

CAPILANO UNIVERSITY	
COURSE OUTLINE	
TERM: FALL 2012	COURSE NO.: EDUC 190
INSTRUCTOR:	COURSE NAME: APPLIED THEORY PRACTICUM I
OFFICE: LOCAL:	SECTION NO.: CREDITS: 3.0

COURSE FORMAT

Students will have 30 hours of both class lectures and labs in which they will begin to explore the practice of observation and interpretation of young children's behaviour. Students will also spend 15 full days in a practicum centre arranged by the University where they will plan provocations for young children reflective of their observations and interpretations. In their work with children they will apply the principles of a pedagogy of listening.

COURSE PREREQUISITE

EDUC 166, EDUC 173 as pre or co-requisites

EARLY CHILDHOOD CARE & EDUCATION DEPARTMENT VISION STATEMENT

The ECCE diploma / degree program fosters intellectual curiosity and critical thinking relevant to advocacy and leadership in early childhood education careers, advanced study, and lifelong learning.

GENERAL OVERVIEW

In the first part of the course, the student will have opportunities to develop skills in order to observe, record and document the behaviour of young children. The student will begin to support and extend children's interests and play through spontaneous and planned inclusive activities. Interpersonal skills with adults and children will also be developed.

During the practicum component of the course, the student will use his/her daily Teacher Journal and sponsor teacher suggestions to reflect on his/her own significant learning. Based on observations, the student will be able to begin to interpret children's engagements and develop responsive programming strategies.

Transportation costs will be incurred by the student.

Students are required to use digital or film cameras. Expect processing costs of up to \$25.00. All cameras must have the internet and GPS capabilities turned off while being used in this course.

LEARNING OUTCOMES

Students who successfully complete this course should be able to:

1. Begin to use critical reflection to support their learning as a student early childhood educator.
2. Create detailed written and visual interpretive accounts of children's engagements.
3. Record children's engagements in a manner that honours their perspectives and meanings.
4. Develop skills with digital and print media to assist in observing, recording and documenting children's engagements and learning.
5. Demonstrate and apply principles of a pedagogy of listening.
6. Be familiar with assessment that assists individual children in socially shared cognition.
7. Observe, plan, implement and evaluate activities, explorations and experiences for small groups of children within the particular practicum setting.
8. Support children's interactions and learning by using a variety of guidance strategies throughout the program; and
9. Plan with consideration to how children's rhythms and program routines can be supported in a safe, welcoming and inclusive environment.

REQUIRED TEXTS

Coupe, R., Halvorson, B., Hurdles, C., Klobucar, A., Read, J., Stone, A., ...Pendygrasse, J. (2011). *The Capilano guide to writing assignments*. North Vancouver, BC: Capilano University.

Early Childhood Educators of British Columbia (2008). *Code of ethics: Early childhood educators of British Columbia*. Vancouver, BC: Author.

Government of British Columbia. (2008). *British Columbia early learning framework*. Victoria, BC: Ministry of Education, Ministry of Health, Ministry of Children and Family Development , & British Columbia Early Learning Advisory Group.

Government of British Columbia. (2008). *British Columbia early learning framework: From theory to practice*. Victoria, BC: Ministry of Education, Ministry of Health, Ministry of Children and Family Development , & British Columbia Early Learning Advisory Group.

Van Manen, M. *The tone of teaching: The language of pedagogy*. (2nd revised edition). Althouse.

RECOMMENDED TEXTS

Curtis, D. & Carter, M. (2007). *Learning Together With Young Children: A Curriculum Framework for Reflective Teachers*. St. Paul, MN: Redleaf Press

COURSE CONTENT

WEEK	Description	Readings
Week 1	Course Outline and Assignments Introduction to observing and recording	As per Moodle
Week 2	Photography workshop	As per Moodle
Weeks 3	Reading, constructing, and interpreting images	As per Moodle
Week 4	Why do we observe? What do we observe for?	As per Moodle
Weeks 5, 6	Encounters with children and materials	As per Moodle
Weeks 7, 8	Engaged listening	As per Moodle
Week 9	Interpreting observations	As per Moodle
Week 10	Making learning visible	As per Moodle
Week 11	Final class: Presentations of student work	As per Moodle
Week 12	OFF CAMPUS: Practicum	
Week 13	OFF CAMPUS: Practicum	
Weeks 14, 15	Scheduled Interviews with Practicum Supervisor	

Note: Students are responsible for all assigned readings prior to class.

Students are responsible for registering on the class Moodle site. A registration key will be sent to students prior to the first class

Under the guidance of the sponsor teacher, each student will function as a new assistant taking part in the regular program. Students will be responsible for planning and presenting several activities and experiences for small groups of children.

INTERVIEWS

An individual interview will be held with each student following the instructor's visits to the practicum centre. Students will be assisted to evaluate their own progress and to set realistic goals for their ongoing development as Early Childhood Educators.

Please note that in an attempt to assist with a student's success in practicum, ECCE instructors will share with the sponsor teacher any information about the student's progress in ECCE courses to date.

EVALUATION PROFILE

Students are required to achieve a grade of 80% on each of the assignments and practicum competencies listed below in order to be eligible to receive credit for practicum. Please see the individual assignments and practicum competencies for grading criteria.

1. Portfolio: Observations and Encounters

2. Teacher Journal

Goals

Daily Entries

Weekly E-Mail Reflections

Final Self-Evaluation

3. Competencies

Student Performance Evaluation Booklet

Instructor Evaluation

GRADING PROFILE

CREDIT/NO CREDIT

OPERATIONAL DETAILS

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Cheating and Plagiarism, Academic Probation and other educational issues. These and other policies are available on the University website.

Attendance: Attendance is essential for the successful completion of this course and to meet the Licensing requirements of the BC Early Childhood Educator Registry.

Please note that the first seminar class is mandatory and any student not in attendance will forfeit the practicum.

In the event of an absence from class, please inform the instructor prior to class. In the event of an absence from practicum, please inform the centre and your instructor prior to the start of your shift.

A student who misses 10% of a combination of class and practicum time may not receive credit for this course.

A faculty review will occur in the event the maximum percentage of absences has been exceeded. Program probation may be a result of the review.

Punctuality:	Punctuality is essential in both classroom courses and practica given the professional nature of this program.
	A student who misses 10% of classes may not receive credit for this course. A faculty review will occur in the event the maximum percentage of absences has been exceeded. Program probation may be a result of the review.
Academic Responsibility:	Each student is responsible for the material covered in class and for any work required for the following class. If a student misses a class, they have the responsibility to contact a peer and obtain the notes, handouts and work for future classes.
	All ECCE students are expected to maintain the program's standards of academic achievement and professional behaviour. The quality of work should provide both adequate depth and breadth so as to demonstrate a commitment to your professional development and that the competencies required of the course have been successfully met.
Missed Assignments, Presentations, In-class Projects, Exams, and Quizzes	<p>Students will be allowed to make up assignments, presentations, in-class projects, exams, and quizzes under the following conditions:</p> <p>If a doctor's certificate of illness is provided; or, in the case of the death of a close family member, a death certificate is provided.</p>
Late Assignments:	<p>All assignments are due at the beginning of the class on the due date. Late assignments will be accepted only under the following conditions:</p> <p>If a doctor's certificate of illness is provided; or, in the case of the death of a close family member, a death certificate is provided.</p> <p>Without required documentation all other late assignments will not be graded, although all assignments must be submitted in order to receive a passing grade in the course.</p>
Extenuating circumstances:	<p>Submissions in writing will be reviewed by the Department. Based on the review, faculty may agree alternative arrangements with the following condition:</p> <ul style="list-style-type: none"> • Loss of 5 % per day

Cheating &
Plagiarism:

Cheating is an act of deceit, fraud, distortion of the truth, or improper use of another person's effort to obtain an academic advantage.

Plagiarism is the presentation of another person's or source's words and/or ideas as if they were one's own. It ranges from an entire assignment which is not the student's own work to specific passages within an assignment taken from a source without appropriate acknowledgement.

Students are responsible for ensuring that they understand and follow the principles of proper documentation and scholarship. If in doubt about these matters, students should consult their instructor, the Writing Centre, or the Library. Students are responsible for ensuring that they understand what constitutes cheating and plagiarism and that these violations of proper academic practice have serious consequences

The instructor has the right to assign a grade of "0" on the examination or assignment, or, at the instructor's discretion, a "No Credit" grade on the course.

Second incidents of cheating or plagiarism, or first incidents deemed by a department/instructor to be particularly serious, will be dealt with according to the University policy available on the University website.

Incomplete Grades:

"I" Grades will be given only when **prior** arrangement has been made in writing between the instructor and the student specifying the exact nature of the work to be done and the date it is to be received.

English Usage:

All assignments are marked for correct English usage, proofreading, and formatting. At the instructor's discretion, any assignment not reaching these standards may be returned for revision and resubmission. Maximum grade assigned for a revised assignment is "C".

Professionalism:

All ECCE students are expected to maintain the program's standards of academic achievement and professional behaviour. In practicum centres and in the classroom, students will adhere to ECEBC's Code of Ethics at all times.

Emergency
Procedures:

Please read the emergency procedures posted on the wall of the classroom.