

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 CSAC Vocational Standard #3 Generic Skills, #7*)
Potential Elements of the Performance:
 - identify the reasons for observing young children
 - compare the advantages and disadvantages of each type of observational method
 - 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 field of 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. **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 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 planned activity

5. **search for employment**
Potential Elements of the Performance:
 - identify strategies to maintain skills
 - develop a professional portfolio
 - identify career opportunities
 - use effective resume writing and interviewing strategies
 - identify career opportunities

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. Researching and developing activity plans
4. Analyzing teaching strategies and integrating new skills
5. Exploration of career possibilities in the field of early childhood education
6. Preparing to enter the work force
7. Observation skills

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

- Doherty, G. (n.d.). ***Occupational Standards for Child Care Practitioners***. Ottawa: Canadian Childcare Federation.

Previously Purchased

- Gestwicki, C., and Bertrand, J. (2008). ***Essentials of Early Childhood Education (3rd ed.)*** Scarborough: Thomson:Canada
- Haig,, J., Raikes, G., Sutherland, V. (2003). ***Cites and Sources***. Canada: Thomson Canada.
- Saifer, Steffen. (2003). ***Practical Solutions to Practically Every Problem. (Revised)***. Minnesota: Redleaf Press.
- Machado, J. and Botnarescue, H. (2005). ***Student Teaching: Early Childhood Practicum Guide***. U.S.A.: Thomson Delmar Learning.
- Weitzman, E., and Greenberg, J. (2002). ***Learning Language and Loving It. (2nd Ed.)*** Toronto: Hanen Early Learning Program
- Wylie, Sally, (2004). ***Observing Young Children –A Guide to Early Childhood Educators (2nd ed.)***. Toronto: Nelson Publishing

V. EVALUATION PROCESS/GRADING SYSTEM:

IN-CLASS/WEEKLY ACTIVITIES **55%**

Students are expected to participate in various in-class activities throughout the course. At times these activities will require pre-class preparation. 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 at and participation in** seminar classes is crucial to the integration of teaching theory and practice.

- *Field Practice Discussions*
- *Field Practice Journals*
- *In class exercises*
- *Idea Exchanges*
- *Interview workshop*
- *Guest speakers*

ASSIGNMENTS **45%**

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| • Professional Portfolio | 10% |
| • Standards of Practice | 15% |
| • Learning Language and Loving It – Video Analysis | 10% |
| • 'Exploring Early Years Professions' Presentation | 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 *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.

Communication:

The College considers **LMS** 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 the **Learning Management System** communication tool.

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

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 March 1, 2008 will be removed from placement and clinical activities. 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 a 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.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

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

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 *Student Code of Conduct*.
- 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 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.