

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: INTEGRATIVE SEMINAR III

Course No.: ED 218

Program: EARLY CHILDHOOD EDUCATION

Semester: THREE

Date: SEPTEMBER 1990

Author: BEV BROWNING

New: Revision:

APPROVED:

H. L. Resovic

DATE:

June 20/90

INTEGRATIVE SEMINAR III (ED 218)

Instructor: B. Browning

Prerequisite(s): ED 102, ED 104, ED 110, ED 116

Corequisite(s) : ED 209, ED 201

COURSE DESCRIPTION

This weekly seminar gives students the opportunity to share ideas and theoretical concerns relative to field practice. Activities completed during field placement will form a basis for discussion. As a result the student will be better prepared for planning for children's learning.

GOALS

1. To consolidate previously learned teaching methods and to incorporate new approaches into a realistic philosophy.
2. To refine observation skills.
3. To successfully integrate the outlined fieldwork competencies for this semester by participation in class discussions.

OBJECTIVES

1. The student will maintain an accurate and on-going record of field work hours (not to include lunch hours). The time sheet and Progress Review Forms are to be signed and delivered to the College file upon completion of the field placement.
2. The student will demonstrate an understanding of appropriate teaching methods and activities for young children by describing relevant examples in class. Confidentiality and professionalism are to be maintained at all times.
3. Assigned observations will be completed in the placement setting and will be used for discussion purposes.

TEXT

Looking at Children, field experiences in child study; Goodman, Peck & Lehane; Humanics Ltd. 1980.

Integrative Seminar III - ED 218

Instructor: B. Browning

METHODOLOGY

Class discussions, observation assignments, and situational examples will be used to help the students incorporate appropriate teaching methods into practical applications. The student will learn to make relevant inferences from objective observations.

EVALUATION

Attendance and participation in seminar discussions is crucial to the integration of theory and practice. The student's self-evaluation is an integral part of personal development as a professional.

Participation	40%
Self-Evaluation	10%
Observations	50%
	<hr/>
	100%

GRADING

- A+ - Consistently outstanding performance
- A - Exceptional integration of theory and practice
- B - Average competence
- C - Minimal performance
- X - As per College Policy
- R - "Repeat" - indicated failure to meet required competency level of that semester and field work course must be repeated.

OBSERVATION ASSIGNMENTS

1. Text pp. 4, 5 & 6, Section I & II
Due: September 21, 1990 (2%)
2. Text pp. 9 & 10, Section 3
Due: September 28, 1990 (2%)
3. Text pp. 10, 11 & 12, Section 4
Due: October 5, 1990 (2%)
4. Text pp. 29-35, Sections I to V
Due: October 26, 1990 (4%)
5. Text pp. 43-57, Sections I to VIII
Due: November 9, 1990 (10%)
6. Text pp. 59-71, Sections I to IX
Due: November 30, 1990 (10%)
7. Text pp. 73-84, Sections I to VII
Due: December 7, 1990 (10%)
8. Text pp. 85-95, Sections I to VI
Due: December 14, 1990 (10%)