COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRHD*3200 Practicum - Child
COURSE OUTLINE – WINTER 2022

1. CALENDAR DESCRIPTION

This practicum provides students with a seminar and supervised experience with children and is designed to demonstrate the application of theory studied earlier in the program. It will also provide opportunities for working directly with young people while examining such topics as the role of the teacher, teacher-child interaction, and program implementation.

Credit Weight: 1.0 credits
Course Hours: 3-12 (36 lecture; 144 lab/seminar)
Pre-Requisite(s):   FRHD*2040
Co-Requisites(s):   FRHD*3180, FRHD*3400
Restriction(s):   Registration in the B.A.Sc. program (Child, Youth and Family or Child, Youth and Family Co-op majors). Instructor consent required.

2. COURSE DESCRIPTION

For many students, this course provides the first opportunity to work, under close supervision, directly with young children and their families. Students will examine the interplay between the physical, emotional, language, creative, and cognitive developmental needs and interests of young children and the responsibility early childhood education and care settings have to nurture and promote growth in all domains. This course is specifically designed to provide students with the opportunity to build a repertoire of transferable applied skills through direct contact with children, their families, and professionals. Students will learn to integrate theory and professional practice as well as have the experience of building relationships with individuals, groups of children and with fellow peers and professionals in the programs. This process may provide challenges, but also assist in developing a sense of confidence and competence in working within an early education and care environment. Through completion of this course, students will have the opportunity to evaluate their personal skills in working with young children and their families as well as their personal strengths in program planning and working as a member of a team. This course is designed to expose students to various issues and program development strategies that lay the foundation for quality experiences for children by focusing on three areas of development: individual skills, program planning and implementation, and professional practice in early education and care settings. This course consists of:

    A. **Field Placement (12 hours per week):**

Students complete a total of 144 hours over a 12-week period at the University of Guelph Child Care and Learning Centre. Depending on their section, they are scheduled to complete these hours from 8:30 am to 2:20 pm on Monday and Wednesday or Tuesday and Thursday.

B. **Seminar (3 hours per week on Fridays):**

Students participate in weekly seminars. Students will spend time during seminar exploring and evaluating their experiences. Students will also participate in a variety of trainings and spend time considering topics which relate to practical work with children and their families: such as best practice implementation, observation, communicating and interacting with children, program planning, pedagogical documentation, time management, self-evaluation as well as issues related to working as a member of a professional team.

3. TIMETABLE

Lab:	Both sections – Friday, 8:30 am - 11:20 am, MCKN 310
Seminar:	Section 01 – Monday & Wednesday, 8:30 am - 2:20 pm, CCLC
	Section 03 – Tuesday & Thursday, 8:30 am - 2:20 pm, CCLC
Final Exam:	There is no final exam for this course.

4. INSTRUCTIONAL SUPPORT

Course Instructor:	Kimberly Squires
Email:	ksquires@uoguelph.ca
Telephone:	519-824-4120 ext. 58147
Office:	CCLC Building 129, Room 101
Office Hours:	By appointment.

Teaching Assistant:	Zeina Matroud
Email:	zmatroud@uoguelph.ca
Office Hours:	By appointment.

5. LEARNING RESOURCES

Required Resource(s):

All required resources are available on the course website in the 'Content' section.

Recommended Resource(s):

All recommended resources are available on the course website in the 'Content' section.

College of Early Childhood Educators. (2017). *Code of Ethics and Standards of Practice.* Retrieved from
https://www.college-ece.ca/en/documents/code_and_standards_2017.pdf

6. LEARNING OUTCOMES

At the completion of the course, successful students will be able to:

1. Demonstrate a variety of verbal and non-verbal communication skills to build effective relationships, encourage positive rapport, and model appropriate social skills with children and adults.
2. Effectively guide children's behaviour and facilitate problem solving through development of a repertoire of individual and team-based strategies.
3. Model and support development of resilient thinking skills in interactions with adults and children.
4. Record and use observations of children's behaviour to plan effective programming and intervention activities.
5. Design, implement, and evaluate emergent programming and interventions that enhance children's development by supporting their individual needs, interests, and developmental abilities through program modifications and activities that represent different styles of learning.
6. Effectively create pedagogical documentation that is shared with children, families and colleagues to bring visibility to children's thinking and learning and encourage reflective dialogue.
7. Display skills in self-evaluation and reflective practice in order to recognize how personal and professional background impacts beliefs/approaches regarding child development and daily interactions with children and adults.
8. Follow the standards of professional practice set forward by the Child Care and Learning Centre and by the profession as per the Child Care and Early Years Act, the Ontario Early Learning Framework, and other relevant legislative requirements.

Skill Development in Practicum

Acquisition of the following skills will be stressed in both the practical and written components of the course:

1. **Observations and theory**: Making observations of the children's behaviours; linking what is observed to theories of child development; making decisions about suitable program activities or intervention strategies based upon theory and observations.
2. **Interactions with children**: Listening to and talking with children in appropriate ways; expanding upon their interests to facilitate exploration of new ideas; setting limits to encourage self-discipline and control; creating safe learning environments in which the children may discover, explore, and make decisions.
3. **Developmental programming**: Setting goals, planning, implementing, and evaluating activities for individuals and for groups of children; creating, selecting, and using appropriate resources. Written plans and learning stories will be considered when evaluating this.
4. **Working in a professional environment**: Working as an effective team member, cooperating with and supporting co-workers, supervisors, and parents in planning programs for children; adhering to policies and procedures, respecting privacy and confidentiality.
5. **Self-evaluation**: Assessing one's own skills, interests, and abilities for working effectively with children and families within a team-oriented, service delivery system.

7. TEACHING AND LEARNING ACTIVITIES

See full semester calendar starting on page 10.

8. ASSESSMENT DETAILS

The course grade is comprised of three components: 50% practicum achievement, 10% policies and planning, and 40% assignments. A comprehensive list of all due dates is provided in the full semester calendar starting on page 10.

- *Practicum achievement:* Fifty percent of the final mark is based upon achievement of course objectives within the children's learning environment. From a mastery learning perspective, students will be graded on their skill acquisition at the end of the term. ***Note:** *A passing mark in the practical part of the course is required for a pass in the overall course*.
- *Policies & planning:* Ten percent of the final mark is based upon evaluation of the CCLC policies and procedures learning activity (online), and six weekly program plans. The policies and procedures learning activity must be completed by the end of week 2. Weekly program plans are due by 6:00pm on Sundays.
- *Assignments:* Forty percent of the final mark is based upon evaluation of written assignments. Assignments are due by midnight on Fridays. Detailed instructions for each assignment and marking rubrics are included on the course website.

Assessment	LOs Addressed	Due Date	% of Final
Practicum Achievement	#1, 2, 3, 4, 5, 8	N/A (ongoing)	*50%*
Policies & Planning:			*10%*
Policies & Procedures Learning Activity	#8	January 21	(5%)
Weekly Program Planning (6 plans)	#4, 5	Weeks 4 – 10	(5%)
Assignments:			*40%*
Reflective Practice Journals:	#7		15%
Journal #1		February 4	(7.5%)
Journal #2		March 18	(7.5%)
Daily Documentation Submissions:	#4, 5, 6, 7		10%
Documentation #1		February 18	(5%*)
Documentation #2		March 11	(5%*)
Optional Resubmission		March 25	
Narrative Assignment:	#1, 7		15%
Storytelling		March 25/April 1	(5%)
Paper		April 8	(10%)
			100%

*You may choose to submit a third piece of daily documentation to replace the lower of your first two submissions.

Description of Course Evaluation Components
Brief descriptions are provided below. Full details are provided in the assignment handouts available on CourseLink.

Evaluation of Practicum Achievement: The Course Instructor and Practicum Lead Teachers monitor student progress continuously, giving written and verbal feedback throughout the term. At midterm, students meet***** with the Course Instructor to receive their Midterm Student Evaluation Form (available on CourseLink) representing progress to date. Following the Midterm Feedback Meeting, continued progress and effort are required to earn the same or better evaluation at the end of the course. Students typically receive a lower midterm evaluation than final. Evaluations are completed collaboratively by the Course Instructor and Practicum Lead Teachers.

>**Midterm Feedback Meetings take place during week 7 – the Course Instructor schedules 30-minute meetings with each student. Prepare 2-3 personal goals for the 2nd half of the semester to be discussed during the meeting.*

CCLC Policies & Procedures Learning Activity: Students will complete a learning activity on CourseLink to learn the CCLC policies and procedures. This activity consists of two components – CCLC Protocols and Communication & Child Self-Regulation. Three to four informational documents are included in each component and you will be required to read through each. Once completed, you will be able to access an online quiz testing you on the material for that component. The quizzes have 30 and 15 questions respectively. You will have unlimited time to complete each quiz. These are mastery quizzes – this means that you will be allowed up to 5 attempts for each quiz and you must earn a minimum of 85% on each quiz; overall highest attempt grades below 85% will receive a 0 for this component of the course.

Weekly Program Planning: Each student will submit a total of 6 plans, consisting of a combination of morning meetings, facilitated learning experiences, and area set ups. Plans will be submitted during weeks 4 through 10 (for implementation during weeks 5 through 11). The Practicum Lead Teachers will grade the plans and provide feedback to give students the opportunity to modify their plans prior to implementation.

Reflective Practice Journals: Students will produce 2 written journal entries engaging in the process of critical reflection to analyze their reactions to practicum, uncover new meanings, assess their skill development, and consider implications for their own professional practice.

Daily Documentation Submissions: During the semester, students will submit two (optionally three) pieces of daily documentation that they have written during their placement.

Narrative Assignment: Students will be required to reflect on and present a narrative of their learning experiences in practicum. This assignment consists of two components:
1. Story-telling session – presented during Friday seminar,
2. Paper – due online.

9. COURSE STATEMENTS

Attendance:

To be successful, regular attendance is crucial. Students are expected to complete their full 144 hours in their practicum placements. Students must be available for the entire semester and are not permitted to take vacation or time off during the practicum semester. Furthermore, students are not permitted to take time off of practicum due to coursework demands in other classes. Absence for compassionate reasons are to be discussed with their course instructor prior to the absence. Students are to notify their course instructor of any absences or time missed in their placement. Students are

expected to make up any time missed due to illness, PD days, or other interruptions of hours. A maximum of one missed day is allowable under documented grounds for compassionate consideration (e.g., illness). Students are required to implement any missed programming typically being completed immediately upon return to practicum; scheduling of missed programming is at the discretion of the practicum supervisor. For absences beyond one day, all missed hours must be made up, typically after the last week of classes and scheduled in consultation with the practicum supervisor and the course instructor. Please note, missing more than 12 hours in the semester can result in course failure. Missing 7 to 12 hours will affect the grade assigned for the practicum, as the student will not have met course expectations.

Students participate in seminar for up to 3 hours a week for 12 weeks. A variety of trainings will be provided during seminars with the course instructor. Due to the practical nature of this learning experience, these trainings are essential for your successful completion of the course. Your attendance is expected at each of these seminars as it will be important for you to make use of this information within your practicum.

Personal Disclosure:
Learning is enhanced by exploring the interface between personal/professional experience and academic study (theory and research). Students are encouraged to explore this interface and should only reveal as little or as much information as they are comfortable sharing with faculty, and fellow students. The evaluation of student performance is not dependent upon student disclosure of private personal information. In order to create a safe learning environment, students are required to show tolerance for the viewpoints of others. Any abuse, attacks, acts of ridicule, profane language, harassment, etc., online or in the classroom, will not be tolerated.

Course Website:
There is a course website at http://courselink.uoguelph.ca. All components of this course will be housed on the CourseLink site including this course outline, assignments, and links to further resources. Your assignments will be submitted through the Dropbox function. Marks and feedback will also be released on the site. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

Late Assignments:
The Policies & Procedures Learning Activity, Weekly Program Plans, and Narrative Assignment Story must be submitted by the day and time that they are due. The Reflective Practice Journals, Daily Documentation Submissions, and Narrative Assignment Paper have a grace period of 48 hours. This means that there will not be docked marks if you submit before the extra 48 hours period expires. Please, do not treat the grace period as the deadline, because it is not. The deadline is a hard deadline, and the grace period is in place to account for potential difficulties and life events that can occur at the time of the hard deadline. You do not need to e-mail the TA or course instructor if you submit within the grace period - just submit to the Courselink Dropbox as usual. CourseLink will say that your assignment is late, but if it is within 48 hours of the deadline it is within the grace period and it is not

late. Barring exceptional circumstances, no extensions over the grace period will be given. You can submit the assignment after the grace period has expired; however, your mark will be docked 10% per day including weekends EXCEPT under documented grounds for compassionate consideration. Assignments submitted more than one week late without documented grounds will receive a grade of zero. If you are going to hand an assignment in late, you must contact your course instructor to inform them when you will be submitting your assignment. This policy is designed to keep you organized, to ensure that all students have the same amount of time to work on assignments, and to help to return graded materials to you in the shortest possible time.

Receipt of Grades:
After you receive a grade on CourseLink, please review your feedback. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade during this time limit, changes to the grade will not be considered. Grades will be based on the Grading Procedures outlined in the Undergraduate Calendar.

Turnitin Software:
In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

10.UNIVERSITY STATEMENTS

E-mail communication:
As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students

When you cannot meet a course requirement:
When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Undergraduate Calendar for information on regulations and procedures for Academic Consideration.

Drop date:

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for Dropping Courses are available in the Undergraduate Calendar.

Copies of out-of-class assignments:
Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility:
The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

More information: www.uoguelph.ca/sas

Academic misconduct:
The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is outlined in the Undergraduate Calendar.

Recording of materials:

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources:

The Academic Calendars are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

Disclaimer:

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via Courselink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (https://news.uoguelph.ca/2019-novel-coronavirus-information/) and circulated by email.

Illness:

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

COVID-19 Safety Protocols:

For information on current safety protocols, follow these links:

- https://news.uoguelph.ca/return-to-campuses/how-u-of-g-is-preparing-for-your-safe-return/
- https://news.uoguelph.ca/return-to-campuses/spaces/#ClassroomSpaces

Please note, that these guidelines may be updated as required in response to evolving University, Public Health or government directives.

Week (Sun. to Sat.)	Mon/Tues	Wed/Thurs	Friday (MCKN 310, unless otherwise noted)	Due Dates for the week (unless otherwise noted, submit to CourseLink Dropbox)
Week 1 Jan. 10-15 **VIRTUAL WEEK**	Orientation Day #1 - Course Welcome (9:00-10:00) *Location:* Virtual through Zoom Instructor-Provided Activities (5 hours)	Instructor-Provided Activities (6 hours)	Orientation Day #2 (8:30-11:20) *Location:* Virtual through Zoom	
Week 2 Jan. 16-22 **VIRTUAL WEEK**	Orientation Day #3 - CCLC Policies & High-Risk Medical Information (9:00-10:00) *Location:* Virtual through Zoom Instructor-Provided Activities (4.25 hours) Tutorial with LT (12:30-1:15) - *Location:* Virtual through Microsoft Teams	Virtual Observation at CCLC (9:00-10:00) *Location:* Virtual through Microsoft Teams Instructor-Provided Activities (5 hours)	Documenting Children's Learning *Location:* Virtual through Zoom ➢ Creating Daily Documentation at the CCLC ➢ CCLC Guest Speaker – Samantha Ross	**Friday Jan. 21 by 11:59pm:** Policies and Procedures Learning Activity (online)
Week 3 Jan. 23-29 **IN-PERSON PLACEMENT STARTS**	In program at CCLC (8:30-2:20) Break (12:00-12:30, in specified location) Tutorial with LT (12:30-1:15)	In program (8:30-2:20) Break (follow lunch break schedule/rotation)	Supporting Children's Self-Regulation and Problem Solving ➢ HighScope Problem Solving Approach	
Week 4 Jan. 30 - Feb. 5	In program (8:30-2:20) Break (12:00-12:30, in specified location) Tutorial with LT (12:30-1:15)	In program (8:30-2:20) Break (follow lunch break schedule/rotation)	Creating Inclusive Learning Environments ➢ Guest Speakers from CMHA Waterloo Wellington – Sonia Santos and Laura Kilborn	**Sunday Jan. 30 by 6:00pm:** Program plan (for week of Feb. 6) **Friday Feb. 4 by 11:59pm:** Reflective Journal #1
Week 5 Feb. 6-12	In program (8:30-2:20) Break (12:00-12:30, in specified location) Tutorial with LT (12:30-1:15)	In program (8:30-2:20) Break (follow lunch break schedule/rotation)	Anti-Bias Education	**Sunday Feb. 6 by 6:00pm:** Program plan (for week of Feb. 13)

Note: This is a tentative schedule. The schedule for the Friday seminar topics may change due to various unknown factors. Any changes will be communicated during practicum and an announcement will be posted on the CourseLink site.

Week (Sun. to Sat.)	Mon/Tues	Wed/Thurs	Friday (MCKN 310, unless otherwise noted)	Due Dates for the week (unless otherwise noted, submit to CourseLink Dropbox)
Week 6 Feb. 13-19	In program (8:30-2:20) Break (12:00-12:30, in specified location) Tutorial with LT (12:30-1:15)	In program (8:30-2:20) Break (follow lunch break schedule/rotation)	*No Friday Seminar!*	**Sunday Feb. 13 by 6:00pm:** Program plan (for week of Feb. 27) **Friday Feb. 18 by 11:59pm:** Daily Documentation Submission #1
Week of Feb. 21-25: Winter Break!				
Week 7 Feb. 27 - Mar. 5	In program (8:30-2:20) Break (12:00-12:30, in specified location) Tutorial with LT (12:30-1:15) *Midterm evals (8:30-2:00)*	In program (8:30-2:20) Break (follow lunch break schedule/rotation) *Midterm evals (8:30-2:00)*	*No Friday Seminar!* *Midterm evals (CCLC; 8:30-11:00)*	**Monday Feb. 28 by 6:00pm:** Program plan (for week of Mar. 6) **Midterm evaluation:** You will be scheduled for a 30 min. meeting with Kim this week; bring personal goals for 2nd half of the semester to this meeting.
Week 8 Mar. 6-12	In program (8:30-2:20) Break (12:00-12:30, in specified location) Tutorial with LT (12:30-1:15)	In program (8:30-2:20) Break (follow lunch break schedule/rotation)	Supporting Resiliency ➢ CCLC Guest Speaker – Joy Leschiutta	**Sunday Mar. 6 by 6:00pm:** Program plan (for week of Mar. 13) **Friday Mar. 11 by 11:59pm:** Daily Documentation Submission #2
Week 9 Mar. 13-19	In program (8:30-2:20) Break (12:00-12:30, in specified location) Tutorial with LT (12:30-1:15)	In program (8:30-2:20) Break (follow lunch break schedule/rotation)	Expanding Our Pedagogical Inspirations ➢ Inspirations from Reggio Emilia's Educational Project ➢ Inspirations from Denmark's Nature Kindergartens	**Sunday Mar. 13 by 6:00pm:** Program plan (for week of Mar. 20) **Friday Mar. 18 by 11:59pm:** Reflective Journal #2
Week 10 Mar. 20-26	In program (8:30-2:20) Break (12:00-12:30, in specified location) Tutorial with LT (12:30-1:15)	In program (8:30-2:20) Break (follow lunch break schedule/rotation)	Story-telling Session #1 (submit written version by 11:59 pm)	**Sunday Mar. 20 by 6:00pm:** Program plan (for week of Mar. 27) **Friday Mar. 25 by 11:59pm:** Optional Daily Documentation Submission
Week 11 Mar. 27 - Apr. 2	In program (8:30-2:20) Break (12:00-12:30, in specified location) Tutorial with LT (12:30-1:15)	In program (8:30-2:20) Break (follow lunch break schedule/rotation)	Story-telling Session #2 (submit written version by 11:59 pm)	
Week 12 Apr. 3-8	In program (8:30-2:20) Break (12:00-12:30, in specified location)	In program (8:30-2:20) Break (follow lunch break schedule/rotation) *No tutorial with LT	Mandatory Seminar @ CCLC ➢ Clean-up day & treats!	**Friday Apr. 8 by 11:59pm:** Narrative Assignment Paper

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Week 10 Mar. 20-26	In program (8:30-2:20) Break (follow lunch break schedule/rotation) Tutorial with LT (1:30-2:15)	In program (8:30-2:20) Break (follow lunch break schedule/rotation)	Story-telling Session #1 (submit written version by 11:59 pm)	**Sunday Mar. 20 by 6:00pm:** Program plan (for week of Mar. 27) **Friday Mar. 25 by 11:59pm:** Optional Daily Documentation Submission
Week 11 Mar. 27 - Apr. 2	In program (8:30-2:20) Break (follow lunch break schedule/rotation) Tutorial with LT (1:30-2:15)	In program (8:30-2:20) Break (follow lunch break schedule/rotation)	Story-telling Session #2 (submit written version by 11:59 pm)	
Week 12 Apr. 3-8	In program (8:30-2:20) Break (follow lunch break schedule/rotation)	In program (8:30-2:20) Break (follow lunch break schedule/rotation) *No tutorial with LT	Mandatory Seminar @ CCLC ➢ Clean-up day & treats!	**Friday Apr. 8 by 11:59pm:** Narrative Assignment Paper

Note: This is a tentative schedule. The schedule for the Friday seminar topics may change due to various unknown factors. Any changes will be communicated during practicum and an announcement will be posted on the CourseLink site.