



COURSE OUTLINE

ELCC 114

INTEGRATION SEMINAR I

**15 HOURS
1 CREDIT**

PREPARED BY: _____ DATE: _____
Rebecca Fenton, Instructor

APPROVED BY: _____ DATE: _____
Dr. Andrew Richardson, Dean

APPROVED BY ACADEMIC COUNCIL:

RENEWED BY ACADEMIC COUNCIL:

YUKON COLLEGE

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Course Outline prepared by Brooke Alsbury, January 2015.

Yukon College
P.O. Box 2799
Whitehorse, YT
Y1A 5K4

INTEGRATION SEMINAR I

INSTRUCTOR: Rebecca Fenton

OFFICE HOURS: TBA

OFFICE LOCATION: TBA

CLASSROOM: C-1442

E-MAIL: rfenton@yukoncollege.yk.ca

TIME: 4:30pm-6:00pm

TELEPHONE: leave messages 668-8845

DATES: Mon. Sept. 14- Mon. Nov. 23

COURSE DESCRIPTION

The integration seminar provides students with an opportunity to discuss field placement experiences and further integrate class topics with the field experience. The seminar will provide opportunities to discuss issues and explore topics in the early learning and child care field. In conjunction with the field placement, students will have the opportunity to discuss and integrate practice observations with theoretical concepts.

PREREQUISITES

ELCC 111, ELCC 112 and ELCC 113

EQUIVALENCY OR TRANSFERABILITY

Please check the following link <http://www.yukoncollege.yk.ca/programs/info/ecd> for information about transferability of Early Learning and Child Care courses.

LEARNING OUTCOMES

Upon successful completion of this course, students will:

- explain connections between early learning and child care theory and practice skills in the field placement and identify resources to support both promising theory and practice (PO 5 & 8)

- recognize ethical practice and methods for approaching ethical dilemmas in early child learning and child care settings (PO 7)
- identify, analyze and develop strategies to approach issues arising from field placement experiences (PO 5)
- describe observations of culturally and developmentally and appropriate practices, learning through play and child guidance approaches in field placement experiences (PO 1, 2, 3 & 4)
- identify areas of knowledge and skill in early learning and child care practice and identify goals for future learning (PO 7)
- describe cultures, values and traditions represented in field placement experiences (PO 6).

DELIVERY METHODS/FORMAT

During this 15-hour seminar, participants will discuss and reflect on field placement experiences. Students' experiences in their respective field placements will provide a significant component of the material for discussion. The instructor will present additional material, as appropriate, and encourage connection to course readings. Emphasis will be placed on personal reflection on professional experiences and connecting theory to practice.

ASSESSMENTS

Attendance and Participation

Much of the learning is done in the classroom. Students learn from each other, as well as from the instructor; therefore, attendance and appropriate participation are essential.

Students are expected to attend and participate in all classes, are expected to be actively involved in discussions, and must take responsibility for their own learning. Their personal experience and thoughts will provide much of the material for discussion; therefore, it is expected that students are prepared for classes by having completed the required readings, assignments and other assigned work.

As stated in Yukon College's Academic Regulations: "Students in all program areas are expected to attend classes and will be informed of any specific attendance requirements for their course by their instructors at the beginning of the term." It is the responsibility of the student to collect the information from classmates if they are absent from all or a portion of a class. Students are responsible for obtaining handouts and completing assignments for any classes missed.

Professional behaviour is expected. If a class should be missed, the student will communicate with their instructor ahead of time.

Note: If a student becomes absent from more than 10% of the course, the instructor may designate make-up assignment(s), which would be designed to demonstrate the student's understanding of content missed. This opportunity is at the discretion of the instructor and, if undertaken, will be accompanied by an assignment contract.

Assignments

Each assignment is designed to help the student synthesize knowledge from class, readings, personal knowledge, and traditional knowledge to build greater understanding. Planned class discussions are enriched when students have completed assigned work at the appropriate time. Material from student assignments also plays an important role in helping the instructor design class activities and lectures to best suit the group of students; therefore, handing in assignments on the due dates is very important.

Please note that **ALL** assignments must be completed in a satisfactory manner (over 50% grade) to receive a passing grade for the course.

Assignments will be discussed at the beginning of the course and presented in writing with criteria clearly defined. All students are encouraged to contact the instructor if they have questions or concerns about assignments or their progress. In exceptional circumstances, students may discuss alternate arrangements with their instructor (such as late submission of assignments, etc.). **ALL** assignments must also be submitted punctually. **5% will be deducted** for each calendar day that an assignment is late. Please see additional comments about assignments in the assignment package.

EVALUATION

Assignment Number	Topic	Grade
Assignment #1	Learning Log	28%
Assignment #2	Field Placement Journal	20%
Assignment #3	Developmentally Appropriate Practice Response Paper	22%
Assignment #4	Self-Reflective Essay	20%
Assignment #5	Learning Portfolio	10%

REQUIRED TEXTBOOKS AND MATERIALS

Copple, Carol, and Sue Bredekamp. *Developmentally appropriate practice in early childhood programs serving children from birth through age 8*. 3rd ed. Washington, D.C.: National Association for the Education of Young Children, 2009.

Occupational standards for early childhood educators. Ottawa, ON: Child Care Human Resources Sector Council, 2010. Retrieved from: http://www.ccsc-cssge.ca/sites/default/files/uploads/ECE-Post-Secondary-docs/OSECE_2010_EN.pdf

ECEBC (2008). Early Childhood Educators of British Columbia Code of Ethics. Retrieved from http://www.ecebc.ca/resources/pdf/ecebc_codeofethics_web.pdf

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the Academic Regulations:

http://www.yukoncollege.yk.ca/downloads/Yukon_College_Academic_Regulations_and_Procedures_-_August_2013_final_v1.pdf

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukoncollege.yk.ca/yfnccr.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca.

LORENE ROBERTSON WRITING CENTRE

All students are encouraged to make the Lorene Robertson Writing Centre a regular part of the writing process for coursework. Located in C2231 (adjacent the College Library), the Writing Centre offers half-hour writing coaching sessions to students of all writing abilities. Coaching sessions are available in person and through distance technologies (e.g. email plus Skype or phone). For further information or to book an appointment, visit the Centre's website: www.yukoncollege.yk.ca/student_info/pages/writing_centre.

TOPIC OUTLINE

CLASS	TOPIC	READINGS
1	Introduction to Instructor, Classmates, Course, and Assignments	
2	ELCC: The Places	<i>Places for Children in the 21st Century: A Conceptual Framework</i> http://www.naeyc.org/files/yc/file/200505/01Greenman.pdf
3	ELCC: The People	DAP pages 33 - 50
4	ELCC: The Practice	DAP pages 1 - 23
5	ELCC: The Practice cont'd...	DAP pages 16 – 23
6	ELCC: The Industry Guest speaker	Review Yukon Child Care Act & Regulations http://www.gov.yk.ca/legislation/legislation/page_c.html Scroll down to see Yukon Child Care ACT and Amendments and REGULATIONS
7	ELCC: Professional Ethics	ECEBC (2008) Early Childhood Educators of British Columbia Code of Ethics
8	ELCC: DAP in the Infant and Toddler Years	DAP pages 53 – 73
9	ELCC: DAP in the Infant and Toddler Years – examples to consider)	DAP pages 75 - 107
10	Sharing Displays Evaluations Wrap-Up	Occupational Standards for Early Childhood Educators, pages 1 - 10