

**SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY  
SAULT STE MARIE, ON**



**COURSE OUTLINE**

**Course Title:**     **Integrative Seminar IV**

**Code No.:**         **ED 219-1**         **Semester:**     **IV**

**Program:**         **EARLY CHILDHOOD EDUCATION**

**Author:**         **Bev Browning**

**Date:**             **Jan 98**         **Previous Outline Date:** **Jan 97**

**Approved:**     *D. Tremblay*  
**D. Tremblay, Dean**  
**Health, Human Sciences and Teacher Ed.**

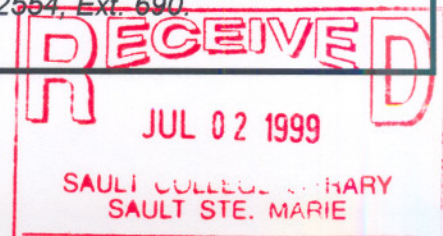
**Date:**             *Dec 22/97*

**Total Credits:**    **one**         **Prerequisite(s):** **ED 218, 209, 265**

**Corequisite(s):** **ED 210, 267**

**Length of Course:**         **Total Credit Hours:** **16**

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**I. 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 and for guiding children's behaviour.

**II. Learning Outcomes and Elements of the Performance**

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

**1) Report regularly on skill development and competencies outlined for Semester Four Field Work.****Potential Elements of the Performance:**

- provide specific examples of one's interactions to support self-analysis of one's teaching behaviours.
- complete self-assessment reports thoroughly in order to assist in planning strategies for growth
- use thoughtful consideration in assessing one's strengths and suggest realistic alternatives for change

**2) Design and implement developmentally appropriate activities for implementation in child-care settings.****Potential Elements of the Performance:**

- design curriculum to support the observed developmental needs of children
- utilize available resources for preparing age-related inclusive activities
- prepare curriculum in a professional manner
- determine the merit of prepared plans and suggest alternatives for improvement
- demonstrate knowledge of both vertical and horizontal curriculum design

**3) Actively participate in classroom discussion and group work****Potential Elements of the Performance:**

- record child and or staff interactions in placement situations on a weekly basis
- volunteer information recorded in field placement in a classroom situation
- share information and opinions in small groups
- function responsibly as part of a small group with respect to assigned work



## II. Learning Outcomes and Elements of the Performance (cont.)

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

### 4) Interpret legal responsibilities and implication for child-care settings

#### Potential Elements of the Performance:

- describe the tasks, responsibilities and liabilities of early childhood educators in relation to legislation, regulations, policies and procedures

## III. Topics to be Covered

1. Competencies expected of fourth semester students
2. Professionalism and confidentiality
3. Researching and developing activity plans
4. Analyzing teaching strategies and integrating new skills
5. Day Care and the Law

## IV. Learning Activities/Required Resource

Facilitation of the course material will be conducted through class discussions, student observations and presentations, assigned readings and situational examples. This format will be used to help students incorporate appropriate teaching methods into practical applications. Attendance and participation are an essential element in this process.

#### Required Resources:

1. Day Care and the Law

## V. Evaluation Methods/Grading System

Attendance and participation in seminar classes are crucial to the integration of teaching theory and practice. Each student must take the responsibility of contributing constructively to seminar discussions, while always maintaining confidentiality and respect for others.

- |  |     |
|--|-----|
| 1. Seminar Attendance and Participation  | 30% |
| 2. Field Work Self-Analysis  | 30% |
| 3. Video Tape and Self-Analysis<br>(comparison to 3rd Semester and Improvement Plan) | 30% |
| 4. Day Care and the Law Modules  | 10% |

All assignments are due on the date assigned by the instructor. The late policy of the ECE Department will be enforced! No NQA's will be accepted for identified assignments. Failure to present on a scheduled date will result in a mark of "0" for that particular assignment.



## V. Evaluation Methods/Grading System (cont.)

### 1. SELF ANALYSIS OF TEACHING BEHAVIOURS: 30 %

Each student will evaluate his/her strengths and competencies currently displayed in the field placement setting. At the start of semester IV, students will complete the "Introductory Sheet" and formulate goals based on the previous semester's evaluations. For Semester IV field placement, students will:

by Mid-term, February 25th, 1998: NO NQA'S will be accepted - 10%

#### II. Complete

the performance checklists in the "Measure of Success"

pp. 9-42 Knowledge, Interaction, Communication

pp. 46-70 Curriculum: Review, Development, Implementation

pp. 73-94 Preparing the Physical Environment

NOTE: *Some checklist items may not apply to your situation.*

\*\*\* *It is recommended that the student review the checklists weekly in order to update ongoing performance and also to formulate goals to achieve on an ongoing basis.*

#### III. Using

the student's end of term Semester III Introductory Sheet

Measure of Success Checklists, and

ongoing feedback from College Faculty and placement Supervising Teacher

#### complete

the attached "Performance Review Sheets" and formulate goals and an Action Plan for the remainder of the semester in field placement. Discuss these goals with the field placement Supervising Teacher.

#### IV. By April 22nd, 1998: FINAL FIELD ANALYSIS - 20%

##### Using

the Measure of Success Checklists

the Field Placement Progress Review IV

##### Complete

the Fieldwork Self-Analysis Questionnaire and summarize in detail your current skills and teaching behaviours. *Describe* how your teaching behaviours and competencies have changed/improved over the semester. *Responses to the questionnaire MUST BE TYPED!!*

### 2. VIDEO TAPE ANALYSIS and ACTIVITY ASSESSMENT: 30%

*Students must submit these three items along with the video tape:*

Video Analysis Responses = 20%

Activity Plan with summary = 5%

Activity Analysis Form = 5%

**Students will make arrangements to have themselves video-taped in their assigned field placement setting, presenting a Circle to the children. Steps**



**must be taken to ensure parental permission for children to be video-taped. The permission form is attached.**

**The Sault College cam-corder has been reserved on Mondays and Tuesdays for this purpose. You must book the recorder with Media Services in the LAC. Your student card is required. Also, you must purchase your own video tape cassette (each person should have their own as this process will be repeated in the fourth semester).**

**STEPS:**

- a) **complete a Circle Activity Plan ; follow the normal procedures for approval prior to presentation of the activity in the placement. Check to make sure if you need an extension cord!**
- b) **have yourself video-taped presenting this Circle to the children; remember to make sure that the entire process of the activity is on tape (introduction-(IN PARTICULAR)- to the conclusion).**
- c) **after the video-taping, review the tape and analyze your teaching thoroughly, referring to the relevant questionnaire accompanying the course outline. Your assigned *grade will be based on your own ability to assess and describe your teaching techniques, not on the quality of the video-tape itself. THIS PORTION (responses to the Video Self-Analysis) MUST BE TYPED!***
- d) **submit your assessment and the completed Circle Plan (including your assessment of the activity) 5%, and the Activity Planning Evaluation Form (5%) to your instructor BY THE DUE DATE, as scheduled with the instructor). Those who do not follow this procedure will receive a grade of zero for this project.**

**3. PARTICIPATION and ATTENDANCE: 30%**

**ATTENDANCE: 10%**

this weekly seminar is mandatory in order that s/he have the opportunity to discuss relevant issues/concerns about teaching young children. *Number of days attended = 10%*

**PARTICIPATION : 20%**

1. Students will present 2 Interaction Reports to the class over the course of the semester (forms available in the Seminar workbook/journal). These Interaction reports will then be submitted to the course professor: **one by February 25th, and the second by April 22nd, 1998 = 5%** It is the student's responsibility to ensure that these presentations are made within the allotted timeframes.

2. Students are asked to share experiences from their field placements. The purpose is to examine scenarios in order to best determine the appropriate positive teaching strategies. Students are expected to make constructive



3. suggestions to peers. The course professor will monitor **student contributions** = Each student will submit their "Field Seminar Self-Evaluation Form" (supplied by the instructor) *at the final Integrative Seminar IV class on April 29th, 1998.* *Field Seminar Self-Evaluation = 5%*

**DAY CARE and THE LAW: 10%**

*Students will be assigned segments of the text to present and explain to the class. Students must encourage class discussion about the topic.*

**College Grading Policy**

90 - 100%	=	A+
80 - 89%	=	A
70 - 79%	=	B
60 - 69%	=	C
Below 60%	=	R (repeat)

**VI. Special Notes**

Students with special needs (e.g. 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.

Please do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.