



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

RENEWED BY ACADEMIC COUNCIL: (date)

YUKON COLLEGE

Copyright October, 2015



ELCC 123 Field Placement I course outline by Brooke Alsbury is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

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

INTEGRATION SEMINAR II

INSTRUCTOR: Rebecca Fenton	OFFICE HOURS: TBA
OFFICE LOCATION: A2501	CLASSROOM: TBA
E-MAIL: rfenton@yukoncollege.yk.ca	TIME: Monday 4:30-6:00 pm
TELEPHONE: 867.668.8845	DATES: Jan. 15, 30, Feb 12, 26 Mar 12, 26
FAX: 867.668.8805	

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/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 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

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 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	Field Placement Journal	30%
Assignment #2	Developmentally Appropriate Practice Response Paper	30%
Assignment #3	Self-Reflective Essay	25%
Assignment #4	Learning Portfolio	15%

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.

Hewes, P.J. (n.d.). Let the children play: Nature's answer to early learning. *Early Childhood Learning Knowledge Centre*. Canadian Council on Learning. Retrieved from: <http://galileo.org/earlylearning/articles/let-the-children-play-hewes.pdf>

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

Shiple, D. (2008). *Empowering children: Play-based curriculum for life-long learning*. 4th 3ed. Toronto, ON: 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 & Registration 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.

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.

WRITING CENTRE

All students are encouraged to make the 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: DAP and Play	DAP pages 10 - 23 Hewes, P.J. (n.d.). Let the children play: Nature's answer to early learning.
3	ELCC: The Practice Adult Role in Planning Play	Empowering Children: Play Based Curriculum for Lifelong Learning Chapters 8 & 9 Emergent Curriculum Chapter 2
4	ELCC: Play 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
5	ELCC: Play and Professional Ethics	NAEYC Code of Ethical Conduct and Statement of Commitment
6	Sharing Displays Evaluations Wrap-Up	