

I. COURSE DESCRIPTION:

Attendance at this weekly discussion seminar is required to assist the student in interpreting and following through on theories and methods of teaching and observing the young child. Emphasis is placed on confidentiality and on the development of professional and ethical behaviours crucial for working in the Early Childhood Education field. Assigned observations and placement activities will form a basis of discussion in this integrative seminar.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

A: Learning Outcomes:

1. Report regularly on personal skill development related to the competencies outlined for Semester Two.
2. Design developmentally appropriate activities for implementation in child care settings.
3. Analyze the components which provide a nurturing environment of children.
4. Assess one's effectiveness in promoting children's development.

B: Learning Outcomes and Elements of the Performance:

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

1. **Report Regularly On Personal Skill Development Related To The Competencies Outlined For Semester Two.**

Potential Elements of the Performance Include:

- ensure confidentiality
- provide field work examples in a comprehensive, concise, factual and objective manner

2. **Design Developmentally Appropriate Activities For Implementation In Child Care Settings.**

Potential Elements of the Performance include:

- plan developmentally appropriate experiences based on the results of observations and acquired knowledge.
- evaluate and revise curriculum to ensure individual and group needs
- develop a file of research materials that can be used for curriculum planning

3. Analyze The Components Which Provide A Nurturing Environment For Children.

Potential Elements of the Performance Include:

- *complete observations using various data collection techniques*
- *summarize observational information*
- *describe the characteristics of a supportive environment*

4. Assess One' S Effectiveness In Promoting Children's Development.

- *provide examples to support one's self-analysis of teaching behaviours*
- *suggest alternatives for improving teaching techniques*
- *provide examples on the mid-term and final evaluations which summarize current skill development*

III. TOPICS:

1. Explore and use various recording styles
2. Analyzing teaching styles
3. Process Art Ideas
4. Developing professional Activity Plans and Research Files
5. Evaluating ECE/A Student teaching skills

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. **First Year ECE Student Daily Planner,** Campus Shop or own resources
4. **Dictionary or Thesaurus**

V. EVALUATION PROCESS/GRADING SYSTEM

Attendance and participation at seminar classes is crucial to the integration of teaching theory and practice. Each student must take the responsibility of contributing constructively to seminar discussions, while always keeping in mind confidentiality and respect for others.

Attendance & Participation **20%**

Attendance and participation at seminar classes is crucial to the integration of teaching theory and practice. Each student is allowed to miss one class without penalty; after that, 5% per class missed will be deducted.

Research File **20%**

Each student will purchase a binder with appropriate dividers and begin a research file. This research will be used for circle/group time or learning activities. Specific criteria for this assignment will be explained in class.

(due date(s) will be discussed in class)

Observations **20%**

1. Checklist
2. Rating Scale

(due dates will be discussed in class)

Process Art Ideas **10%**

Bring in and share two process art ideas
(one before midterm; one after midterm)

Journal/Interaction Reports **10%**

1. 1 journal (1x5)
2. 1 interaction report (1x5)
(observations to be done in placement)

(due dates will be discussed in class)

Self-evaluation **20%**

1. Working Copy of Semester II Progress Review
(handed in two times; 1st time = 10%; 2nd time = 5%)
2. Self-Evaluation of Participation in Seminar Class (5%)
(use form in Seminar Workbook – due last seminar class)

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.	
U	Unsatisfactory 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 not been possible 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.

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, as may be decided by the professor. 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.

Assignments must be submitted on the due date at the beginning of class. Late assignments will be deducted 5% per day. Assignments will not be accepted after one week past the due date.

Tests/presentations must be completed when scheduled. The Professor must be called prior to the test/presentation if you are unable to attend. Another time must be arranged prior to the next scheduled class.

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.