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**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**  
**SAULT STE. MARIE, ON**

**COURSE OUTLINE**

**COURSE TITLE:** INTEGRATIVE SEMINAR II

**CODE NO.:** ED 116 **SEMESTER:** TWO

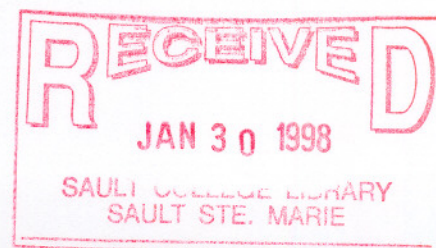
**PROGRAM:** EARLY CHILDHOOD EDUCATION

**AUTHOR:** JAYE BENNETT AND KATHY NIELSEN

**DATE:** JANUARY, 1996 **PREVIOUS OUTLINE DATED:** JANUARY, 1995

**APPROVED:** *J. DePasario* *Jan. 10/96*  
DEAN DATE

**\*\*NOTE:** Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.



## ED 110-Integrative Seminar II

PREREQUISITES: ED-108 & ED 115 :

### COURSE DESCRIPTION :

This weekly discussion seminar assists students in developing an understanding of appropriate techniques and methods of providing for children's needs in the practical component of the programme. Emphasis is placed on confidentiality and developing professional and ethical behaviours crucial for working in the Early Childhood Education field.

### II. STUDENT LEARNING OUTCOMES:

Upon successful completion of this course the student will:

1. Report regularly on their skill development related to the competencies outlined for semester two.
2. Synthesize goals for children into positive teaching techniques.
3. Analyse the elements of a nurturing environment for children and assess one's effectiveness in promoting children's development.
4. Relate and critique personal teaching episodes.
5. Design developmentally appropriate activities for implementation in child care settings.

### III. TOPICS:

1. Developing a Philosophy
2. Understanding teaching/learning styles
3. Formulating a plan for competency development
4. Developing Activity Plans
5. Developing guidance techniques
6. Analysing behaviour origins



## ED 116 - Integrative Seminar II

## IV. REQUIRED STUDENT RESOURCES

Through The Looking Glass, Observations In The Early Childhood Classroom, Sheryl Nicolson, Susan G. Shipstead Maxwell Macmillan Canada.

Sault College First year E.C.E. Integrative Seminar Workbook,

E.C.E. Field Practicum Activity Planning Guide

## V. EVALUATION METHODS: (INCLUDES ASSIGNMENTS, ATTENDANCE REQUIREMENTS, ETC.)

Attendance and participation at seminar class is crucial to the integration of teaching theory and practice. Each student must take the responsibility of contributing constructively to seminar discussions, while always keeping in mind confidentiality and respect for others.

Attendance	(20%)
Participation	(10%)

## 2. Journal Summary of Field Work Experiences based on "Interaction Reports"(Contained in workbook) and field work notes to be handed in twice

Due: Midterm	#1	<u>March 6</u>	(15%)
Final	#2	<u>April 17</u>	(15%)
Total			(30%)

3. The student will complete the "Student Teacher Effectiveness Scale" (workbook)

Due: <u>February 14</u>	(10%)
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## 4. The student will complete the "Self-Evaluation" (workbook)

Due: <u>April 10</u>	(5%)
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## 5. Workbook Exercises:

- |                                 |                     |
|---------------------------------|---------------------|
| 1. "Do you Really Listen"?      | (5%)                |
| Chapter 6 (checklist)           | <u>Due: Jan. 24</u> |
| 2. "Sample Checklist"           | (5%)                |
| Chapter 6 (checklist)           | <u>Due: Feb. 7</u>  |
| 3. "Narrative Event Sample"     | (5%)                |
| Chapter 8 (ABC Narrative Event) | <u>Due: Mar 6</u>   |

Total (15%)

**ED116 - Integrative Seminar II****6. The student will complete 2 "Art Forms" for evaluation**

<b>Due: Jan. 17</b>	<b>#1</b>	<b>(5%)</b>
<b>Due: <u>Feb. 28</u></b>	<b>#2</b>	<b>(5%)</b>
<b>Total</b>		<b>(10%)</b>

**VI. PRIOR LEARNING ASSESSMENT:**  
Not yet available**VII. SPECIAL NOTES**

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.



## 116-Integrated Seminar - Assignment Date Summary

## DUE:

- January 17 - Art form # 1  
Review Chapter 5  
Read Chapter 6
- January 24 - "Do you Really Listen" (Chapter 6 - workbook)
- February 7 - "Sample Checklist" (Chapter 6 - workbook)
- February 15- "Student Teacher Effectiveness Scale" (workbook)
- February 28- Art form # 2  
Read Chapter 8
- March 6- "Narrative Event Sample" (Chapter 8 - Workbook) ABC narrative event  
-Field work Journal (mid-term) # 1
- March 20- Read Chapter 10
- April 3- Read Chapter 11
- April 10- "Self-Evaluation of Seminar participation" (workbook)
- April 16- Read Chapter 12  
Field Work Journal (final) # 2

## Reading Assignments -

1. Due: January 17 - Review Chapter 5 and read Chapter 6
2. Due February 7- Read Chapter 7
3. Due February 28 - Read Chapter 8
4. Due March20 - Read Chapter 10
5. Due April 3- Read Chapter 11
6. Due April 17 - Read Chapter 12