



**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:**

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 CSAC Vocational Standard #3 Generic Skills, #7*)  
Potential 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
  
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.
  
3. **evaluate own progress in the early childhood education related to the competencies outlined for Semester One** (*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. **develop a repertoire of developmentally appropriate teaching strategies** (*Reflection of CSAC Vocational Standard #2*)  
Potential Elements of the Performance:
  - select quality literature appropriate for varying age groups
  - present literature to children effectively
  - acknowledge children positively

**5. access resources available to educators**Potential Elements of the Performance:

- outline effective methods of gathering resources
- identify local organizations that provide appropriate resource material

**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. Observing and getting to know people
2. Confidentiality and ethics in Early Childhood
3. How child development relates to observation
4. Observing young children and different environmental settings
5. Objectivity and subjectivity; observational bias
6. Advantages and disadvantages of various observational methods
7. Writing descriptive objective observations
8. Using running records and anecdotal records in observation of children
9. Communicating experiences from field practice placements
10. Analyzing professional growth and planning for future early childhood placements
11. Building relationships by acknowledging children
12. Selecting and presenting developmentally appropriate, quality children's literature
13. Locating local teaching resources

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

- Access to WebCT course content
- Crowther, Ingrid. (2006). ***Child Development: A Primer (1<sup>st</sup> ed).*** Scarborough: Thomson Nelson.
- Saifer, Steffen. (2003). ***Practical Solutions to Practically Every Problem. (Revised).*** Minnesota: Redleaf Press
- Wylie, Sally, (2004). ***Observing Young Children –A Guide to Early Childhood Educators (2<sup>nd</sup> ed.).*** Toronto: Nelson Publishing
- Dictionary and Thesaurus

**TEXTS PURCHASED IN OTHER COURSES BUT USED IN THIS COURSE**

- Eliason and Jenkins. (2003). ***Practical Guide to Early Childhood Curriculum, 7<sup>th</sup> Edition.*** N.J.: Pearson Education Inc.
- Haig,, J., Raikes, G., Sutherland, V. (2006). ***Cites and Sources.*** Canada: Thomson Canada.
- Machado, J. and Botnarescue, H. (2005). ***Student Teaching: Early Childhood Practicum Guide.*** U.S.A.: Thomson Delmar Learning.

**V. EVALUATION PROCESS/GRADING SYSTEM:****In-Class Activities****45%**

Students are expected to participate in various in-class activities throughout the course. The focus of the activities will be to provide students with opportunities to engage in experiential learning that reflects the theory being discussed. These activities must be completed during class time, therefore students who choose not to participate, are absent, arrive late or leave early and are consequently absent during the in-class activity will receive a "0" for the activity. These activities will not be rescheduled. (details of each activity will be discussed in class) 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.

- *Field Work Discussions / Journals*
- *Responses to various teaching videos*
- *In class exercises.*

**ASSIGNMENTS****45%**

1. Observations
  - Running 15%
  - Anecdotal 10%
2. Developmental Profile of Field Practice population 10%
3. Portfolio 10%

**QUIZZES****10%****PLEASE NOTE:**

**Regarding Student Progression through the three  
Co-Requisite Core ECE courses:  
*Teaching Methods, Seminar, Field Practice***

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***, (in the case of *Field Practice 1*, students must receive a “C”) within the same semester, in order to proceed to the next semester’s co-requisite courses.

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%	
A	80-89%	4.00
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.	

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

## 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.

### 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.

### Plagiarism:

Students should refer to the definition of "academic dishonesty" in the *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.

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.

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

Specific Class Information*Assignments:*

- Major assignments (5% or more) must be submitted on the due date, at the beginning of class, unless otherwise specified by the instructor. 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 instructor will be notified, through WebCT, 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 you indicating that the material has been received.
- Late, major assignments **will be deducted 5% per day** (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 above about Plagiarism.
- In-class or weekly assignments are due on the assigned date. These assignments will not be accepted after that date, as they are a part of class work and discussions.
- 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 semester. In the event of a grade dispute, students must produce the graded assignment, so it can be recorded
- Students must adhere to dates set for oral presentations unless the professor has approved prior arrangements. Students who do not present on their presentation date will forfeit the mark for that assignment.

*Tests/Quizzes:*

Tests/Quizzes must be completed on the date scheduled. If unable to attend **due to illness or extenuating circumstances**, contact the professor prior to the start of the test. An alternative date must be arranged before the next class.

*Learning Environment:*

In the interest of providing an optimal learning environment, students are to follow these expectations;

- Students should be aware that the expectations for their conduct in class are outlined in the "Statement of Student Rights and Responsibilities" in the Sault College Handbook.
- Students are expected to arrive to class on time. Late students are expected to quietly enter the classroom and sit in the nearest seat available. Notes and writing materials must be ready before entering class. If assignments and activities have begun, students are asked to wait until they are completed. Students are asked to wait until after class to speak to classmates about missed material. Students are to keep private conversations out of the classroom.

*Missed Classes*

Students who miss a class, are responsible for asking a classmate to take notes and pick up assignments and handouts.

**VII. PRIOR LEARNING ASSESSMENT:**

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

**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.