



**I. COURSE DESCRIPTION:**

This weekly seminar gives students the opportunity to share ideas and theoretical concerns relative to field practice. Activities completed during field placement will form a basis for discussion. As a result, the student will be better prepared for planning for children's learning and for guiding children's behaviour.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

1. **analyze and implement a variety of observational methods and strategies** (*Reflection of VLO #3*)  
Potential Elements of the Performance:
  - assess environments for children
  - develop strategies to record observational data that demonstrates professionalism and maintains confidentiality
  
2. **communicate professionally** (*Reflection of CSAC Vocational Standard #6, Generic Skills #1,#2,#5,*)  
Potential Elements of the Performance:
  - ensure confidentiality
  - contribute one's own ideas, opinions and information while demonstrating respect of those of others
  - provide field practice examples in a comprehensive, concise, factual and objective manner.
  - communicate clearly, concisely, and correctly in the written, spoken, and visual form.
  - examine ethical dilemmas and build strategies to resolve them
  
3. **evaluate own progress in the field of early childhood education related to the competencies outlined for Semester Four** (*Reflection of CSAC Vocational Standard #1-9, Generic Skills #6, #10, #13*)  
Potential Elements of the Performance:
  - present concrete oral examples of achieved field practice competencies
  - present documented examples of achieved field practice competencies
  - identify one's strengths
  - engage in self-evaluation
  - clarify one's own role in the field practice setting

4. **evaluate and analyze own ability to engage in a responsive interaction with children using skills identified through *Learning Language and Loving It*.**

Potential Elements of the Performance:

- use observing and recording skills to identify conversation styles
- design and implement an action plan that will support the child in conversation skills evaluate own skills using a video recording of a planned activity

5. **search for employment**

Potential Elements of the Performance:

- examine standards of practice and the code of ethics and relate to personal skill development and knowledge
- identify strategies to maintain skills
- identify career opportunities
- use effective resume writing and interviewing strategies
- entering the workforce

### III. TOPICS:

These topics are provided as a guideline and not as an exhaustive list. Some topics will overlap and may not be presented in the order that they are listed. Students are expected to do the required readings prior to class, bring materials with them and be prepared to discuss the identified topic/issue.

1. Competencies expected of fourth semester students
2. Professionalism and confidentiality
3. Learning Language and Loving It
4. Analyzing teaching strategies and integrating new skills
5. Using early learning environment rating scales
6. Exploration of career possibilities in the field of early childhood education
7. Preparing to enter the work force
8. Developing observation skills

### IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

- Card-stock paper folder, in solid colour
- Recordable CD or memory stick

**Previously Purchased**

- College of Early Childhood Educators (2011) **The Code of Ethics and the Standards of Practice**. It can be downloaded from <http://collegeofece.on.ca>
- Haig, J., Raikes, G., Sutherland, V. (2003). **Cites and Sources**. Canada: Thomson Canada.
- Ontario Ministry of Child and Youth Services. (2007). **Early Learning for Every Child Today: A framework for Ontario early childhood settings, January 2007** Not available in the bookstore. Only portions will be used. It can be downloaded from <http://www.gov.on.ca>.
- Weitzman, E., and Greenberg, J. (2002). **Learning Language and Loving It**. (2<sup>nd</sup> Ed.) Toronto: Hanen Early Learning Program

**V. EVALUATION PROCESS/GRADING SYSTEM:**

**IN-CLASS EXPERIENCES 45%**

*A number of in-class learning experiences will be offered. These experiences are designed to engage students in their learning, specifically field related. Students will be expected to come to class prepared. These experiences include Job Search, Guest Speakers, Standards of Practice, reflections. Students, in collaboration with their professor, will design and complete other activities that meet their ECE field and employment goals.*

**FIELD PRACTICE DISCUSSION 25%**

*Students will have the opportunity to share and reflect on field practice experiences.*

**ASSIGNMENTS 30%**

1. CDC Lab School Experience ..... 15%  
*Students will spend one day at the lab school and using ECERS/ITERS will assess and analyze the learning environments.*
2. Learning Language and Loving It – Video Analysis ..... 15%
  - *Students will complete their last video analysis - Fostering Peer Interaction.*
  - *In addition, this component will be part of a larger LLLI Certificate that graduating ECE students will earn by the time they complete the ECE Program. Therefore, participation will be tracked and only ECE students completing the number of hours prescribed by the Hanen Centre will receive the certificate. Components of LLLI will be presented in this course and in ED131, ED137, ED287 and ED290*

- Major assignments (5% or more) must be submitted on the due date, at the beginning of class, unless otherwise specified by the professor. Students are more than welcome to hand in assignments before the due date. If major assignments are late, both the following steps must be taken in order for the assignment to be evaluated;
  1. Major assignments that are late are to be handed in to Room E3209 (slip under the door).
  2. The professor will be notified, through LMS, that the assignment has been handed in. An attachment (in Microsoft Word format) of the completed assignment must be included. A reply will be sent back to the student indicating that the material has been received.
- Late, major assignments will be deducted 5% per day, including weekends. There will be a (20% maximum deduction. Major assignments, more than one week late, will not be accepted.
- All assignments are to be typed unless otherwise stated. All ideas and direct quotations must be documented using APA style. Please refer to the section about Plagiarism posted on the Student Portal.
- Students are responsible for retaining a file of all drafts and returned assignments. Students should keep their computer file of assignments until the end of semester. In the event of a grade dispute, students must produce the graded assignment, so it can be recorded.
- Requests for extensions due to illness or extenuating circumstances must be made before the assignment due date.

**Attendance at and participation in** seminar classes is crucial to the integration of teaching theory and practice.

**PLEASE NOTE**

Regarding Student Progression through the three Co-Requisite Core ECE courses

***Teaching Methods IV, Seminar IV, Field Practice IV***

- Students must receive a minimum of a **“C” (2.0 G.P.A.)** in each semester’s ***Teaching Methods, and Seminar***, courses ***and receive an “S” Satisfactory in their Field Practice***, within the same semester, in order to proceed to the next semester’s co-requisite courses.
- In addition, a **minimum of an overall 2.0 Grade Point Average per semester** must be maintained to continue in the placement sequence

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00

CR (Credit)	Credit for diploma requirements has been awarded.
S	Satisfactory achievement in field /clinical placement or non-graded subject area.
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

## VI. SPECIAL NOTES:

### ECE Program Manual:

Students are expected to be familiar with and adhere to the policies and practices outlined in the ECE Program manual. This information will be reviewed at the beginning of the semester and will be posted on LMS.

### Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

## VII. COURSE OUTLINE ADDENDUM:

### Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

### Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

### Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

#### Accessibility Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Accessibility Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

#### Communication:

The College considers ***Desire2Learn (D2L)*** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of this Learning Management System (LMS) communication tool.

#### Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. Students who engage in academic dishonesty will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

#### Tuition Default:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of *March*, will be removed from placement and clinical activities due to liability issues. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

#### Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College