SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE:	Teaching Methods III		
CODE NO. :	ED223	**SEMESTER:**	Three
PROGRAM:	Early Childhood Education		
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DATE:	Sept. 2010	**PREVIOUS OUTLINE DATED:**	Sept 09
APPROVED:	"Angelique Lemay"		Jul. 2010
	CHAIR		**DATE**
TOTAL CREDITS:	4		
PREREQUISITE(S):	Co-requisites: ED 209, ED 218 Prerequisites: ED 110, ED 116, ED 131		
HOURS/WEEK:	4		

I. COURSE DESCRIPTION:

This course builds on concepts learned in Teaching Methods II. This course focuses on the environment that incorporates discovery-based learning as a teaching strategy. Students will learn how to plan naturalistic, informal and structured learning experiences,

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. **define cognitive development** *(Reflection of CSAC Vocational Standard #1)*

   Potential Elements of the Performance:
   - develop a Identify various cognitive development theories
   - explain current research on brain development

2. **understand the fundamental principles of science and math** *(Reflection of CSAC Vocational Standard #1)*

   Potential Elements of the Performance:
   - identify the five strands of math and the concepts associated with each strand
   - identify three areas of science, life, physical and earth, and the concepts associated with each area
   - plan developmentally appropriate activities to facilitate children's understanding of math and science concepts

3. **use process-oriented and divergent teaching techniques to incorporate cognitive experiences throughout the curriculum.** *(Reflection of CSAC Vocational Standard #1)*

   Potential Elements of the Performance:
   - select developmentally appropriate methods of presenting cognitive experiences using process-oriented, open-ended teaching methods.
   - communicate and interact effectively with children to encourage problem solving, inquiry and discovery strategies
   - foster attitudes that encourage cognitive development
   - document children's learning experiences
   - use media assisted observation techniques
   - identify how cognitive learning opportunities can be incorporated into all aspects of programming
   - evaluate one's teaching and the learning of the children

4. **Communicate professionally** *(Reflection of CSAC Essential Employability Skills)*

   Potential Elements of the Performance:

   - contribute one's own ideas, opinions and information while demonstrating respect of those of others
   - communicate clearly, concisely, and correctly in the written, spoken, and visual form

III. TOPICS:

1. Cognitive development theories
2. Brain research
3. Fundamental math principles
4. Fundamental science principles
5. Fostering cognitive development
6. Documentation
7. Media assisted observation
8. Facilitating conversations with children

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

- Use of a camera (some placements require you to use their cameras, cameras can be signed out at the Sault College library)

- Membership in the ECE Resource Room is strongly recommended

***TEXTS PURCHASED IN OTHER COURSES* BUT USED IN THIS COURSE**

- Crowther, I. (2007), ***Creating Effective Learning Environments. Second Canadian Edition.*** ON: Thomson Nelson Publishing, (previously purchased in 2009)
- Haig, J., MacMillan, V., Raikes, G. ***Cites and Sources. 3rd Edition***. Canada: Thomson Canada. (previously purchased in 2009)
- Jamieson , J., Bertrand,J., & Ibrahim, E. (Eds.). (2005). ***Science of Early Child Development.*** [online resource]. Winnipeg, MB.: Red River College. Retrieved from http://www.scienceofecd.com (previously purchased in 2009)
- Kostelnik, M., Soderman, A., and Whiren, A. ***Developmentally Appropriate Curriculum. Best Practices in Early Childhood Education***. N.J.: Pearson Education. ((previously purchased in 2009)
- Weitzman, E., and Greenberg, J. (2002). ***Learning Language and Loving It.*** *(*2nd Ed.) Toronto: Hanen Early Learning Program. (previously purchased in 2010)
- Wylie, Sally, (2009). ***Observing Young Children –A Guide to Early Childhood Educators* (2nd ed.)**. Toronto: Nelson Publishing

V. EVALUATION PROCESS/GRADING SYSTEM:

ASSIGNMENTS **55%**

- Investigation Activity 20%
- Math Documentation 20%
- Learning Story 15%

TESTS (2) **30%**

IN-CLASS ACTIVITIES **15%**

Students will be expected to come prepared to participate in various in-class assignments

- This is a "process" course, and class participation is **essential**

The following semester grades will be assigned to students:

Grade	Definition	Grade Point Equivalent
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: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:

Attendance:
Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Student Portal:
The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to https://my.saultcollege.ca.

Specific Class Information
Tests/Quizzes:

- Tests/Quizzes must be completed on the date scheduled. If students are unable to attend due to illness or extenuating circumstances, contact the professor prior to the start of the test. An alternative date must be arranged before the next class. Students arriving late after other classmates have left the testing area will not be able to write the test.

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

- Students should be aware that the expectations for their conduct in class are outlined in the Student Code of Conduct
- Students arriving late are expected to quietly enter the classroom and sit in the nearest seat available. Have your notes and writing material ready before you enter class. If assignments and activities have begun, please wait until they are completed. Wait until after class to speak to classmates about missed material.
- Students are to keep private conversations out of the classroom.
- Electronic Devices are not to be used in the classroom without permission from the professor. Please see Electronic Devices posted on the Student Portal for more information.

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.

Specific Class Information continued…

Assignments:

- Major assignments (5% or more) must be submitted on the due date, at the beginning of class, unless otherwise specified by the professor. If major assignments are late, both the following steps must be taken in order for the assignment to be evaluated;
    1. Major assignments that are late are to be handed in to Room E3209 (slip under the door).
    2. The professor will be notified, through LMS, that the assignment has been handed in. An attachment (in Microsoft Word format) of the completed assignment must be included. A reply will be sent back to the student indicating that the material has been received.
- Late, major assignments will be deducted 5% per day (20% maximum deduction). Major assignments, more than one week late, will not be accepted.
- All assignments are to be typed unless otherwise stated. All ideas and direct quotations must be documented using APA style. Please refer to the section about Plagiarism posted on the Student Portal.
- In-class or weekly assignments are due on the assigned date. These assignments will not be accepted after that date, as they are a part of class work and discussions.
- Students are responsible for retaining a file of all drafts and returned assignments. Students should 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.
- 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.
- Requests for extensions due to illness or extenuating circumstances must be made before the assignment due date.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline. Students are expected to adhere to these expectations; therefore they must review the addendum and be familiar with these expectations.