

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** Teaching Methods I in Early Childhood Education.

**CODE NO. :** ED 130 SEMESTER:1

**PROGRAM:** Early Childhood Education

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**DATE:** Fall 2008 **PREVIOUS OUTLINE DATED:** Fall 2007

**APPROVED:** "Angelique Lemay"

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**CHAIR**

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**DATE**

**TOTAL CREDITS:** 4

**PREREQUISITE(S):** None

**CO REQUISITES:** ED 108, ED 115

**HOURS/WEEK:** 4 hours /week

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*For additional information, please contact Angelique Lemay, Chair, Community Services*

*School of Health and Community Services*

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**I. COURSE DESCRIPTION:**

This course introduces the student to both theoretical and practical techniques of creating a positive learning environment for the young child. A collaborative approach of educating children in a variety of settings utilizing developmentally appropriate practices is emphasized. Through theory and related practical experience, the student will develop a personal style of teaching and will practice skills in guiding the behavior and learning of young children.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

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

**1 Demonstrate an understanding of the Day Nurseries Act, and other professional standards as they pertain to the field of Early Childhood Education.** *(Reflection of CSAC Vocational #7)*

Potential Elements of the Performance

- Examine the role of MCFCS and interpret sections of the DNA as they pertain to licensed child care
- Articulate the ethics of the Early Childhood Teaching profession, and explore issues of confidentiality
- Describe what Developmentally Appropriate Practice is and how it is applied to programs for children.

**2 Outline the Components of Developmentally Appropriate Programs for Children.** *(Reflection of CSAC Vocational # 5,#7)*

Potential Elements of the Performance:

- Describe the characteristics of various types of settings providing care & education for young children
- Describe and evaluate the personal qualities of an effective Teacher of young children
- Examine the new research into early brain development and its impact on developmentally appropriate programs.
- Identify various instructional approaches reflected in programs for young children.

**3. Explain the significance of organizing space, materials, and time as a developmentally appropriate teaching method.** *(Reflection of CSAC Vocational #1, #2, and #5, and CSAC General #9)*

Potential Elements of the Performance:

- Outline how room arrangements support positive interactions and self-directed learning
- Apply effective strategies in designing a developmentally appropriate room layout
- Describe the goals, materials, and arrangement of learning centres
- Discuss the impact of schedules, routines, and the environment on the behaviour of young children

### III. TOPICS:

1. **The Impact of Research on ECE Teaching Methods**
2. **Overview Child Care Licensing**
3. **Teaching Methods based on Standards of Best Practice**
4. **Creating Developmentally Appropriate Environments as a Teaching Method**

### IV REQUIRED RESOURCES/TEXTS/MATERIALS:

- Creating Effective Learning Environments. Second Canadian Edition. Ingrid Crowther, Athabasca University. Thomson Nelson Publishing 2007, ISBN:978-017-642411-4
- Day Nurseries Act: Revised Statutes of Ontario, Most recent publication
- Developmentally Appropriate Curriculum. Best Practices in Early Childhood Education 3<sup>rd</sup> Ed. Kostelnik, Soderman, Whiren. Prentice-Hall Publishing 2007. ISBN 0-13-23-9093-0
- Early Childhood Environmental Rating Scale Revised Harms, Teacher College Press ISBN 9780807745496
- Access to LMS Course Content

#### **Resources Purchased in Other Courses but used in this course:**

- Practical Solutions to Practically Every Problem (Revised) Saifer, Monarch Books Canada. 2003 ISBN 1-929610-31-9
- Jamieson, J. Bertrand and Ibrahim E. (Eds). Science of early childhood development. [online resource] Winnipeg, MB: Red River College Retrieved from <http://www.scienceofecd.com>

### V. EVALUATION PROCESS/GRADING SYSTEM:

Achievement of course learning outcomes will be achieved as follows

#### **IN CLASS ACTIVITIES: 20%**

Details of the various in class activities will be discussed in class. In some cases students will be required to submit their work at the end of the class for evaluation.

#### **Participation during In class activities**

Students are expected to participate in various in-class activities throughout the course. The focus of the activities will be to provide students with opportunities to engage in experiential learning that reflects the theory being discussed. These activities must be completed during class time, therefore students who choose not participate, arrive late or leave early, or are absent for the entire class and consequently miss these in-class components will be given a "0" for the identified activity. These activities will not be rescheduled for students.

#### **TESTS 30%**

- Test 1: 10%**  
**Test 2: 10%**  
**Test 3: 10%**

**ASSIGNMENTS**

**50%**

- 5% Early Childhood internet research assignment
  - 25% Creating an effective learning environment by designing a developmentally appropriate room arrangement and outdoor play space for preschool children.
  - 10 % Presentation / Report on how to set up developmentally appropriate learning centres.
  - 10 % Observation and Analysis of effective / ineffective Transition and Routine practices based on developmentally appropriate practices.
- Details of each assignment will be given to students in class and will be posted on LMS  
**(dates and assignments to be discussed in class)**

**PLEASE NOTE:**

Regarding Student Progression through the three  
Co-Requisite Core ECE courses:  
*Teaching Methods, Seminar, Field Practice*

Students must receive a minimum of a “C” (2.0 G.P.A.) in each semester’s *Teaching Methods, and Seminar*, courses **and receive an “S” Satisfactory in their Field Practice**, (in the case of *Field Practice 1*, students must receive a “C”) within the same semester, in order to proceed to the next semester’s co-requisite courses.

The following semester grades will be assigned to students in postsecondary courses:

Grade	Definition	Grade Point Equivalent
A+	90 – 100%	4.00
A	80 – 89%	3.00
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.	

## VI. SPECIAL NOTES:

### Class Activities:

1. Attendance plays an important role in successful learning and skill development, so students are expected to attend. Failure to attend may have an impact on your In-class activity participation mark.
2. Students are responsible for work assigned during absences.
3. Students should be aware that the expectations for their conduct in class are outlined in the "STUDENT CODE OF CONDUCT" found on Sault College website / Student Services.  
<http://www.saultcollege.ca/Services/StudentServices/default.asp>

### Assignments:

1. All assignments must be submitted on the **due date at the beginning of the class** period unless otherwise specified by the professor. Assignments submitted after the professor has collected the assignments on the due date at the beginning of the scheduled class time will **incur an automatic 5% deduction, and a further 5% deduction for each day that the assignment is past the due date. Assignments will not be accepted or graded by the professor after 7 days from the scheduled due date.** The student will receive an automatic "0" for the assignments. Students are encouraged to communicate with their instructor if extenuating circumstances exist and student's require an extension. Granting extensions is up to the discretion of the instructor. Students must **adhere to dates set for oral presentations** unless the professor has approved prior arrangements. Students who do not present on their presentation date will forfeit the mark for that assignment
2. All assignments **must be typed and stapled** or they will be returned to the student unmarked.
3. To protect students, assignments must be delivered by the student/author to the professor.
4. Students have the responsibility to be **aware of assignment due dates**. If they miss in-class assignments that are due at the end of the class period for evaluation, they forfeit the mark.
5. Students are responsible for **retaining a file of all drafts and returned assignments**. We suggest students keep their computer file of assignments until the end of semester. In the event of a grade dispute, students must produce the graded assignment, so it can be recorded

### Tests/Quizzes:

- Tests/Quizzes must be completed on the date scheduled. If unable to attend due to illness or extenuating circumstances, contact the professor at least one hour prior to the start of the test. **If advance notice is not given to the professor, the student will receive a mark of "0"**. It is the student's responsibility to make an alternative date with the professor that must be scheduled before the next class.
- Students will be permitted into the class to write the test beyond the start time until the time at which other students have finished the test and left the room. At that point, students will not be able to complete the test and will receive a mark of "0".

### Learning Environment

In the interest of providing an optimal learning environment, students are to follow these two expectations;

- Use of laptops in the classroom is permitted for the sole purpose of course work. Students will be asked to close their laptop if the student's activity is not related to the course and or distracting to the other students
- Late students are expected to quietly enter the classroom and sit in the nearest seat available. . If assignments and activities have begun, please wait until they are completed. Wait until after class to speak to classmates about missed material. Make sure you have made arrangements with someone in the class to pick up handouts and take notes for you.
- Scent free classrooms are requested by the professor to ensure a safe environment for those who are sensitive to scents.

***Students are to keep private conversations and other distracting behaviour INCLUDING ONLINE CHATS....out of the classroom***

### Missed Classes

If a student misses a class, it is their responsibility to ask a classmate to take notes and pick up assignments and handouts.

**Food and Drink**

Students may eat and drink in class, however eating large “meals” during class will be discouraged and students will be asked to consume their meal elsewhere and may return to class when they are finished. Students are responsible for cleaning up. If the classroom is littered with garbage, the instructor may revoke this privilege.

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

**Dates for projects or tests may be revised depending upon course content/flow**

**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 2703 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 postsecondary institutions.

**Communication:**

The College considers **/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

**Plagiarism:**

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. 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 advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.