



**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 VLO #3*)  
Potential Elements of the Performance:
  - assess environments for children
  - 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.
  - examine ethical dilemmas and build strategies to resolve them
  
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:

- examine standards of practice and the code of ethics and relate to personal skill development and knowledge
- identify strategies to maintain skills
- identify career opportunities
- use effective resume writing and interviewing strategies
- entering the workforce

### 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. Analyzing teaching strategies and integrating new skills
5. Using early learning environment rating scales
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:**

- Card-stock paper folder, in solid colour

**Previously Purchased**

1. College of Early Childhood Educators (2011) ***The Code of Ethics and the Standards of Practice***. It can be downloaded from <http://collegeofece.on.ca>
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. Weitzman, E., and Greenberg, J. (2002). ***Learning Language and Loving It***. (2<sup>nd</sup> Ed.) Toronto: Hanen Early Learning Program

**V. EVALUATION PROCESS/GRADING SYSTEM:****IN-CLASS EXPERIENCES / Discussions **60%****

*Students will participate in a variety of activities and discussions during the weekly scheduled class.*

***Attendance at and participation in*** seminar classes is crucial to the integration of teaching theory and practice.

**ASSIGNMENTS **40%****

*Details of each assignment will be posted on LMS and discussed in class.*

- Major assignments (5% or more) must be submitted on the due date, at the beginning of class, unless otherwise specified by the professor. Students are more than welcome to hand in assignments before the due date. 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 professor will be notified, 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.
- Late, major assignments will be deducted 5% per day, including weekends. There will be a (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 about Plagiarism posted on the Student Portal.
- Students are responsible for retaining a file of all drafts and returned assignments. Students should 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.
- Requests for extensions due to illness or extenuating circumstances must be made before the assignment due date.

#### **PLEASE NOTE**

Regarding Student Progression through the three Co-Requisite Core ECE courses

#### ***Teaching Methods IV, Seminar IV, Field Practice IV***

- 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, within the same semester***, in order to proceed to the next semester’s co-requisite courses.
- In addition, **a minimum of an overall 2.0 Grade Point Average per semester** must be maintained to continue in the placement sequence

The following semester grades will be assigned to students:

<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: 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:

### 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.

### 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, and 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>

ECE Program Guide:

Students are expected to be familiar with and adhere to the policies and practices outlined in the ECE program manual. This information will be reviewed at the beginning of the semester and will be posted on LMS.

Course Syllabus

Students are expected to be familiar with the details outlined in the course syllabus which will be handed out in class and posted on LMS

**VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline.