



COURSE OUTLINE

ELCC 214

INTEGRATION SEMINAR III

15 HOURS

1 CREDIT

PREPARED BY: Brooke Alsbury

DATE: March 16, 2015

APPROVED BY: Dr Andrew Richardson

DATE:

APPROVED BY ACADEMIC COUNCIL: June 29, 2015

RENEWED BY ACADEMIC COUNCIL: (date)

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

INTEGRATION SEMINAR III

INSTRUCTOR: Danielle Evans **OFFICE HOURS:** TBA
OFFICE LOCATION: TBA **CLASSROOM:** TBA
E-MAIL: devans@yukoncollege.yk.ca **TIME:** as agreed with the placement site
TELEPHONE: (867) 668-8845 **DATES:** Sept 28 - Dec 8, 2017
FAX: (867) 668-8805:

COURSE DESCRIPTION

This seminar provides bi-weekly opportunities for students to discuss field placement experiences with instructor and other students. The aim 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 building relationships with families.

PREREQUISITES/COREQUISITES

Completion of ELCC Certificate or permission form the ELCC Coordinator

EQUIVALENCY OR TRANSFERABILITY

Please check the following link <http://www.yukoncollege.yk.ca/programs/info/ecc> 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, with a particular focus on the role of family and community within a northern context
- Explain ethical practice and methods for approaching ethical dilemmas in early learning and child care settings with a particular focus on work with families and communities within a northern context

- Identify, analyze and develop strategies, using appropriate resources, to approach issues arising from field placement experiences, with a particular focus on working with families and communities within a northern context
- Describe observations of developmentally appropriate best practices, learning through play and child guidance approaches, with a particular focus on families, 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 by families and communities in field placement experiences .

DELIVERY METHODS/FORMAT

During this 15-hour seminar, participants will discuss and reflect on field placement experiences. Students' experiences in field placement will provide a significant component of the material for discussion. The instructor will present additional material, as appropriate, and encourage connection to course readings.

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	Learning Log	20%
Assignment #2	Field Placement Journal	25%
Assignment #3	Developmentally Appropriate Practice Response Paper	25%
Assignment #4	Self-Reflective Essay	25%
Assignment #5	Learning Portfolio	5%

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.

Croft, C. (2010). Talking to families of infants and toddlers about developmental delays. *Young Children*, 65(1), 44-46.
<http://www.naeyc.org/files/yc/file/201001/OnOurMindsWeb0110.pdf>

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

Teaching Young Children (n.d.). More than a letter home: Activities to send to families before the year begins. Washington, DC: NAEYC.
<http://www.naeyc.org/tyc/article/more-than-a-letter-home-activities>

RECOMMENDED READING

Wilson, L. (2014). *Partnerships: Families and communities in early childhood*. Toronto, Ontario: Nelson Education Ltd.

Wien, C.A. (2014). *The power of emergent curriculum: Stories from early childhood settings*. Washington, DC: NAEYC Books.

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 & Regulations web page.

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. **ELCC 100 Cultural Competencies in ELCC** meets the Yukon First Nations Core Competency requirement.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students with a documented disability or chronic condition. It is the student's responsibility to seek these accommodations. If a student has a disability or chronic condition and may need accommodation to fully participate in this class, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or https://www.yukoncollege.yk.ca/student_info/pages/learning_assistance_centre

ACADEMIC SUPPORT CENTRE and LORENE ROBERTSON WRITING CENTRE

The Academic Support Centre exists to support all students at Yukon College. The Centre offers a supportive and welcoming space for students to study and receive help with writing, math, computers, and other academic skills.

The Lorene Robertson Writing Centre is staffed by helpful writing coaches from across the College and offers one-on-one appointments to students in need of writing support.

http://www.yukoncollege.yk.ca/student_info/pages/academic_support_centre

TOPIC OUTLINE

WEEK	TOPIC	READINGS
1	Introduction to Instructor, Classmates, Course, and Assignments	
2	ELCC: DAP and Building Partnerships with Families	DAP pages 45-46, 57-60, 64-65, 71-73, 87-88 and 104-105 Partnerships: Families and Communities in Early Childhood Chapter 3
3	ELCC: The Practice: Building Partnerships with Families Across Diversity	Talking to families of infants and toddlers about developmental delays. Partnerships: Families and Communities in Early Childhood Chapters 9 & 10
4	ELCC: Family and The Industry	Review Yukon Child Care Act & Regulations http://www.gov.yk.ca/legislation/legislation/page_c.html Occupational Standards for Early Childhood Educators, pages 65-76 Emergent Curriculum Chapter 4
5	ELCC: Ethics and Families	ECEBC (2008). Early Childhood Educators of British Columbia Code of Ethics. Retrieved from http://www.ecebc.ca/resources/pdf/ecebc_codeofethics_web.pdf
6	Sharing Displays Evaluations Wrap-Up	Teaching Young Children (n.d.). More than a letter home: Activities to send to families before the year begins. http://www.naeyc.org/tyc/article/more-than-a-letter-home-activities