical Perspectives - Historical Figures		
Sept. 19	Historical Perspectives - Historical Figures		Assignment #1
Oct. 17	Contemporary Programs -Roots of Contemporary Programs	'Early Childhood Education's Past as Prologue'	Assignment #3 - First Submission
Oct. 24	Contemporary Programs		Assignment #2
Nov. 1	Contemporary Programs	"The Best Day Care there Ever Was"	
Nov. 28	Current Issues -History of Child Care in Canada - Children's Rights	Day Care in Canada The First Years of Kindergarten in Canada	
Dec. 5	Current Issues - Govt. policy - Advocacy	<i>In the Public Interest</i> "Child Care: Canada Can't Work Without It"	Assignment #3 - Second Submission
Dec. 12	Current Issues	"Miseducation"	

## RECOMMENDED RESOURCES

### Historical Perspectives

Brewer, J. (1992). *Introduction to Early Childhood Education: Preschool through Primary Grades*. Toronto, ON: Allyn and Bacon

Canadian Froebel Education Centre URL <http://www.froebel.com>

Carter, C. (1987). Early Childhood Education: a historical perspective. In J.L. Roopnarine & J. Johnson (Eds.), *Approaches to early childhood education*. Columbus, OH: Merrill

Essa, E., Young, R., and Lehne, L. (1998). *Introduction to Early Childhood Education (2<sup>nd</sup> Can. ed.)*. Toronto, ON: ITP Nelson

Tanner, L. (1997). *Dewey's Laboratory School: Lessons for Today*. New York, NY: Teachers College Press.

Seefeldt, C. & Galper, A. (Eds.). (1998) *Continuing Issues in Early Childhood Education (2<sup>nd</sup> ed.)*. Upper Saddle River, NJ: Merrill/Prentice-Hall

Spodek, B. and Saracho, O. (1994) *Right from the Start: teaching children ages three to eight*. Boston, MA: Allyn and Bacon

### Contemporary Issues

Canadian Child Care Federation & Canadian Day Care Advocacy Association (1992). *Caring for a living: Executive Summary*. Ottawa, ON: CCDCDF

Child Care Advocacy Association of Canada. (1996) *Child Care Across Canada: Cross Country Check-Up*. [on-line] <http://home.istar.ca/~ccaac/doc3.html>

Child & Family Canada. (September, 1996). *Guiding Principles for Quality Child Care in Canada*. [on-line] <http://www.cfc-efc.ca/docs/00000093.htm>

Cleveland, G., and Krashinsky, M. (1998). *The Benefits and Costs of Good Child Care: The Economic Rationale for Public Investment in Young Children*. Toronto, ON: University of Toronto

Doherty, G. (1995). *Quality Matters*. Don Mills, ON: Addison-Wesley

Friendly, M. (1994). *Child Care Policy in Canada: Putting the Pieces Together*. Don Mills, ON: Addison-Wesley

Hendrick, J. and Chandler, K. (1996). *The Whole Child. Canadian Sixth Ed.* Scarborough, ON: Prentice Hall

High/Scope Educational Research Foundation. *The High/Scope Approach: Preschool*. [on-line]  
<http://www.highscope.org/curpre.htm>

Lind, L. and Prentice, S. (1992). *Their Rightful Place: an essay on children, families and childcare in Canada*. Toronto, ON: Our Schools/Our Selves Education Foundation

Pence, A. (Ed.). (1992). *Canadian Child Care in Context: Perspectives from the provinces and territories*. Ottawa, ON: Statistics Canada & Health and Welfare Canada

Phillips, D. (Ed.). (1987). *Quality Child Care: What does research tell us?* Washington, DC: National Association for the Education of Young Children

Research Branch of the Library of Parliament. (1995). *Child Care in Canada*. Ottawa, ON: Minister of Supply and Services Canada

Scott, K. (1996). *Investing in Canada's Children: Our Current Record*. [on-line]  
[http://www.ccsd.ca/per\\_ins.htm](http://www.ccsd.ca/per_ins.htm)

Sissons, B. and Black, H. (1992). *Choosing with Care*. Toronto, ON: Addison-Wesley

Texas Youth Commission Office of Prevention, *A Summary of Significant Benefits: The High/Scope Perry Preschool Study Through Age 27* [on-line]  
<http://www.tyc.state.tx.us/prevention/hiscope.htm>

Yeats, M., McKenna, D., Warberg, C., and Chandler, K. (2001). *Administering Early Childhood Settings: The Canadian Perspective 4<sup>th</sup> ed.* Toronto, ON: Prentice Hall

#### **WEB SITES**

Canadian Child Care Federation  
[www.cfc-efc.ca/cccf](http://www.cfc-efc.ca/cccf)

Childcare Resource & Research Unit  
[www.childcarecanada.org](http://www.childcarecanada.org)

Child Care Advocacy Association of Canada  
[www.home.istar.ca/~ccanc.doc3.html](http://www.home.istar.ca/~ccanc.doc3.html)

Children in History  
<http://members.aol.com/TchrfromOz/children.html>