

APPLIED ARTS DIVISION
School of Health, Education & Human Services
1 Credit Course
Winter 2019



COURSE OUTLINE

ELCC 124

INTEGRATION SEMINAR II

15 HOURS
1 CREDIT

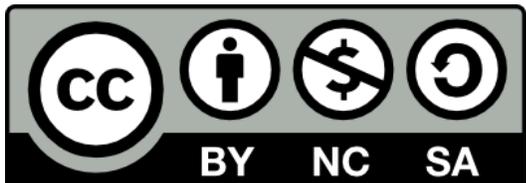
PREPARED BY: Brooke Alsbury

DATE: March 16, 2015

APPROVED BY: Andrew Richardson

DATE: March 17, 2015

APPROVED BY ACADEMIC COUNCIL: October 29, 2015



This work is licensed under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-sa/4.0/>.

Version 1.2 revised and approved by Academic Council: April 17, 2019
Academic Council, Governance Office
Academic Council MyYC: Policies, Procedures and Forms

INTEGRATION SEMINAR II

INSTRUCTOR: Rebecca Fenton

OFFICE HOURS: By appointment

OFFICE LOCATION: N/A

CLASSROOM: A2603

E-MAIL: rfenton@yukoncollege.yk.ca

TIME: Mondays, 4:30 - 6:00PM

TELEPHONE: N/A

DATES: Jan 20th to April 6th, 2020

COURSE DESCRIPTION

This seminar provides bi-weekly opportunities for students to discuss field placement experiences with the instructor and other students. The focus of the seminars is to integrate early childhood development theories with practice using a reflective process. This integration seminar will have a specific focus on learning through play.

PREREQUISITES/COREQUISITES

ELCC 113, ELCC 114 and ELCC 122

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 theories, child guidance theories and practice skills in the field placement with a particular focus on learning through play

- explain ethical practice and methods for approaching ethical dilemmas in early learning and child care settings
- identify, analyze and develop strategies, using appropriate resources, to approach issues arising from field placement experiences
- describe observations of developmentally appropriate best practices, with a particular focus on learning through play, in field placement experiences
- use occupational standards of practice for early childhood education to identify areas of growth in knowledge and practice and refine goals for future learning
- explain cultures, values and traditions represented through play in field placement experiences

COURSE 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 of 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. Emphasis will be placed on learning by doing and on personal reflection on individual experiences.

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	Let's Reflect	18%
Assignment #2	Field Placement Journal	72%
Assignment #3	Learning Portfolio	10%

REQUIRED TEXTBOOKS AND MATERIALS

Required to purchase:

Fenning, K. & Wylie, S. (2020). *Observing Young Children: Transformative Inquiry, Pedagogical Documentation, and Reflection*. (6th ed.). Toronto, ON: Nelson Education.

Stacey, S. (2015). *Pedagogical Documentation in Early Childhood: Sharing Children's Learning and Teachers' Thinking*. St. Paul, MN: Redleaf Press.

Wien, C.A. (2014). *The Power of Emergent Curriculum: Stories from Early Childhood Settings*. Washington, DC: National Association for the Education of Young Children.

Additional required readings are linked on the Moodle page for this course.

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/Admissions & Registration web page.

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work 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) 456-8629 or lac@yukoncollege.yk.ca.