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. 2013   **PREVIOUS OUTLINE DATED:** Sept 2012

APPROVED: *"Angelique Lemay"*   *Aug. 2013*

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                         DEAN   **DATE**

TOTAL CREDITS: 4

PREREQUISITE(S): Co-requisites: ED 286, ED 287
Prerequisites: ED 131, ED 136, ED 137

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.   **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
       - develop strategies to connect children with nature
       - plan developmentally appropriate activities to facilitate children's understanding of math and science concepts

2.   **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

3. **act in a professional manner**
   (Reflection of VLO #6 and Essential Employability Skills #1, 5 and 6)
   <u>Potential Elements of the Performance</u>:
   - contribute one's own ideas, opinions and information while demonstrating respect of those of others
   - communicate clearly, concisely, and effectively in written, spoken, and visual form
   - work collaboratively with others
   - take responsibility for one's own actions, decisions, and consequences
   - apply an accepted standard of writing, grammar, spelling and format to all submitted documents.
   - cooperate fully with policies and procedures outlined in the Student Code of Conduct and ECE Program Manual
   - demonstrate reflective practice

III. TOPICS:

1. Fundamental math principles
2. Fundamental science principles
3. Fostering cognitive development
4. Documentation
5. Media assisted observation
6. Facilitating conversations with children
7. Connecting children with nature

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

- Outdoor clothing, including rain gear. Several classes will be held outdoors. 'There is no such thing as bad weather…. only bad clothing'

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

- Card-stock paper folder, in solid colour

- Membership in the ECE Resource Room is strongly recommended.

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

- Crowther, I. (2011), ***Creating Effective Learning Environments. Second Canadian Edition.*** ON: Thomson Nelson Publishing, (previously purchased)

- Dietze, B. and Kashin, D. (2012) ***Playing and Learning in Early Childhood Education.*** Toronto: Pearson

- Ontario Ministry of Child and Youth Services. (2007). ***Early Learning for Every Child Today: A framework for Ontario early childhood settings, January 2007*** Not available in the bookstore. Only portions will be used. It can be downloaded from. http://www.gov.on.ca.

- Weitzman, E., and Greenberg, J. (2002). ***Learning Language and Loving It. (***2nd Ed.) Toronto: Hanen Early Learning Program. (previously purchased)

V.   EVALUATION PROCESS/GRADING SYSTEM:

IN-CLASS EXPERIENCES …………………………………….. *10%*
A number of in-class learning experiences will be offered. These experiences are designed to engage you in your learning. You will be expected to come to class prepared. Opportunities to develop professional skills required for the ECE field. will also be provided.

TESTS *(2)* *30%*
- Tests must be completed on the date scheduled. If you 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.
- If you are late and arrive after other classmates have left the testing area , you will not be able to write the test.

ASSIGNMENTS *60%*
1. Learning Story ....… ....…   15%
   Using a learning story format, you will document a learning experience with a focus on the cognitive domain
2. Stories Reflecting Learning 20%
   You will share stories that illustrate how you have facilitated learning experiences with young children.
3. An Investigation ....…   25%
   You will facilitate an open-ended, inquiry-based, child-centred experience.

Bonus Sitspot ……………………………………..   5%
Through an experiential activity you will gain a deeper understanding of how to connect children with nature and inquiry-based thinking.

- Major assignments (5% or more) must be submitted on the due date, at the beginning of class, unless otherwise specified by the professor. Students are more than welcome to hand in assignments before the due date.   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, including weekends. There will be a 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.
- 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.
- Requests for extensions due to illness or extenuating circumstances must be made before the assignment due date.

- This is a "process" course, and class participation is **<u>essential</u>**

PLEASE NOTE
Regarding Student Progression through the three Co-Requisite Core ECE courses

Teaching Methods III, Seminar III, Field Practice III

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*, <u>within the same semester,</u> in order to proceed to the next semester's co-requisite courses.

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.

VI.   SPECIAL NOTES:

ECE Program Guide
Students are expected to be familiar with and adhere to the policies and practices outlined in the *Early Childhood Education: A Guide to your Program* booklet. This information will be reviewed at the beginning of the semester and will be posted on LMS.

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.

VII.   COURSE OUTLINE ADDENDUM:

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.

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.

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. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

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

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

Accessibility Services:
If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Accessibility Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:
The College considers **Desire2Learn (D2L)** 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 this Learning Management System (LMS) 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.

Tuition Default:
Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of *November* will be removed from placement and clinical activities due to liability issues. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

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, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to https://my.saultcollege.ca

Electronic Devices in the Classroom:
Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.