

#J364

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

COURSE OUTLINE

Course Title: INTEGRATIVE SEMINAR IV

Course No.: ED 219

Program: EARLY CHILDHOOD EDUCATION

Semester: FOUR

Date: JANUARY 1992

Author: BEV BROWNING

New: Revision:

APPROVED:

L. DeLuca

DATE:

Dec. 18/91

INTEGRATIVE SEMINAR IV (ED 219)

Instructor: B. Browning

Prerequisite(s): ED 219, ED 218, ED 201,

Corequisite(s) : ED 210, ED 212

COURSE DESCRIPTION

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

GOALS

1. To consolidate previously learned teaching methods and to incorporate new approaches into a realistic philosophy.
2. To refine observation skills.
3. To successfully integrate the outlined fieldwork competencies for this semester by participation in class discussions.

OBJECTIVES

1. The student will maintain an accurate and on-going record of field work hours (not to include lunch hours). The time sheet and Progress Review Forms are to be signed and delivered to the College file upon completion of the field placement.
2. The student will demonstrate an understanding of appropriate teaching methods and activities for young children by describing relevant examples in class. Confidentiality and professionalism are to be maintained at all times.
3. Assigned observations will be completed in the placement setting and will be used for discussion purposes.

Integrative Seminar IV - ED 219
Instructor: B. Browning

METHODOLOGY

Class discussions, observation assignments, and situational examples will be used to help the students incorporate appropriate teaching methods into practical applications. The student will learn to make relevant inferences from objective observations.

EVALUATION

Attendance and participation in seminar discussions is crucial to the integration of theory and practice. The student's self-evaluation is an integral part of personal development as a professional.

Participation	40%
Self-Evaluation	10%
Observations	50%
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	100%

GRADING

- A+ - Consistently outstanding performance
- A - Exceptional integration of theory and practice
- B - Average competence
- C - Minimal performance
- X - As per College Policy
- R - "Repeat" - indicated failure to meet required competency level of that semester and field work course must be repeated.

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.