
Course Name

Code No.**I. COURSE DESCRIPTION:**

This weekly seminar is crucial for helping students to understand the Early Childhood Educator's role in working with young children. Student experiences and ideas, as well as suggestions for interacting effectively in field placement setting will be exchanged. In addition, professional responsibilities, especially, **reliability and confidentiality**, are emphasized.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**1. analyze and implement a variety of observational methods and strategies****Elements of the Performance:**

- identify the reasons for observing young children
- distinguish between objective and subjective observations and describe their crucial differences
- compare the advantages and disadvantages of each type of observational method
- analyze recorded observations for accuracy of technique
- develop strategies to record observational data that demonstrates professionalism and maintains confidentiality
- record and interpret observations using various methods
- develop curriculum suggestions based on observational data

2. participate actively in discussions by providing examples of experiences and personal interactions at his/her placement**Elements of the Performance**

- contribute one's own ideas, opinions and information while demonstrating respect of those of others
- treat other members of the course equitably and fairly
- clarify one's own role in the fieldwork setting and willingly share experiences with other students
- support professional development by sharing observations that demonstrate quality ECE environments and teaching excellence.

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3. Develop age-appropriate teaching techniques and evaluate own progress in the early childhood education field

Elements of the Performance

- analyze interactions that occur between adults and children
- develop a repertoire of techniques that teachers can use with children and then suggest curriculum modifications
- provide concrete oral examples of achievement of fieldwork competencies
- identify skills areas requiring further growth
- reflect on skill development through completion of reflective journals
- evaluate teaching techniques using group discussion
- engage in self-evaluation and then develop concrete plans to support on-going professional growth

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. Readings in Take a Look, and other ECE handouts, resources and presentations will be used to present the content. Students are expected to read prior to class and be prepared to discuss the identified topic/issue.

1. Observing and getting to know people
2. Confidentiality and Ethics in Early Childhood
3. Observing young children and different environmental settings
4. How child development relates to observation
5. Objectivity and Subjectivity; Observational Bias
6. Advantages and disadvantages of Various Observational Methods
7. Writing descriptive objective observations
8. Using running records in observation of individual children
9. Using anecdotal records in observation of individual children
10. Reggio Emilia and the Project Approach to observing children's interests
11. Interaction Reports as a method of observation and problem solving
12. Sharing experiences from field work placements
13. Analyzing professional growth and planning for future early childhood placements

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Code No.**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

1. Take a Look: Observation and Portfolio Assessment in Early Childhood Education, 1999, Sue Martin
2. First Year ECE Integrated Seminar Workbook, Campus Shop
3. Student Daily Planner, Campus Shop or own resources
4. Dictionary and/or Thesaurus

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Code No.**V. EVALUATION PROCESS/GRADING SYSTEM:****ATTENDANCE AND PARTICIPATION = 20%**

Many opportunities will be provided for learning various teaching techniques and completing in-class group work assignments related to learning effective observational techniques. Sharing of experiences and problem-solving any challenges faced when working in the human service/early childhood field will be a fundamental component of this course. **Attendance and participation** at seminar classes is crucial to the integration of teaching theory and practice. After one allowed absence, 5% per class missed will be deducted.

OBSERVATIONS = 45% (use forms provided in Seminar workbook)

1. **Descriptive** – fully describe one child (**worth 10%**) - **due October 4/5**
2. **Running** – one practice running record – picking a child that you know and recording all his/her activities for 5 minutes (**worth 10%**) - **due October 11/12**
and one formal running record picking a child from your placement setting (**worth 15%**) - **due November 15/16**
3. **Anecdotal** – providing an anecdotal record based on an observation in your placement setting (**worth 10%**) – **due November 29/30**

ASSIGNMENTS = 25% (use forms provided in Seminar Workbook)

1. **Interaction Report #1** – completion of an Interaction Report and presenting this interaction to the seminar class. (**5%** for form and **5%** for presenting and leading discussion about your report) – schedule of presentations will be determined in class
2. **Journal #1**– completion of one journal – observe a group of children and watch what they are playing with and what they are talking about; brainstorm ideas of a possible project topic that you could possibly explore with this particular group of children based on their identified interests – refer to handout about Reggio Emilia and the Project Approach (**worth 10%**) – **due November 22/23**
3. **Self-Evaluation of Seminar Participation** -Analysis of your own participation in seminar class (using form provided in 1st year Seminar workbook and providing concrete, realistic and honest examples) **worth 5%** – **due at last seminar class (December 13/14)**

QUIZES = 10% (5% each)

1. **Quiz #1 - October 18/19**
2. **Quiz #2 - December 6/7**

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The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual - Deferred Grades and Make-up</i>).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has been impossible for the faculty member to report grades.	

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

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.

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Code No.Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. 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.

Important Notes to Students:Class Activities:

1. Attendance plays an important role in successful learning and skill development, so students are expected to attend.
2. Students are responsible for work assigned during absences.
3. Students should be aware that the expectations for their conduct in class are outlined in the “Statement of Student Rights and Responsibilities” in the Student Sault College Handbook.
4. The Professor will announce dates, for tests and assignments that are listed on the course outline, at least one week in advance; however the professor reserves the right to give unannounced quizzes and in-class assignments

Assignments:

1. All assignments must be submitted on the due date at the beginning of the class period unless otherwise specified by the professor.
2. To protect students, assignments must be delivered by the student/author to the professor.
3. Late submissions may be accepted up to one week after the due date at the discretion of the professor; however, the penalty is the loss of one letter grade (i.e. a “B” assignment will be reduced to a “C”). The late submission may receive only a letter grade with no evaluative comments.
4. Assignments more than one week late may not be accepted.
5. Students must adhere to dates set for oral presentations unless the professor has approved prior arrangements. Presentations that are merely read will receive a failing grade. Students who do not present on their presentation date will forfeit the mark for that assignment.
6. Students have the responsibility to be aware of assignment due dates. If they miss in-class assignments that are due at the end of the class period for evaluation, they must contact the professor who will decide whether the assignment may be made up.
7. Students are responsible for retaining a file of all drafts and returned assignments. We suggest students keep their computer file of assignments until the end of the semester. In the event of a grade

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dispute, students must produce the graded assignment, so it can be recorded.

Disclaimer for meeting the needs of learners:

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.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the instructor.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.