



## 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.
- communicate clearly, concisely, and correctly in the written, spoken, and visual form.

### 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:

- 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. Learning Language and Loving It
4. Researching and developing activity plans
5. Analyzing teaching strategies and integrating new skills
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:

### Previously Purchased

1. Doherty, G. (n.d.). ***Occupational Standards for Child Care Practitioners.*** Ottawa: Canadian Childcare Federation.
2. Haig,, J., Raikes, G., Sutherland, V. (2003). ***Cites and Sources.*** Canada: Thomson Canada.
3. 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>.
4. Saifer, Steffen. (2003). ***Practical Solutions to Practically Every Problem. (Revised).*** Minnesota: Redleaf Press.
5. Weitzman, E., and Greenberg, J. (2002). ***Learning Language and Loving It. (2<sup>nd</sup> Ed.)*** Toronto: Hanen Early Learning Program
6. Wylie, Sally, (2004). ***Observing Young Children –A Guide to Early Childhood Educators (2<sup>nd</sup> ed.).*** Toronto: Nelson Publishing

## V. EVALUATION PROCESS / GRADING SYSTEM:

### IN-CLASS/WEEKLY ACTIVITIES **45%**

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

#### **Seminar Discussion Protocol:**

- 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.
- In accordance with the ECE Field Practice Policies, all students are expected to maintain professional standards in keeping all discussions during Seminar class confidential.
- Discussions about Field Practice experiences must be expressed in general statements so that the identity of people / placement (past and present) remains confidential.
- Discussions about Field Practice will only take place during the scheduled class time and when the instructor is present.
- All discussions and debates held within the classroom will abide by principles of effective interpersonal communication.
- Students who do not abide by these professional standards will be asked to leave the class and further consequences will apply as outlined in the ECE Field Practice Policies.

#### **Criteria for participating during scheduled in or out of class activities.**

- These activities must be completed during the scheduled time, therefore students who choose not to participate, arrive late, leave early, or are absent for the entire class and consequently miss these in-class components will be given a “0” for the identified activity. These activities will not be rescheduled for students.
- Students are expected to be prepared each day with all assigned work due completed in order to participate in scheduled activities.
- Students are expected to consistently make productive contributions to all class activities.
- Students are expected to respond to others in an appropriate manner maintaining a sense of professionalism.
- Students are expected to avoid inappropriate or disruptive “off-task” behaviors

### ASSIGNMENTS **55%**

- Professional Portfolio 15%
- CDC Lab School Experience 10%
- ‘Exploring Early Years Professions’ Presentation 10%
- Learning Language and Loving It – Video Analysis 20%

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 ED 131, ED 116, ED 218 and ED 219.

#### **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.

## V. EVALUATION PROCESS / GRADING SYSTEM (continued):

### METHOD OF ASSESSMENT (GRADING METHOD):

Students will be assessed on the basis of their summary work/research assignments, employment package, editing skills, oral presentation, and research/documentation skills.

The following letter grades will be assigned in accordance with college policy and the Language and Communication Department Guidelines:

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

Students may be assigned a mid-term grade of “F” for unsatisfactory performance.

**NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.**

## VI. SPECIAL NOTES

### 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.

### 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.

### Disability 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 Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

### 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.

### Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

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. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Communication:

The College considers **WebCT/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.

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.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the Academic Assistant in the office of the Chair, Community Services (Room E2201), or from the course coordinator or academic assistant regarding a general education transfer request. 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. Contact the Student Services Office, E1101 for additional information.

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

### Specific Class Information

Professors reserve the right to adjust the course delivery as they deem necessary to meet the needs of students.

#### *Missed Classes*

Students who miss a class are responsible for asking a classmate to take notes and pick up assignments and handouts. Students are responsible for work assigned during absences.

#### *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

#### *Assignments:*

- Major assignments (5% or more) must be submitted on the due date, at the beginning of class, unless otherwise specified by the professor. Late, major assignments **will be deducted 5% per day** (20% maximum deduction). Major assignments **more than one week late will not be accepted**. If major assignments are late, within the one week framework, 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, if the professor is not available).
  2. If not submitted directly to the professor, the student must notify the professor, 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. A hard copy must still be submitted. The assignment will not be assessed if a hard copy is not submitted.
- All assignments are to be typed and stapled 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 (with assessment), 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.

#### *Learning Environment*

- 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 available seat. 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 and other distracting behaviours out of the classroom.
- Leaving the room should be for emergency reasons only.