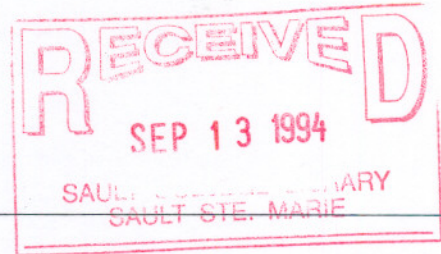


SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE



Course Title: INTEGRATIVE SEMINAR I

Code No.: ED 115

Program: EARLY CHILDHOOD EDUCATION

Semester: ONE

Date: SEPTEMBER 1994 PREVIOUS OUTLINE: SEPT. 93

Author(s): JAYE BENNETT/LORNA CONNOLLY BEATTIE

New: Revision: X

APPROVED: *K. DeRosario*
K. DeRosario, Dean
School of Human Sciences and
Teacher Education

DATE: *Aug 25/94*

****NOTE:** Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.

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.

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

For the first 11 weeks the text referred to is: Student Teaching: Early Childhood Practicum Guide.

- Week 1** **Introduction to Student Teaching**
 . overview of course expectations, course outline
 . ECE program policies and procedures
Readings: Text, Unit 1, pp 1-19
- Week 2** **Goals of The Student Teaching Experience**
 . relationships/responsibilities
 . professional conduct & confidentiality
Readings: Text, Unit 2, pp 20-43
Assignment: pp 41-41, #B
 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
- 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: pp. 79 Review questions B & C
 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**
Assignment: complete a sample Circle form

Week 10 **Common Problems of Student Teachers**
Readings: Text, Unit 9, pp 132-142
Assignment: pp. 142 Review #B
 Due Week 11

Week 11 **Learning Objectives**
Assignment: Do "Writing Accurate Learning Objectives" exercise
 Due Week 12

For the remainder of the semester, the text referred to is: Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8

Week 12 **"NAEYC Position Statement"**
Readings: pp. 1-17

Week 13 **Developmentally Appropriate Care for Children Birth to Age 3"**
Readings: pp. 17-34
Assignment: In-Class

Week 14 **"Integrated Components..."**
Readings: pp. 34-47
Assignment: In-Class

Week 15 **"Developmentally Appropriate Practice in Programs for 3 year-olds"**
Assignment: In-Class

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. Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8, NAEYC
3. 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*	40%	*(each student is allowed to miss one class without penalty; after that, 5% per class missed will be deducted.)
Participation (contributing to class discussions and activities)	10%	
Assignments/Observations	10 x 5% = 50%	
	<u>100%</u>	

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.