

# SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

## COURSE OUTLINE

**COURSE TITLE:** Integrative Seminar II

**CODE NO. :** ED 116

**SEMESTER:** 2

**PROGRAM:** Early Childhood Education

**AUTHOR:** Kathy Nielsen

**DATE:** Jan/2000

**PREVIOUS OUTLINE DATED:** Jan/99

**APPROVED:**

\_\_\_\_\_  
**DEAN**

\_\_\_\_\_  
**DATE**

**TOTAL CREDITS:** 1

**PREREQUISITE(S):** ED 108, and ED 115

**COREQUISITE(S):** ED 110, ED 140

**LENGTH OF COURSE:** 15 Weeks  
1 Hr/Wk

**TOTAL CREDIT HOURS:** 15 Hours

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*For additional information, please contact Donna Tremblay, Dean*  
*School of Health, Human Services and Criminal Justice*  
*(705) 759-2554, Ext. 690*

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

**I. COURSE DESCRIPTION:**

Attendance at this weekly discussion seminar is required to assist the student in interpreting and following through on theories and methods of teaching and observing the young child. Emphasis is placed on confidentiality and on the development of professional and ethical behaviours crucial for working in the Early Childhood Education field. Assigned observations and placement activities will form a basis of discussion in this integrative seminar.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

**A: Learning Outcomes:**

1. Report regularly on personal skill development related to the competencies outlined for Semester Two.
2. Design developmentally appropriate activities for implementation in child care settings.
3. Analyze the components which provide a nurturing environment of children.
4. Assess one's effectiveness in promoting children's development.

**B: Learning Outcomes and Elements of the Performance:**

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

1. **Report Regularly On Personal Skill Development Related To The Competencies Outlined For Semester Two.**

**Potential Elements of the Performance Include:**

- ensure confidentiality
- provide field work examples in a comprehensive, concise, factual and objective manner
- select and utilize appropriate data collection techniques

2. **Design Developmentally Appropriate Activities For Implementation In Child Care Settings.**

**Potential Elements of the Performance include:**

- plan developmentally appropriate experiences based on the results of observations and acquired knowledge.
- evaluate and revise curriculum to ensure individual and group needs
- prepare activity plans in a Professional manner and submit on time

**3. Analyze The Components Which Provide A Nurturing Environment For Children.**

**Potential Elements of the Performance Include:**

- *complete observations using various data collection techniques*
- *summarize observational information*
- *describe the characteristics of a supportive environment*

**4. Assess One' S Effectiveness In Promoting Children's Development.**

- *provide examples to support one's self-analysis of teaching behaviours*
- *suggest alternatives for improving teaching techniques*
- *provide examples on the mid-term and final evaluations which summarize current skill development*

**III. TOPICS:**

1. Developing a Philosophy
2. Understanding teaching/learning styles
3. Developing Activity Plans
4. Developing guidance techniques
5. Analyzing behaviour origins

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

1. **Through The Looking Glass, Observations In The Early Childhood Classroom**, S. Nicholson, S. Shipstead, Merrill, 1994
2. **Developmentally Appropriate Practice in Early Childhood Programs Serving Children FRom Birth Through Age 8**, S. Bredekamp,ed., NAEYC, 1987.
3. **Ece Field Practicum Journal**, Campus Shop
4. **First Year Ece Field Seminar Workbook**, Campus Shop
5. **Dictionary or Thesaurus**

## V. EVALUATION PROCESS/GRADING SYSTEM

Attendance and participation at seminar classes 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 & Participation** **20%**

Attendance and participation at seminar classes is crucial to the integration of teaching theory and practice. Each student is allowed to miss one class without penalty; after that, 5% per class missed will be deducted.

### **Observations** **30%**

1. Running
2. Checklist
3. Rating

(dates to be announced in class)

### **Tutorial Participation & Ideas** **20%**

Bring in and share two process art ideas  
(one before midterm one after midterm)

### **Journal/Interaction Reports** **25%**

1. 1 journal
2. 2 interaction reports  
(observations to be done in placement or C.D.C)  
(dates to be discussed in class)

### **Self-evaluation** **5%** (completed at the ended of course)

**100%**

*The following semester grades will be assigned to students in postsecondary courses:*

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies &amp; Procedures Manual – Deferred Grades and Make-up</i> ).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has been impossible for the faculty member to report grades.	

**VI. SPECIAL NOTES:**

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

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.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. 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, as may be decided by the professor. 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.

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.

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

*Assignments are to be handed to the teacher on the due date. NQA coupons will be honoured as per departmental policy. Students need to keep copies of all assignments in case originals are needed.*

**VII. PRIOR LEARNING ASSESSMENT:**

Not yet available.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.