

DIVISION OF APPLIED ARTS

ELCC 114

Integration Seminar I

1 Course Credit

Fall, 2020



COURSE OUTLINE

ELCC 114 INTEGRATION SEMINAR I

1 CREDITS

PREPARED BY: Rebecca Fenton, Instructor

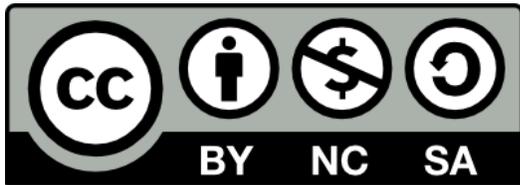
DATE: March 16, 2015

APPROVED BY: Dr. Andrew Richardson, Dean Applied Arts

DATE:

APPROVED BY SENATE: May 25, 2015

RENEWED BY SENATE:



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INTEGRATION SEMINAR I

INSTRUCTOR: Rebecca Fenton	OFFICE HOURS: By appointment
OFFICE LOCATION: Off-site	CLASSROOM: Online via ZOOM
E-MAIL: rfenton@yukonu.ca	TIME: Mondays 4:00 pm- 5:55 pm
TELEPHONE: N/A	DATES: Sept. 21 st - Nov. 30 th , 2020

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/COREQUISITES

ELCC 111, ELCC 112 and ELCC 113

EQUIVALENCY OR TRANSFERABILITY

Please check the following link <https://www.yukonu.ca/programs/early-learning-and-child-care> 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.
- recognize ethical practice and methods for approaching ethical dilemmas in early child learning and child care settings.

- identify, analyze and develop strategies to approach issues arising from field placement experiences.
- describe observations of culturally and developmentally and appropriate practices, learning through play and child guidance approaches in field placement experiences.
- identify areas of knowledge and skill in early learning and child care practice and identify goals for future learning.
- describe cultures, values and traditions represented 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 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 20% of the classes, 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.

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 #1- Seminar Presentations and Sharing	25%
Assignment #2- Field Placement Journal	40%
Assignment #3- Self-Reflective Essay	35%
Total	100%

REQUIRED TEXTBOOKS AND MATERIAL

Required to purchase:

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

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 University.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon University 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 University program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukonu.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 University Academic Regulations (available on the Yukon University 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): lac@yukonu.ca.