

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Integrative Seminar III
CODE NO. : ED 218 **SEMESTER:** Three
PROGRAM: Early Childhood Education
AUTHOR: Bev Browning
INSTRUCTOR: Andrea Welz
DATE: Fall 2004 **PREVIOUS OUTLINE DATED:** Fall 2004
APPROVED:

		<hr/>	
		DEAN	DATE
TOTAL CREDITS:	1		
PREREQUISITE(S):	ED 116, ED 110, ED 269		
HOURS/WEEK:	2		

Copyright ©2004 The Sault College of Applied Arts & Technology
Reproduction of this document by any means, in whole or in part, without prior written permission of Sault College of Applied Arts & Technology is prohibited.
For additional information, please contact the Dean,
School of Health and Human Services
(705) 759-2554, Ext. 603/689

I. COURSE DESCRIPTION:

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

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. ***Consolidate Previously Learned Teaching Methods and Approaches***
Potential Elements of the Performance:
 - Provide examples of teaching interactions and suggest appropriate alternatives
 - Articulate one's ideas on positive teaching techniques
 - Practice confidentiality
2. ***Report Regularly On Personal Skill Development Related To The Competencies Outlined For Semester Three.***
Potential Elements of the Performance:
 - Using the Progress Review Form III, provide specific examples of one's interactions to support the self- analysis of teaching behaviours
 - Complete self-assessment reports thoroughly in order to assist in planning strategies for change
 - Assess one's strengths, and suggest realistic alternatives for change
 - Make use of one's video record of teaching to improve teaching techniques
3. ***Refine Observational Skills And Develop Skills In The Assessment Of Peer Relations***
Potential Elements of the Performance:
 - Use appropriate data collection techniques
 - Observe children's skills in peer group entry, emotional regulation, conflict resolution and in maintaining play
 - Summarize observational data
 - Propose strategies for assisting children in improving social skills
4. ***Propose Alternatives For Child Guidance.***
Potential Elements of the Performance:
 - Outline the goals for positive guidance
 - Distinguish between punishment and discipline
 - Describe developmentally appropriate means of intervening in conflict situations
 - Formulate appropriate guidance methods based on strategies learned in class discussions and related readings

5. ***Design And Implement Developmentally Appropriate Activities For Children.***

Potential Elements of the Performance:

- Design curriculum to support the observed developmental needs of children
- Utilize available resources for preparing age-related, inclusive activities
- Prepare curriculum plans in a professional manner
- Determine the merit of prepared plans and suggest alternatives for improvement

III. TOPICS:

1. Observation Skills
2. Formulating a plan for competency development
3. Assessment of Peer Relations (APR) - Introduction
4. Preparing developmentally appropriate activity plans

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. **Second Year Seminar III Workbook** (Available In Sault College Campus Shop)
2. **Practical Solutions To Practically Every Problem: The Early Childhood Teacher's Manual**; S. Saifer; Redleaf Press; Monarch Books, 1990; ISBN: 0-934140-61-8
3. **Developmentally Appropriate Practice** : Sue Bredekamp ; NAEYC Press; ISBN: 0-935989-79-X

V. EVALUATION PROCESS/GRADING SYSTEM:

Self Analysis of Teaching Behaviours	10%
Video-Tape Analysis and Activity Assessment	30%
Assignments and Activities	40%
Observation Report – Practical Solutions	20%

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 so that support services can be arranged for you.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.