

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: INTEGRATIVE SEMINAR I

Code No.: ED 115

Program: EARLY CHILDHOOD EDUCATION

Semester: ONE

Date: SEPTEMBER 1993 PREVIOUS OUTLINE DATED: SEPT. 92

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New: \_\_\_\_\_ Revision:  X

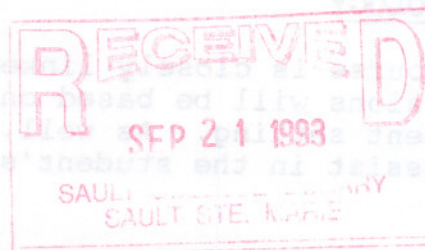
APPROVED:

Dean

*K. DeSasario*

DATE:

*June 23/93*



Integrative Seminar I - ED 115  
CoRequisite ED109

### COURSE DESCRIPTION

This weekly seminar is crucial for helping students to understand the Early Childhood Educator's role in working with young children. Student experiences and ideas, as well as suggestions for interacting effectively in the field, will be exchanged.

In addition, professional responsibilities including reliability and confidentiality, are emphasized.

### GOALS

1. To assist the students in acquiring the first level competencies of a beginning teacher, as outlined in the Progress Review Form.
2. To discuss various teaching methods which have application in the settings for young children
3. To provide the student with basic skills in effective interactions with children.

### OBJECTIVES

1. The student will take responsibility for keeping an accurate record of hours worked (not to include lunch period), to have the time sheet signed and delivered to the College file, and likewise for the appropriate evaluation forms. The student should keep a copy of these records for future reference.
2. The student will actively participate in class discussions by providing examples of experiences, etc. at her/his placement.
3. The student will complete readings and assignments on time and bring to class for discussion purposes.
4. The student will begin to develop an ability to describe one's own behaviours and assess these realistically.

### METHODOLOGY

This course is closely linked to the student's field placement. Class discussions will be based on the student's weekly activities in the placement setting. As well, readings and assignments from the text will assist in the student's orientation to teaching.

Integrative Seminar I - ED 115

**COURSE SYLLABUS**

- Week 1**            **Introduction to Student Teaching**  
    . overview of course expectations, course outline  
    . ECE program policies and procedures  
Readings:        Text, Unit 1, pp 1-19  
Assignment:     Answer review questions, pp 18-19, #A&B  
                  Due week 2
- Week 2**            **Goals of The Student Teaching Experience**  
    . relationships/responsibilities  
    . professional conduct & confidentiality  
Readings:        Text, Unit 2, pp 20-43  
Assignment:     pp 41-41, #C&E  
                  Due week 3
- Week 3**            **First Days**  
    . how to get the most out of practice teaching  
    . pre-placement activities and considerations  
    . Introduction to:  
      policy/procedures  
      records  
      observation  
      team meetings  
      first impressions/jumping to conclusions  
Readings:        Text, Unit 3, pp 44-60  
Assignment:     Answer Activity #B, pp 57-58  
                  Due Week 4
- Week 4**            Group A, Block Placement  
                  Group B, In Class
- Week 5**            Group A, In Class  
                  Group B, Block Placement
- Week 6**            **Overview of Child Development & Learning Theory**  
    . theories  
    . implications to students  
    . the "how" of learning  
      attention/compliance  
      interaction  
      convergent vs. divergent thinking  
      problem solving  
      learning modalities  
      learning styles  
      temperament  
Readings:        Text, Unit 4, pp 66-79  
Assignment:     Choose a child in your field placement setting and  
                  complete the sample observation, pp 52-53 (form  
                  provided in class  
                  Due Week 7 (after Block)

- Week 7**            **Activity Planning**  
    . handout, Activity Planning Guide  
    . concepts  
    . using resources  
    . sample activity plan  
Assignment: Complete a sample Story-Telling Activity Form  
              (same book for all)  
              Due Week 8
- Week 8**            **Activity Planning Con't**  
    . prerequisite skills  
    . the art-process and concept statements  
Assignment: Complete a sample Art Activity form  
              Due Week 9
- Week 9**            **Activity Planning Con't**  
    . vocabulary to develop  
Assignment: complete a sample Story-Telling Activity form  
              Due Week 10
- Week 10**          **Activity Planning Con't**  
    . learning objectives  
Readings: Text, Unit 9, pp 132-142  
Recommended: Text, Unit 10, pp 143-154  
Assignment: Complete a sample Art Activity form  
              Due Week 11
- Week 11**          **Activity Forms Revisited**  
              **Common Problems of Student Teachers**  
Readings: Text, Unit 18, pp 236-252  
Assignment: Complete a Story Telling form and  
              Art Activity Form  
              Due Week 14
- Week 12**          **Goals of Evaluation Discussion**  
    . knowing yourself and your competencies  
    . self rating check, p. 245  
    . dealing with Evaluations p. 249  
Readings: Text, Unit 19, 253-264  
Assignment: Complete a Student Teacher Evaluation Form  
              as on p. 246 (form provided)
- Week 13**          **Student Teachers Values & Ethics**  
    . values clarification and implications  
    . NAEYC Code of Ethics  
Readings: Text, Unit 21, pp 277-285
- Week 14**          **Teaching Competencies**  
    . self-perception  
    . self-analysis
- Week 15**          **Activity Plan Roundup**  
    . activity plan critiques
- Week 16**          **Concluding Seminar**

**TEXTS**

1. Student Teaching: Early Childhood Practicum Guide, 2nd Ed, J.M. Machado, H.M Botnarescue, Delmar Publications, Inc., 1993
2. Dictionary and/or Thesaurus

**EVALUATION**

Attendance and participation at seminar classes is crucial to the integration of teaching theory and practice. Each student must review the course outline and corresponding Progress Review Form, and must sign the Statement of Confidentiality.

Attendance	30%
Participation	20%
Assignments/Observations	40%
Self-Evaluation	10%
	----
	100%

**COLLEGE GRADING POLICY**

- A+ = 90-100
- A = 80-89
- B = 70-79
- C = 60-69
- R = Below 60 (Repeat Course)

**SPECIAL NOTE**

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.

